

Academy Report 2019

Significance of and Preparations for the AY 2019 Plenary Council



Ritsumeikan Style **SPECIAL ISSUE**

Chapter I. Open Session of the Plenary Council to be Held in October 2019

Significance of and Preparations for the AY 2019 Plenary Council

(1) What is the Plenary Council?

At Ritsumeikan University, we uphold the ideal of “believe in the future, live for the future,” based on our founding spirit of “freedom and innovation” and educational philosophy of “peace and democracy.” Our educational mission is to strive to cultivate individuals equipped with solid academic abilities who can give free rein to their individual strengths and play active roles as global citizens imbued with a sense of justice and ethics.

Our students have a great variety of backgrounds and individual talents, and our faculty and administrative staff members across the various different parts of our university organization work together to support these students in learning and growing as individuals capable of independently realizing our R2020 Academy Vision of “Creating a Future Beyond Borders.” Our aim is for both undergraduate and graduate students to learn from one another in healthy competition, in a “learning community” that encompasses all aspects of student life, curricular and extracurricular realms included. The Plenary Council of the University is a forum for consultation and discussion with students as we pursue these activities.

The Plenary Council of the University (hereafter simply “Plenary Council”) is an organ established in order for all members of the Ritsumeikan University (“RU”) learning community—undergraduate students, graduate students, faculty and staff, and

the Executive Board of Trustees—to discuss and engage actively in improvements and reforms to the conditions of education, research, and student life. Meetings of the Plenary Council are conducted in line with the principle of self-government by all constituents of the university, and are attended by representatives of RU’s four primary components: the Student Union and Graduate Student Council as the self-governing organizations of undergraduate and graduate students respectively, the Faculty/Staff Union, and the university authorities (Executive Board of Trustees, membership of which includes the Deans of each College). The Ritsumeikan Co-operative (hereafter “Co-op”), which provides support for student life, participates as an observer.

RU’s Plenary Council reviews achievements in education and student support and confirm future directions, as well as pursuing discussion of tuition fees. This process involves holding discussion meetings between students and Deans and other officials to discuss issues within each College and Graduate School, and a variety of forums to discuss issues in education, student life, and campus infrastructure, to ensure that the university authorities take into account students’ views as they pursue improvements and reforms.

(2) Review of the Previous Plenary Council

The last Plenary Council was held in the

2018 academic year (“AY 2018”). In light of the fact that little more than one year had elapsed since the Plenary Council before that, which was held in AY 2016, and that the second phase of the R2020 plan (AY 2016-2020) was still in progress, at this Plenary Council it was difficult to focus on a comprehensive review of the outcomes of education and student support projects since the AY 2016 Plenary Council. However, there were numerous areas in which progress had been made, issues that had come to light through analysis of student conditions, and discussion points put forward by each member of the Plenary Council on matters of education and student life. It was therefore decided to use these various matters as starting points for discussion. The Plenary Council also discussed the new tuition and financial management policies for AY 2019 and beyond, as proposed by the university authorities. These discussions were recorded in the Memorandum of the AY 2018 Plenary Council of the University, the contents of which are summarized in “Discussions to Date” in Chapter 2 below. In regard to tuition policies, the university authorities proposed tuition fees for students entering undergraduate programs in AY 2019 and those entering graduate programs up to AY 2020. It was confirmed that tuition policies for undergraduate students entering in AY 2020 and beyond would be the subject of discussion in another Plenary Council to be held in AY 2019.



(3) Toward the AY 2019 Plenary Council

As explained above, it has been confirmed that the AY 2019 Plenary Council will continue discussion of the matters tabled at the AY 2018 Plenary Council: the current conditions in academic affairs based on the discussion of tuition policies, and associated issues raised by the Student Union, which include enhancing and increasing the visibility of learning quality (both curricular and extracurricular), and improving campus environments including dining options, security/safety, and campus no-smoking policy. In addition, the university authorities will table proposals for undergraduate tuition fees for a further two years (AY 2020 and 2021) that are linked to the medium-term plans and tuition policies at this point of transition from the R2020 academy plan (that runs from AY 2011 to 2020) and the R2030 plan (AY 2021 to 2030). Moreover, the

question of whether or not to align graduate school tuition policies with the policy cycle for undergraduate tuition (i.e., to extend the current policies to AY 2021) will be considered in conjunction with overall policies for the graduate schools. These matters provide the starting agenda for the AY 2019 Plenary Council.

With a view to further advancing the work on educational improvement and student support undertaken thus far toward the establishment of the “Ritsumeikan Model of Learning” and to form a basis for planning the next ten years of development (AY 2021-2030), we have initiated a policy of “Learning Innovation that co-creates [collaboratively develops] extension, interconnection, and change in learning” (hereafter the “co-creation policy”). This co-creation policy will be implemented over four years from AY 2019 to 2022. The aim of the policy and

the various initiatives that will follow it is to do more to kindle each individual student’s intellectual interest, to foster an autonomous, self-motivated approach to learning and a spirit of free challenge, and to transform the university into a place that enables students to gain a real sense of personal growth through their learning by the time they graduate. These will be long-term themes in the years leading to AY 2030. In the course of this and subsequent Plenary Councils, the university authorities will present proposals for activities that will form part of this co-creation policy.

Building on the outcomes of the AY 2018 Plenary Council, the AY 2019 Plenary Council will be a forum for discussion on major steps forward in the directions outlined above. We look forward to the active participation of students and all other members of the Ritsumeikan community.

Message from the President Let’s make our university/campus an exciting place to be!

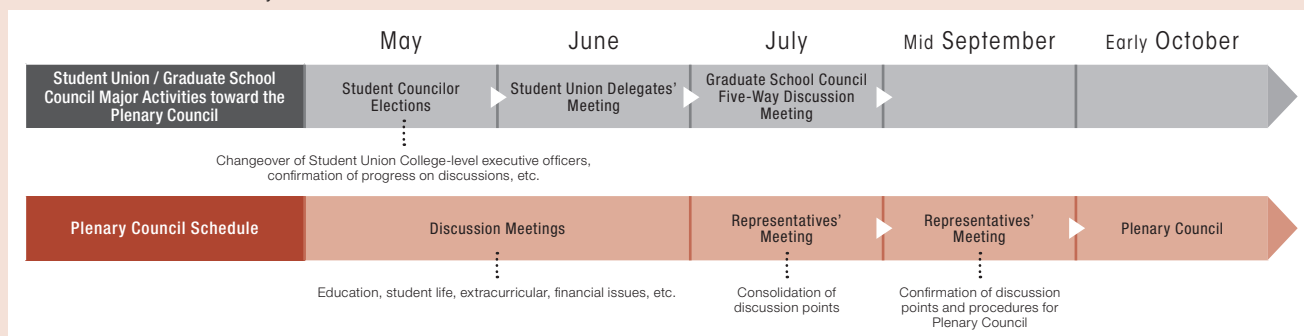
At this year’s Plenary Council, I’d like to think about what kind of university we want this to be in the future. Next year we will celebrate the 150th anniversary of the founding of the Ritsumeikan private school and the 120th year of the establishment of Ritsumeikan University. This is without doubt an appropriate juncture to pursue discussions in a long-term perspective, looking ahead to 2030 and even 2040.

