

[Chapter I] Plenary Council Public Session Scheduled for October 2018

Significance of and preparations for the AY 2018 Plenary Council

(1) What is the Plenary Council?

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 university authorities (Executive Board of Trustees, of which College Deans are members)—to discuss and engage actively in improvements and reforms to 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 the university’s four primary components: the Student Union and Federation of Graduate Student Councils (hereafter “Graduate School Council”) as the two self-governing organizations of undergraduate and graduate students, the Faculty/Staff Union, and the university authorities. The Ritsumeikan Co-operative (hereafter “Coop”), which provides support for student life, participates as an observer.

RU’s Plenary Council pursues discussions over tuition fees, as well as working to review achievements in education and student support, and confirm future directions. This process involves holding discussion meetings between student representatives and the Deans

and other representatives of each College and Graduate School, and a variety of forums to discuss issues in education and student life. This ensures that students’ views are taken into account as the university pursues improvements and reforms.

(2) Outcomes of the previous Plenary Council

The last Plenary Council was held in the 2016 academic year (AY 2016). 2016 was also the year for formulation and launch of the R2020 latter phase plan, which forms the basic plan for RU over the next five years. The AY 2016 Plenary Council therefore proceeded in conjunction with discussions on this plan for the Ritsumeikan Academy as a whole.

These discussions resulted in a Memorandum of the AY 2016 Plenary Council of the University, setting out the university’s responsibilities for future advancement, and confirming that the next public Plenary Council meeting would be held in October 2018, at which time the university authorities would propose tuition fee levels for AY 2019 and thereafter.

(3) Preparing for the AY 2018 Plenary Council

As only one year and several months have passed since the last Plenary Council and the R2020 latter phase plan is still in the process of being implemented, for the AY 2018 Plenary Council it is impractical to adopt a focus on

comprehensive review and assessment of the outcomes of education and student support since the last Council. Meanwhile, there are areas in which work has progressed and others where student-related issues have emerged, as well as many discussion points put forward by the Plenary Council’s various constituents. These are being used as a starting point for ongoing discussions on academic and student support policies.

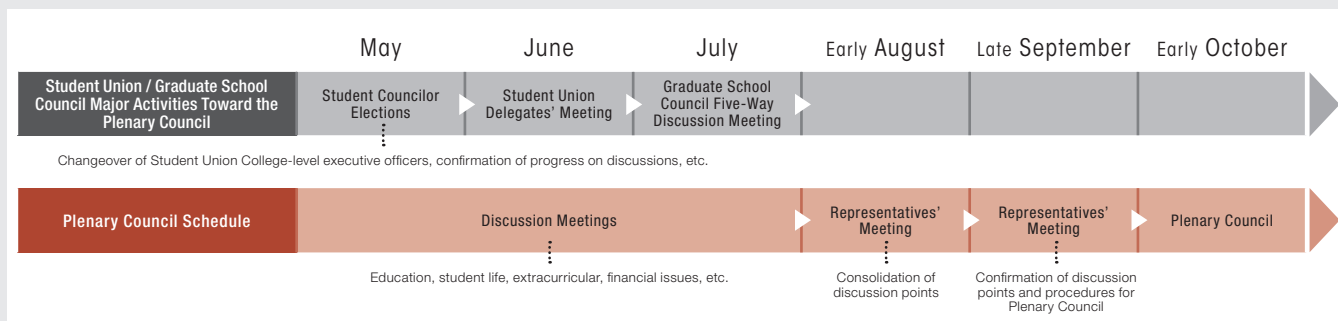
This document provides an overview of progress on the R2020 latter phase plan and conditions currently facing students, as well as a summary of the major discussion points presented by the Student Union and Graduate Student Council at the last Plenary Council and an update on discussions thus far. It also contains the university’s proposals for education, student support, and tuition fees, which will provide the basis for discussions at the AY 2018 Plenary Council meeting.

We look forward to pro-active participation of students and all other constituents in these discussions as we work to enhance the diverse learning opportunities at RU.

Memorandum of the AY 2016 Plenary Council of the University (online)



Schedule for the AY 2018 Plenary Council



[Chapter II] Initiatives since the AY 2016 Plenary Council

1. Progress on the R2020 Latter Phase Plan (Undergraduate)

1

Diverse learning in curricular, co-curricular, and extra-curricular activities and development of environments to support learning

The R2020 basic plan states a commitment to advancing academic reforms in each College and Graduate School, leveraging our strengths as a comprehensive academy, promoting collaboration beyond College and School borders, and making advancements into new fields in response to the demands of society. Based on this commitment, the R2020 latter phase plan set out College-level educational reforms and new educational developments, together with the following concrete objectives (R2020 Latter Phase Plan, Executive Board of Trustees, March 18, 2016).

1. To steadily pursue academic reforms, and create new academic fields with the capacity to respond flexibly to global-standard educational developments and new challenges and human resource models proposed by society.
2. To promote university-wide and cross-campus education and research "Beyond Borders," through partnership and collaboration across different units and fields, generating new advancements in education/research.

Under these two objectives, four framework approaches were formulated for undergraduate level educational reform, international education and other new educational developments, and Beyond Borders education transcending units of education/research: [1] advancement of reforms to education in existing Colleges; [2] creation of global-standard education programs, including new advancement of joint degree (JDP) and dual degree (DDP) programs with universities overseas; [3] creation of new educational fields; [4] promotion of cross-campus and/or universitywide educational programs. The following concrete initiatives are currently being implemented in each of these areas.

[1]Reliable implementation of educational reforms based on each College's future vision

A variety of initiatives are underway in

each College. Details are provided in Chapter III.

[2]Global-standard educational development

- 1) Establishment of College of Global Liberal Arts:

At OIC in April 2019, we will open the College of Global Liberal Arts, which incorporates a dual degree program with the Australian National University (Ritsumeikan University College of Global Liberal Arts official website: <http://www.ritsume.ac.jp/gla/pre/>)

- 2) Establishment of joint degree (JDP) program between College of International Relations and American University (AU):

April 2018 marked the establishment of the American University - Ritsumeikan University Joint Degree Program, offering a jointly-awarded Bachelor's degree in Global International Relations, the first undergraduate JDP in this field in Japan. (http://www.ritsume.ac.jp/ir/curriculum2018/joint_degree/)

- 3) Implementation of the CAMPUS Asia and innovator development programs:

The College of Letters' CAMPUS Asia program, operated jointly by three universities in Japan, Korea and China, became a permanent program in AY 2016, and was selected for a second term of funding under the Ministry of Education, Culture, Sports, Science and Technology's Inter-University Exchange Project. Selected in the AY 2013 round of the same project was the Global PBL (Problem/Project-based Learning) Program for Innovative Mind and Intelligence (AIMS). Under this program in AY 2017, RU welcomed 26 students from Thailand and Indonesia, and 24 RU students were sent to partner institutions.

- 4) Establishment of Global Fieldwork Programs (GFP)

In AY 2017, as part of type B General Education subjects, we established Global Fieldwork Programs entailing short-term fieldwork overseas combined with pre- and post-fieldwork intensive retreats. This boosted the opportunities for students to gain experience overseas (146 students applied for the programs, 60 participated).

[3]Creation of new educational fields

The College of Gastronomy Management was opened at BKC in April 2018, offering a

comprehensive curriculum around the theme of food.

[4]Campus-level programs

In April 2018 the All In One Lab (AIOL) was opened at BKC as a facility to be used by all Colleges at BKC for programming and manufacturing-related practical activities.

Below is a summary of progress to date on the framework established by the AY 2016 Plenary Council