In this era of dramatic change in world affairs and technological innovation, the forms of knowledge we require are also changing significantly. What kinds of people will RU cultivate, and how will we contribute to wider society? One thing that I think is especially important is to create a university and campuses that are “exciting.” When it is difficult to know what the future holds, we need people who can uncover and create new forms value out of chaotic conditions and communicate them to society. It is surely crucial for us to furnish students with regular experience of cutting-edge research and other opportunities that spark their intellectual curiosity. We need to develop an even higher-quality, global education and research environment that motivates students to discover and tackle new challenges. I look forward to discussing how we can create this kind of university and campus environment.



NAKATANI Yoshio
President,
Ritsumeikan University

Schedule for the AY 2019 Plenary Council



(4) Expanding Fields of Learning/Support and Student Activities

As stated earlier, we have been working on a variety of student support programs designed to produce individuals who can make useful contributions to society, in accordance with our founding spirit, educational ideals, and the principles of the Ritsumeikan Charter. One of the major pillars of R2020 – the medium/long-term plan for the Ritsumeikan Academy up to AY 2020 – was “learning communities and learner-centered education.” We have been providing support for diverse forms of learning under this plan, with the aim

of establishing the Ritsumeikan Model of Learning, a learning style in which students can autonomously extend their learning capacity beyond borders, in addition to developing specialized expertise. In addition to curricular activities, overseas learning, and internships, we have directed support to participation in pre-existing extracurricular clubs and circles, and for the development of diverse communities. For this purpose, from AY 2012 we introduced a new growth support scholarship program that supports the establishment of self-motivated communities of three or more students. Each year around 500-650

students pursue activities with the support of this scholarship program, making it an important incentive for motivated students. Moreover, 3,368 students (as of AY 2018) participate in peer support activities across 36 different organizations. It could be said that peer support has become a distinguishing feature of Ritsumeikan University, as no other university operates peer support programs of this scale.

Below is a brief profile of some of the students engaged in especially distinctive activities as the horizons of learning expand in various ways across the curricular and extracurricular realms.



HINO Minako (2nd year Master's student, Graduate School of Sociology) Participated in the Rio 2016 Paralympics



The AVA (Athlete Volunteer Association), recipient of the AY 2018 Financial Aid for Development of a Learning Community, assists with a festival at the Haradani Benzaiten Shrine



Financial Aid for Development of a Learning Community (Extracurricular Activities) eligible program: SDGs Practical Program in Laos (Agricultural site visit and interviews)



College of Gastronomy Oritor group activity: "Yummy!!!" welcome event for new students



Ritsumeikan University Sustainable Week Executive Committee, recipient of the AY 2018 Financial Aid for Development of a Learning Community, holds "On The Road! Sustainable Week" event



KON Hiyori (4th year student in the College of International Relations) Recipient of the Ritsumeikan University Athlete and Creator Development Scholarship (Sumo)



STROPS, recipient of the AY 2018 Financial Aid for Development of a Learning Community, conducts activities on the theme of "physical education volunteering at elementary schools in the poverty belt of Nanyuki, Kenya."

Chapter II. Progress of Discussions to Date and Future Directions

1. Progress of Discussions to Date

Enhancement of curricular and extracurricular learning and co-creation policy

1

1 Enhancement of education in the formal curriculum

In response to requests from the Student Union in the area of curricular learning, we confirmed that a review would be conducted of the effects of academic reforms implemented thus far, and the results shared with students. We also confirmed that faculty development (FD) programs would be organized with a view to further improvements in teaching, and that we would continue to conduct multi-faceted reviews of the impact of academic reforms on student growth and satisfaction, together with programs to develop classes that foster self-directed learning.

Currently we are expanding the portfolio functions of manaba+R to include mechanisms to enable faculty members to check the study records of individual students and provide learning advice. In response to concerns raised by the Student Union over personal information protection, we confirmed that in the course of this expansion careful consideration will be given to the scope of faculty members authorized to view student records.

As part of the AY 2020 reforms of liberal arts education, we are also seeking to render learning progress in the liberal arts curriculum more visible, and advancing teaching reforms that place students at the center of the learning process. We confirmed that in the development of new subjects and subject design in the liberal arts education reforms, we will work to incorporate student demand for state-of-the-art fields and fields connected with everyday life, and to use liberal arts seminar subjects to address specific themes that students wish to study.

2 International student support and other forms of internationalization, inclusive student support, and promotion of diversity and inclusion

In the area of international student support and other forms of internationalization, the Student Union and Graduate Student Council demanded the enhancement and strengthening of academic and campus life support for the growing number of international students (including expansion and enhancement of English-medium courses, and the need for Japanese language learning support). In response, we confirmed that the university would enhance support for international student before and after enrollment, provide support in partnership with government authorities and external

organizations and, in order to respond to international students' diverse support needs, launch an "international student support coordinator" system from AY 2019.

In regard to inclusive student support and the promotion of diversity and inclusion, the Student Union called for the development of environments in which an even more diverse range of students can learn together. The following measures were confirmed in this area.

- 1) Expand the Student Success Program (SSP) to provide support for smooth transition from senior high school to university, assisting students to gain independence and grow especially in their first year of university.
- 2) Build systems to enable not only individual-level consultation and support on gender and sexuality issues, but also information provision and awareness-raising across the entire university community. Strengthen systems for supporting students with disabilities, in light of the growing number of students in need of support and the demand for assistance in English.
- 3) Raise the proportion of students receiving financial aid scholarships by assigning unspent funds from the existing scholarship budget in AY 2019 to such financial aid scholarships. Discuss approaches for AY 2020 and beyond during AY 2019, taking into account developments in the national government's policies for alleviating the financial burden of higher education.

3 Enhancement of extracurricular learning

The Student Union and university authorities confirmed their agreement on the significance of extracurricular learning and self-motivated student activities as means of achieving the principles of the Ritsumeikan Charter and the university's student development goals. They also confirmed the importance of achieving a balance between curricular and extracurricular pursuits. Based on this shared understanding and matters raised by the Student Union, the Plenary Council confirmed that the following activities would be pursued.

All faculty members will be made fully





aware of the system of Certificates of Participation in Competitive Events, which is used to make allowances for unavoidable class absence owing to participation in sporting events, competitions and like, and programs shall be pursued that respond to students' interest in pursuing self-motivated, autonomous learning. These activities will be founded on the principle that student should make the maximum possible effort to catch up on their missed classes (gather materials, etc.) on their own. When requested by students, class instructors will exercise their judgment to provide students with guidance and assistance in forms that may include: (1) distribution of materials; (2) confirmation of topics covered in class and explanation of key points; (3) directions on self-study prior to the next class; (4) notification of other matters.

In addition, in regard to facilities and equipment for extracurricular activities, we confirmed that priority would be given to ensuring safety and security, and that the Division of Student Affairs (Office of Student Affairs and Office for Athletes and Sports Services) would be the first point of contact in the case of problems.

Enhancing the quality of campus environments

2

In regard to development of campus environments, the Student Union continued to request that the matters confirmed at the AY 2016 Plenary Council be given more concrete shape, and that the university furnish opportunities for discussion that reflect the diverse opinions for students at the stage of formulating campus development plans. The Student Union also called for discussion of the following three points

which had high levels of interest among students in a survey conducted independently by the Student Union: (1) improvement of dining environments, including user amenity and turnover rates in cafeterias; (2) re-consideration of the goals and methods of the university's campus-wide no-smoking policy; (3) improvement of independent training environments including flexible use of air-conditioning facilities and opening of facilities during examination periods.

We confirmed that the following steps would be taken in response to the above points.

- 1) Enhancement of campus environments is a matter closely connected with students' daily lives and one in which students have a high degree of interest. The university, in collaboration with the Ritsumeikan Co-op, shall continue to engage in discussion in campus discussion meetings and other forums with a view to pursuing campus-level improvements.
- 2) Positions on campus-wide no-smoking policy continue to differ, with the Student Union demanding a re-appraisal of the policy and the university authorities aiming to make the entire university smoke-free. We will pursue further discussion of this matter into the future.
- 3) In regard to the expansion of facility opening hours during examination periods, we will assess actual usage during the AY 2018 fall semester examination period, and open some facilities on a trial basis.

Academic enhancement of the graduate schools

3

At the last Plenary Council, discussions were held and agreement reached on the following academic issues in the graduate schools: **1** enhancement of the TA (Teaching Assistant) system; **2** enhancement of graduate student career path support; **3** development of research commons and other aspects of the research environment.

1 TA system

The members of the Plenary Council confirmed their shared appreciation of the important academic role of the TA system in

career development through teaching experiences, as well as the provision of financial support. Based on this understanding, we are making efforts to give many graduate students the opportunity to experience work as a TA. We are looking at ways to expand opportunities for TA activities along existing lines, including announcement of TA recruitment periods on the website, open calls for general education TAs on manaba+R, and placement of TAs in undergraduate subjects with close academic and research connections. We also confirmed that strategies would be formulated to help students in stand-alone graduate schools find TA opportunities in undergraduate classes connected with their areas of specialization.

2 Enhancement of career path support programs

In response to demands from the Graduate Student Council, the university authorities committed to concretely developing measures such as establishment of subsidy and support programs to raise research motivation, expansion and improvement of conditions for post-doctoral positions, and expansion of existing programs such as subsidies for conference attendance in doctoral programs.

In particular, the we confirmed that existing projects funded under the Fourth-Phase Career Path Development Support Program (2016-2020) and the graduate school enhancement policies identified as priorities in for the second half of the R2020 plan (academic conference scholarships, research activity promotion grants, basic skills enhancement support, doctoral dissertation publication subsidies, English-language academic article submission support, etc.) would be subject to progressive



improvements with the aim of expansion. We also announced the intention of developing a new framework for the expansion of post-doctoral positions.

3 Development of the research environment (Research Commons, etc.)

The Graduate Student Council demanded the alleviation of the shortage of space in the Research Commons on the Kinugasa Campus and Osaka Ibaraki Campus (OIC). We agreed that in light of the limited space available, rather than thinking mechanically about seat numbers, the university would conduct reviews and improvements with a view to the ideal Research Commons environment for each campus, taking into account disciplinary differences in styles

of education and research. At OIC, where the number of graduate students is growing considerably as new cohorts are added yearly to the recently-established graduate schools, we decided to institute provisional measures. The Plenary Council confirmed

that development of research comments and other aspects of the research environment would be pursued in full consultation with graduate students, as they have been thus far.



2. Progress on university projects and future directions

Progress on the first phase of the co-creation policy (AY 2019-2020) based on matters confirmed at the AY Plenary Council **1**

The Student Union has emphasized the need to render progress on educational quality enhancement visible as a precondition to pursuing the co-creation policy. We have acknowledged this need and are producing a *Learning and Growth Report* that outlines the key features and tendencies in students' learning, as evidenced in the learning and growth survey. Following discussion with the Student Union, this report will be published on the university website. We are now working to verify the growth outcomes of activities such as study abroad and extracurricular pursuits.

We have established a Council for the Advancement of Co-Creation Policy as an organ for routine collaborative discussion across the Divisions of Academic Affairs, Student Affairs, and International Affairs, in order to create a comprehensive structure for implementation of co-creation policy that encompasses both learning support and campus life, and both domestic and international students. Moreover, in order to secure financial resources for the policy

from within the overall scope of the current budget, we have partially reorganized our budget categories, while taking full care to ensure that existing projects are not affected. Co-creation initiatives in each College and Graduate School will form the basis of the overall co-creation policy. We will reform the educational strengthening budget system that provides the basic source of funds for these initiatives, and each individual College and Graduate School will determine how to use this budget in accordance with their own characteristics, and explain the content and outcomes of their initiatives to students.

The following advancements have been made in the co-creation policy and associated initiatives.

1 Progress on enhancement of curricular and extracurricular learning and co-creation policy

(1) Enhancement of education in the formal curriculum

- To facilitate academic advising in line with learning processes, we added a "management function" to manaba+R that provides each College and Graduate School with an overview of its students' study history

and advising records (implemented on a trial basis in three Colleges from AY 2019).

- We determined to undertake a reform of liberal arts education from AY 2020 and clarify the positioning and learning outcomes of each subject group and individual subject, to progressively restructure the "peace and democracy" category of foundation liberal arts subjects into a new "Ritsumeikan subjects" category that incorporates subjects addressing future changes in society and active learning subjects, and to establish a new foundation liberal arts subject category of "art and creation."

(2) International student support and other forms of student support, and promotion of diversity and inclusion

- **Global learning**
 - In order to furnish domestic students with opportunities to gain experience overseas at least once during their studies, in AY 2018 we signed new partnership agreements with three universities and educational institutions internationally (bringing the total number of agreements to 457). RU now holds first place in the national ranking of number of students experiencing outbound mobility under inter-university agreements (JASSO, 2018).



- We added one extra class each to the Global Fieldwork Project and Intercultural Understanding Seminar, both of which are short-term study abroad programs in which students can participate easily. (These programs now have a total of five and 20 classes respectively).
 - Beyond Borders Plaza (BBP), a space for curricular and extracurricular language study and co-learning and exchange between domestic and international students, recorded a total of 50,000 visitors in AY 2018, and is advancing programs for both language learning and international exchange across all three campuses.
 - In order to expand co-learning in the formal curriculum, we expanded the number of liberal arts classes offered in English and foreign languages for new learners from 119 classes in AY 2018 to 150 classes in AY 2019.
- **Systems for comprehensive learning and campus life support**
- We allocated part of the educational strengthening budget to campus- and university-wide collaborative projects, and solicited project proposals from Colleges and Graduate Schools. Ten projects were selected, including one for inter-College learning support on the Biwako Kusatsu Campus (BKC).
 - In acknowledgment of the important role played by ES (Educational Supporters) in peer learning, we raised ES payments (hourly rates) and standardized them across the three campuses.
 - From AY 2019, instructors are obliged to provide directions on learning outside class in their subject syllabus, in order to promote study outside class and ensure tasks are set appropriately on the assumption that students will undertake such study.
 - In science and engineering-based colleges, we have made improvements to operating hours and venues for learning consultations, so that more students can access opportunities for remedial education.
- With a view to enhancing support for first-year students, the number of SSP Coordinators has been increased on each campus as of April 1, 2019. We will formulate and progressively implement measures responding to the growth in individual support needs, provision of organized support at the level of seminars and groups, and collaborative projects with Colleges utilizing the educational strengthening budget. Moreover, we are considering extending the pre-enrollment support program (which is designed to foster understanding of differences in learning and student life between senior high school and university) from the existing coverage (some students admitted under special admission programs) to include students at affiliated schools.
 - Colleges are working together with the Division of Student Affairs to provide support for Orientation Conductor activities in accordance with the Memorandum on Orientation Conductor Activities and Framework for Orientation Conductor Activities and Support (contained in the Memorandum of the AY 2018 Plenary Council). The task that remains for the AY 2019 Plenary Council is to examine not only Orientation Conductor activities but the entire field of first-year education, with a view to developing a more concrete understanding of the concerns facing new students and formulating ways of addressing them. The AY 2019 Plenary Council will pursue discussions based on actual student conditions, referring to the results of the survey of first year students that the Student Union plans to undertake.
 - We are looking into ways to provide support under the SSP to recipients of financial aid scholarships who are facing difficulties in pursuing their studies. This support will be formulated in conjunction with changes to the financial aid scholarship program for AY 2020 that are made in light of the national government's new system for alleviating the burden of higher education costs for students.
 - We decided to assign an international student support coordinator to each campus from AY 2019, to function as a first point of contact for a range of international student consultations and to connect students with specialized services as necessary. We have already appointed coordinators for Kinugasa and BKC and they have started offering support in collaboration with the Colleges, Graduate Schools, and external organizations.
- We have appointed two extra full-time faculty members to strengthen the provision of Japanese language education.
- **Promoting diversity and inclusion**
- We have recently been developing inclusive student support structures including the establishment of Support Rooms and the Special Needs Support Office, and the launch of the SSP. The following is a summary of progress and remaining challenges in diversity and inclusion based on these initiatives and the matters discussed at the AY 2018 Plenary Council.
- In the context of constructing consultation and support structures for diverse students, we need to take an organized approach to the development of consultation and support on gender and sexuality issues. Based on this understanding, we have established an exploratory project on structures to support sexual minorities and provision of diverse support under the Division of Student Affairs. The project team is planning to report on the outcomes of its deliberations around July 2019.
 - In the area of support for students with disabilities, we increased the number of support coordinators in April 2019, and support structures are also being expanded.
 - In regard to expansion of financial aid scholarships, work is in progress toward raising the recipient rate among students from households with annual incomes under 4 million yen. In response to the national government's rollout of a new system to alleviate the costs of higher education in AY 2020, we will pursue discussions on the re-design of financial aid scholarship programs through the latter half of AY 2019.
- (3) Enhancement of learning beyond the formal curriculum**
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- We will explore ways to support the further enhancement of self-directed learning beyond the formal curriculum. Specifically, improvements will be made to the growth support scholarship programs that currently support extracurricular activities and are in operation until AY 2020.
 - One topic of discussion at the AY 2018 Plenary Council was the Certificate of Participation in Competitive Events. We have now revised the format of this certificate in order to promote understanding of the significance and purpose of the certificate among both students and faculty members.

2 Enhancement of campus environments

- In the area of campus environment enhancements, the Student Union is calling particularly for a continuation of the AY 2018 discussions on the campus-wide no-smoking policy. There is a need to address this issue taking into account the amendments to the Health Promotion Act (hereafter the “amended HPA”) which will come into effect in July 2019. The following measures will be taken.

1) Quit-smoking support areas

We will redesign these areas to satisfy the conditions of the amended HPA. We will institute new measures to prevent passive smoking and endeavor to continue reducing smoking rates in accordance with a three-year plan, with a view to eventually disestablishing the quit-smoking support areas.

2) Campus-wide no-smoking policy

When the amended HPA comes into effect, we will change the current “campus-wide no smoking” designation in accordance with the amendments to a “smoke-free premises excluding designated outdoor smoking locations,” while continuing our efforts to achieve a completely smoke-free campus under a three-year plan.

3) Tackling smoking on campus

We will continue working to ensure that all faculty, staff and students comply with campus no-smoking policies.

3 Enhancement of graduate school education

- In the Master’s programs, the number of enrollees increased in AY 2018 and remained at almost the same level in AY 2019, thanks to the tuition fee reductions instituted in AY 2017, and well as the pro-active pursuit of programs and activities to communicate the benefits of learning in the university’s graduate schools. The increase in graduate school enrollments also contributes to the enhancement of the undergraduate education environment through measures such as the provision of TA support in undergraduate classes.
- In the area of career path support for

graduate students after enrollment, in AY 2019 we expanded the scope of the doctoral dissertation publication subsidy established in AY 2017, and established Starting Researcher and Starting Assistant Professor systems to provide a springboard for cultivation of new research professionals.

- In AY 2019 we launched the Cross-Creative Human Resource Development Program to foster doctoral researchers across multiple graduate schools in collaboration with companies and the local community, and in AY 2019 we re-applied for the Ministry of Education, Culture, Sports, Science and Technology (MEXT) Doctoral Program for World-leading Innovative & Smart Education.

Directions for the second phase of the co-creation policy (AY 2021-2022)



The second phase of the co-creation policy period (AY 2021-2022) will encompass enhancement of graduate school education and research, with discussions involving the Divisions of Academic Affairs, Student Affairs and International Affairs as well as the Divisions of Integrated Primary and Secondary Education, Research, and Career Services. Discussion of the second-phase policy are just beginning, but the issues currently being tabled at meetings of the Council for the Advancement of Co-Creation Policy (see p. 6) are as follows.

● **Rendering learning outcomes visible**

- We will publish various topics related to the task of rendering learning outcomes more visible on an ongoing basis in Learning and Growth Reports. Moreover, we will work together with students to formulate approaches to learning within and beyond the regular curriculum that raise students’ motivation and initiative, taking into account the results of learning and growth surveys, the assessments of educational outcomes conducted by each College, class evaluation surveys, and surveys by the Division of Student Affairs, Student Union and others.

● **Supporting learning and campus life**

- We will begin working on the development of a comprehensive learning records system that enables students to review their

own curricular and extracurricular learning, on-campus activities, and off-campus activities such as study abroad, and to utilize them in the future studies and career planning. This work will include formulation of mechanisms for the provision of learning advice based on the information contained in learning records.

- We will consider approaches to the university-wide provision of writing support (online and/or face-to-face in the formal curriculum, development of common learning materials, co-curricular tutorials, etc.) in both Japanese and English. This support is necessary in order to foster and enhance students’ skills of written expression, essential for the production of a graduation thesis or research project.
- We will pursue initiatives for the classification of international students’ concerns and accumulation and systematization of support strategies, through the activities of the international student support coordinators.
- We will consider ways to provide deeper levels of student support. Specifically, these include enhancement of support through analysis of SSP cases, coordination of SSP-based support with College-level interviews with students showing unsatisfactory progress, expansion of SSP pre-enrollment support to affiliated schools and students admitted under special admissions programs, and re-development of peer learning systems from the standpoint of “individual” growth.
- With a view to advancing inclusive student support and promoting diversity and inclusion, we will consider developing a comprehensive service provision model for diverse students and diverse learning styles to cater for diverse students (individualization of learning).
- **Study abroad and international exchange**
- We will develop new study abroad programs based on assessment of the learning and growth effects of study abroad.
- We will further invigorate study abroad and international exchange activities through the BBP, and promote language learning through use of the communication room, which is the hub of language learning support, and the self-study materials therein.
- We will further expand the number of curricular subjects and classes taught in English and other foreign languages, as venues for curricular co-learning among international and domestic students.

- **Enhancement of the graduate schools and research**
- Through programs and activities that showcase the attractions of learning at the university's graduate schools to undergraduate students in an accessible format, we will increase the number of undergraduate students advancing to the graduate schools and strengthen the linkage between undergraduate and graduate school learning.
- We will situate the career path support programs for graduate students as part

of the co-creation policy, and further enhance and review these programs as necessary with a view to developing pathways to employment in research-based professions and a broad range of career options utilizing specialized capabilities.

- We will continue to explore strategies for the enhancement of graduate school education and research in tandem, in acknowledgment that supporting graduate students' research activities and enhancing individual students' research skills are

important tasks in the context of raising the university's overall research capability.



Glossary

Plenary Council of the University

An organ for consultation and discussion established in AY 1948 following a proposal by the Student Union. Until AY 1979, meetings of the Plenary Council were held on an ad hoc basis in association with tuition proposals made by the university authorities (Executive Board of Trustees). The Rules of the Plenary Council of the University confirmed in 1988 state that the purpose of the council is to contribute to the advancement of the Ritsumeikan Academy through discussion of important matters pertaining to university management: (1) academic enhancement and campus life assistance; (2) tuition and academy financial management; (3) academy operational plans; (4) other matters considered necessary by the Plenary Council. The most recent Plenary Councils were held in AY 2016 and AY 2018.

R2020

R2020 refers to the strategic reforms that the Ritsumeikan Academy has been pursuing under the Academy Vision 2020 (Creating a Future Beyond Borders) and the medium-term plans to realize that vision (first half AY 2011-2015; second half AY 2016-2020), which were formulated to ensure that Ritsumeikan continues to be an academy of choice in the years up to 2020.

R2030

The Academy Vision R2030 (Challenge Your Mind, Change Our Future) was adopted in August 2018 as a new vision for the years up to 2030. On the basis of this vision, discussions are currently underway toward the establishment of a Challenge Design (medium/long-term plan) to be implemented from AY 2021.

Student Success Program (SSP)

The SSP is a program of student support designed to enable each individual student

to become an autonomous learner through all parts of their student life, both curricular and extracurricular, and to achieve the maximum possible growth. Individual support activities, seminars, and other initiatives for enhancement of campus life have been launched progressively since AY 2017, and rolled out across all three Ritsumeikan University campuses since AY 2018.

First-year education

First-year education is a comprehensive educational program extending across curricular and extracurricular realms, including support for adaptation to not only university learning but also campus life.

ES (Educational Supporter)

An ES is an undergraduate student who provides support for instructors and students in class. By assisting with in-class group work, responding to students' questions, and other forms of support activities for both students and instructors in class, ESs play a role in generating more effective learning outcomes. These activities are also an opportunity for ESs themselves advance their specialized studies and to develop more broad-ranging knowledge and skills.

Peer learning

This term refers to mutual support activities among learners, with the expectation that by helping one another, students will experience growth for themselves at the same time as supporting the growth of others. Close to 3,400 RU students across 36 different organizations are involved in peer learning, including the Orientation Conductors who provide support in small-group classes for first-year students.

Starting Researcher system

This system, which began operation in AY

2019, is designed to allow those completing doctoral programs at RU to play roles in enriching basic research across a variety of fields and encourage the production of research outputs, with a view to helping them find work as research professionals at research institutes, companies and the like soon after completing their studies.

Starting Assistant Professor system

This system, which began operation in AY 2019, is designed for two purposes: (1) to help those completing doctoral programs in RU's four science and engineering-based graduate schools to accumulate a stronger research track record and move quickly to academic positions within and beyond Japan, and (2) to encourage young talent to enrich basic research in a variety of fields and produce research outputs at the same time as gaining teaching experience.

Career path support

RU has systems to support graduate student career paths (employment and further study) that link admissions, academic affairs, career development, scholarships, and other programs across the graduate schools as a whole.

Quit-smoking support areas

These areas have been operating on each of the university's campuses since AY 2018 with the aim of helping users quit smoking by providing them with guidance and raising their awareness of the importance of quitting. In order to advance the university's initiatives to prevent passive smoking in line with the amended Health Promotion Act, from AY 2019 these areas are being progressively developed so they meet the specifications for designated outdoor smoking areas.

Chapter III. Tuition Policies for AY 2020 and AY 2021

1. Discussion of Tuition Policies at the AY 2018 Plenary Council

Discussion of tuition policies at the AY 2018 Plenary Council addressed two major social challenges: **1** the tightening of enrollment quota management by the education ministry (MEXT), and **2** the government's so-called "work style reforms." In the context of Japan's low level of public expenditure on higher education in international comparative terms and the gap between government expenditure on national and private institutions, the financial structure of private universities, including RU, is dependent on student fees for around 75% of revenue, while personnel costs account

for around 50% of expenditure. Responding to the tightening of enrollment quota management and work style reforms is an important part of the social responsibility of the university and the Ritsumeikan Trust as a whole, and it is also a crucial task in terms of financial management, as it impacts both student fee revenue and personnel costs.

Even in the face of the challenges arising from the above changes in the external environment, we proposed **3** the advancement of academic reforms and student support through co-creation (learning innovation) in the period from AY 2019 to 2022.

Taking into account the burden of tuition on students and the major impact that the above challenges will have on university management and financial affairs, we decided to pursue continued discussions of these challenges, and formulate undergraduate tuition policies for AY 2020 and beyond on the basis of those discussions. For the graduate schools, the AY 2018 Plenary Council set the tuition policy to apply up to AY 2020, so we also decided to consider whether or not to align graduate school policy with the undergraduate tuition policy cycle thereafter.

2. Tuition Policies for AY 2020 and 2021

Progress of discussion on the three issues carried over from the AY 2018 tuition policy discussions **1**

1 Responding to the tightening of enrollment quota management

Financial management under the R2020 plan involves revising basic expenditure and revenue estimates to reflect actual budget and settlement conditions each year, and reviewing financial management indicators such as the revenue/expenditure balance. Enrolment numbers are an important precondition to formulating expenditure and revenue estimates, and we have confirmed in planning for AY 2019 admissions that the fundamental principle will be to achieve numbers consistent with our official enrolment quotas.

Basic expenditure and revenue estimates based on this principle showed that the revenue/expenditure balance for the Ritsumeikan Trust as a whole would remain almost even for AY 2019 and beyond.

However, as a result of the stricter management of enrollment quotas by MEXT and resultant changes in universities' and students' patterns of enrollment, the actual number of enrollees has fallen under quota. We need to continue striving to achieve appropriate enrollment management while also keeping in mind the upcoming university entrance exam reforms.

2 Responding to reform of social systems (work style reforms)

Education and research activities at RU are supported and implemented by faculty and staff in a variety of job types. To enrich students' learning and growth, together with improvements to campus infrastructure and academic systems, we need to make our university a more attractive and inspiring place to teach and work for all of the diverse types of faculty and staff that are part of it.

A committee established under the Executive Board of Trustees has been looking into ways to respond to social system reforms. As its most urgent tasks, the committee has working to clarify issues related to securing fair work conditions (equal work for equal pay), and discussing the need for "Ritsumeikan work style reforms" for implementation around AY 2022. Based on these matters examined in AY 2018, discussions on specific measures will continue into the future.

3 Promoting co-creation policies (learning innovation)

As stated in Chapter II, budget for the co-creation policy in AY 2019 and 2020 has been secured through re-allocation of existing budgetary resources, and various co-creation initiatives are already underway.

The Council for the Advancement of Co-Creation Policy is now taking the lead

in initiating discussion of initiatives for the second phase of the co-creation policy in AY 2021 and 2022. This discussion will be pursued in parallel with discussions on academic affairs in the AY 2019 Plenary Council and the formulation of the R2030 Grand Design.

Tuition policies for AY 2020 and 2021 **2**

Discussion on the three issues carried over from the AY 2018 Plenary Council is progressing, but as noted above, we are not currently in a position to decide on specific programs or financial commitments.

Going forward we will be giving thorough consideration to matters such as academic policies, which originally should be a precondition for determining tuition policies, along with the "Ritsumeikan work style reforms" planned for AY 2022 and thereafter.

The AY 2019 Plenary Council will involve sharing and exchanging opinions on the processes and approaches to addressing academic issues, and provide a starting point for advancement to the next stage of discussion on academic policies and tuition policies, with an eye to the Plenary Council scheduled for AY 2021 – which will also mark the initial year of R2030.

In regard to graduate school reforms associated with graduate school tuition policy,

we have been working to achieve enrollment quotas as part of the academic initiatives noted in Chapter 2, and are now maintaining enrollment at a reasonable level. From AY 2019, we will also be expanding and establishing a number of career path development support schemes.

Taking into account these conditions, we have determined to keep base tuition at its current level and continue using the current tuition revision formula until AY 2021. Tuition levels will not be revised in this period in response to the three challenges noted above.

In addition, we will reduce admission fees, in light of the fact that our admission fees are now higher than those at many other universities, which have successively reduced their admission fees in recent years. At the same time, in principle we will abolish the special reduction for new students that is currently applied to first-year undergraduate tuition. This move is designed to address the financial impact of the admission fee reduction, as well as being consistent with the fact that the special reduction for new students was originally instituted to compensate for increases in admission fee levels.

1 Admission fee

In recent years, other universities have moved to reduce their admission fees with a view to further globalization in the future. Taking into account this trend and the current admission fee levels at other universities, the admission

fee for new undergraduate and graduate enrollees in AY 2020 and thereafter will be reduced from 300,000 yen to 200,000 yen.

2 Tuition revision formulas for new enrollees in AY 2020 and 2021

*For the College of Global Liberal Arts, tuition will be determined as it is currently, in accordance with the agreement with the Australian National University.

(1) Undergraduate colleges and graduate schools (Master's programs, years 1 and 2 of integrated doctoral programs, professional graduate degree programs)

For students entering both undergraduate and graduate programs up to AY 2021, the current base tuition levels will be maintained, and the current tuition revision formulas (i.e. the undergraduate formula up to AY 2019 and the graduate formula up to AY2020) will continue to apply.

In conjunction with the admission fee reduction, we will abolish the special reduction for new students, which is currently applied to first-year tuition (a reduction of 160,000 yen in base tuition for all colleges other than the Department of Pharmacy in the College of Pharmaceutical Sciences, where the reduction is 210,000 yen). The only department where the reduction will not be completely abolished is the Department of Pharmacy in the College of Pharmaceutical Sciences, where it will be continued to the value of 50,000 yen.

These changes will result in an increase in the overall payments for undergraduate enrollees (overall total of admission fee + tuition), but the changes, both to the admission fee and to the special reduction, have been determined in light of the number and composition of the new student cohort, with a view to maintaining current financial (revenue) structure (i.e., on the basis that they will not result in a drop in revenue or a deterioration of academic conditions, or result in an increase in revenue).

Tuition for AY 2020 enrollees will be as shown in the attached table, which is calculated in accordance with the consumer price index increase (1.4%) for the most recent fiscal year (2018).

(2) Graduate schools (Doctoral programs, four-year doctoral programs, 3 year and above of integrated doctoral programs)

The current tuition (250,000 yen per semester) will be maintained for enrollees in graduate school doctoral programs, etc. up to AY 2021.

(3) Tuition amounts for entire period of enrollment

We will continue the current practice of clearly communicating to enrolling students the amount of tuition payable for their entire period of enrollment.

However, in the event that social factors cause a sudden and major rise in consumer prices that necessitates a re-formulation of tuition levels, we may propose revised tuition fees as an emergency measure.

3 Tuition applying to enrollees in AY 2019 and prior

AY 2020 tuition for students enrolled in AY 2019 and prior will be as stated at the time of enrollment (no change).

Tuition revision formula for enrollees in AY 2020 and 2021

Tuition for new academic year = Base tuition × (1 + rise in consumer price index)

* Base tuition = annual tuition for AY 2018 enrollees, excluding the special reduction for new students

* Rise in consumer price index = fractional increase in consumer price index (national combined) in immediately preceding academic year as against average in AY 2015. Not to be applied if rise is less than 0.01.

* In the event that the tuition for the new academic year calculated using the formula is lower than the previous year's tuition, an amount equal to the previous year's tuition shall be used.

* Tuition for the new academic year calculated as above shall be halved (and rounded to the nearest 100 yen) to determine the per-semester tuition to be applied to enrollees in the said year.

* Base tuition for the Graduate School of Business Administration shall be credit-based tuition (tuition per credit × 23 credits) + fixed tuition (spring semester + fall semester). The per-credit tuition amount shall be 48,000 yen, with any increase in tuition pursuant to the formula added to the fixed tuition amount.

3. Financial Management Challenges toward R2030

We will take a thoroughgoing approach to financial management in areas other than tuition policy, taking into account the burden of tuition on students and the content of current and future tuition policies, and focusing mainly on the management challenges listed below.

These challenges are all identified as part of the financial management agenda for the second half of the R2020 period, and we will continue to make progress on them as we discuss and formulate the R2030 challenge design and R2030 basic financial management policy.

- Appropriate management of enrollment numbers (official quotas)
- Review of expenditure budgets based on project evaluation (early full-scale implementation of PDCA cycle)
- Strengthening of donation programs (structural strengthening), etc.

Admission Fee (Colleges and Graduate Schools)

(unit: yen)

| Category | Amount |
|---|---------|
| Admission, transfer (university level and other educational levels), second Bachelor's degree admission | 200,000 |
| Re-admission | 10,000 |

*The following students are not charged the Admission Fee.

•Students enrolled in the College of International Relations' American University - Ritsumeikan University Joint Degree Program who begin studies at American University; students enrolled in the College of Global Liberal Arts who begin studies at Australian National University

•Prior graduates of RU or Ritsumeikan Asia Pacific University (APU) entering an RU graduate school

•Students of RU or APU continuing on to an RU graduate school

•Students entering an RU graduate school who have previously completed a degree program at an RU or APU graduate school, or have withdrawn from a Doctoral program at said graduate school after being enrolled for at least the standard completion period and fulfilling the credit requirements stipulated in university regulations

Ritsumeikan University Tuition for AY 2020 Undergraduate (College) Enrollees

(unit: yen)

| College | | Year 1 | | Year 2 and Above | |
|--|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| | | April/September Enrollees | April/September Enrollees | April/September Enrollees | April/September Enrollees |
| | | Spring Semester / Fall Semester | Fall Semester / Spring Semester | Spring Semester / Fall Semester | Fall Semester / Spring Semester |
| College of Law | Department of Law | 485,900 | 485,900 | 485,900 | 485,900 |
| College of Economics | Department of Economics | 503,000 | 503,000 | 503,000 | 503,000 |
| College of Business Administration | Department of Business Administration | 485,900 | 485,900 | 485,900 | 485,900 |
| | Department of International Business Administration | 548,900 | 548,900 | 548,900 | 548,900 |
| College of Social Sciences Department of Social Sciences | Social Sciences Major, Media and Society Major, Sports and Society Major, Human Welfare Major | 573,600 | 573,600 | 573,600 | 573,600 |
| | Children and Society Major | 607,700 | 607,700 | 607,700 | 607,700 |
| College of Letters Department of Humanities | Area Studies Program | 570,000 | 570,000 | 570,000 | 570,000 |
| | Human Studies Program Education and Human Studies Major Japanese History Program Archaeology and Cultural Heritage Major | 559,200 | 559,200 | 570,000 | 570,000 |
| | Human Studies Program Philosophy and Ethics Major, Japanese Literature Program, Japanese History Program, East Asian Studies Program, Global Studies Program, Global Communication Program, Language Communication Program | 559,200 | 559,200 | 559,200 | 559,200 |
| College of Science and Engineering | Department of Mathematics | 754,700 | 754,700 | 754,700 | 754,700 |
| | Dept. of Applied Chemistry, Dept. of Electrical and Electronic Engineering, Dept. of Electronic and Computer Engineering, Dept. of Mechanical Engineering, Dept. of Robotics, Dept. of Environmental System Engineering, Dept. of Architecture and Urban Design | 783,100 | 783,100 | 783,100 | 783,100 |
| College of International Relations | Department of International Relations American University - Ritsumeikan University Joint Degree Program | 631,900 | 631,900 | 631,900 | 631,900 |
| College of Policy Science | Department of Policy Science | 582,900 | 582,900 | 582,900 | 582,900 |
| College of Information Science and Engineering | Department of Information Science and Engineering | 783,100 | 783,100 | 783,100 | 783,100 |
| College of Image Arts and Sciences | Department of Image Arts and Sciences | 928,000 | 928,000 | 928,000 | 928,000 |
| College of Life Sciences | Department of Applied Chemistry, Department of Biotechnology, Department of Bioinformatics, Department of Biomedical Sciences | 798,500 | 798,500 | 798,500 | 798,500 |
| College of Sport and Health Science | Department of Sport and Health Science | 607,700 | 607,700 | 607,700 | 607,700 |
| College of Pharmaceutical Sciences | Department of Pharmaceutical Sciences | 902,800 | 902,800 | 902,800 | 902,800 |
| | Department of Pharmacy | 1,120,000 | 1,170,000 | 1,170,000 | 1,170,000 |
| College of Comprehensive Psychology | Department of Comprehensive Psychology | 601,500 | 601,500 | 601,500 | 601,500 |
| College of Gastronomy Management | Department of Gastronomy Management | 606,400 | 606,400 | 606,400 | 606,400 |
| College of Global Liberal Arts | Department of Global Liberal Arts | 1,150,000 | 1,150,000 | 1,150,000 | 1,150,000 |

Ritsumeikan University Tuition for AY 2020 Graduate School Enrollees

(unit: yen)

| Graduate School | | First year and above | |
|--|---|---------------------------------|---------------------------------|
| | | April/September Enrollees | Fall Semester / Spring Semester |
| | | Spring Semester / Fall Semester | Fall Semester / Spring Semester |
| Graduate School of Law | | 380,300 | 380,300 |
| Graduate School of Economics | Other than Master's Program in Economic Development | 380,300 | 380,300 |
| | Master's Program in Economic Development | 456,300 | 456,300 |
| Graduate School of Business Administration | | 380,300 | 380,300 |
| Graduate School of Sociology | | 380,300 | 380,300 |
| Graduate School of Letters | Humanities | 380,300 | 380,300 |
| | Informatics of Behavior and Culture | 391,000 | 391,000 |
| Graduate School of Science and Engineering | Other than Advanced Mathematics & Physics Program | 583,100 | 583,100 |
| | Advanced Mathematics & Physics Program | 545,000 | 545,000 |
| Graduate School of International Relations | Other than Global Cooperation Program | 380,300 | 380,300 |
| | Global Cooperation Program | 456,300 | 456,300 |
| Graduate School of Policy Science | | 380,300 | 380,300 |
| Grad. School of Language Education and Information Science | | 405,600 | 405,600 |
| Graduate School of Technology Management | | 591,200 | 591,200 |
| Graduate School of Sport and Health Science | | 431,000 | 431,000 |
| Graduate School of Image Arts and Sciences | | 610,800 | 610,800 |
| Graduate School of Information Science and Engineering | | 576,600 | 576,600 |
| Graduate School of Life Sciences | | 576,600 | 576,600 |
| Graduate School of Science for Human Services | | 431,000 | 431,000 |

*1 Tuition for students enrolled in excess of the standard period for completion is one half of the standard tuition.

Integrated Master's/Doctoral Programs

(unit: yen)

| Graduate School | Years 1 and 2 | | Year 3 and Above | |
|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| | April/September Enrollees | April/September Enrollees | April/September Enrollees | April/September Enrollees |
| | Spring Semester / Fall Semester | Fall Semester / Spring Semester | Spring Semester / Fall Semester | Fall Semester / Spring Semester |
| Grad. School of Core Ethics & Frontier Sciences | 405,600 | 405,600 | 250,000 | 250,000 |

*1 Tuition for students enrolled in excess of the standard period for completion is one half of the standard tuition.

*1 Notwithstanding *1, tuition for students enrolled in excess of the standard period for completion who have completed all requirements stipulated in the Graduate School Regulations other than the Doctoral Dissertation shall be 100,000 yen per semester.

Professional Graduate Degree Programs

(unit: yen)

| Graduate School | First year and above | |
|---|---------------------------------|---------------------------------|
| | April/September Enrollees | April/September Enrollees |
| | Spring Semester / Fall Semester | Fall Semester / Spring Semester |
| School of Law | 662,900 | 662,900 |
| Graduate School of Business Administration | Fixed Tuition | 80,400 |
| | Credit-Based Tuition | 48,000 (per credit) |
| Graduate School of Professional Teacher Education | 456,300 | 456,300 |

*1 Tuition for students in the School of Law enrolled in excess of the standard period for completion (two years for the two-year program; three years for the three-year program) is one half of the amount shown above.

*2 Fixed tuition for students in the Graduate School of Business Administration enrolled in excess of the standard period for completion is one half of the amount shown above.

*3 Tuition for students in the Graduate School of Professional Teacher Education enrolled in excess of the standard period for completion is one half of the amount shown above.

Doctoral Programs

(unit: yen)

| Graduate School | First year and above | |
|----------------------|---------------------------------|---------------------------------|
| | April/September Enrollees | April/September Enrollees |
| | Spring Semester / Fall Semester | Fall Semester / Spring Semester |
| All Graduate Schools | 250,000 | 250,000 |

*1 Tuition for students enrolled in excess of the standard period for completion is one half of the amount shown above.

*2 Notwithstanding *1, tuition for students enrolled in excess of the standard period for completion who have completed all requirements stipulated in the Graduate School Regulations other than the Doctoral Dissertation shall be 100,000 yen per semester.

Four-Year Doctoral Programs

(unit: yen)

| Graduate School | First year and above | |
|-----------------------------|---------------------------------|---------------------------------|
| | April/September Enrollees | April/September Enrollees |
| | Spring Semester / Fall Semester | Fall Semester / Spring Semester |
| Graduate School of Pharmacy | 250,000 | 250,000 |

*1 Tuition for students enrolled in excess of the standard period for completion is one half of the amount shown above.

*2 Notwithstanding *1, tuition for students enrolled in excess of the standard period for completion who have completed all requirements stipulated in the Graduate School Regulations other than the Doctoral Dissertation shall be 100,000 yen per semester.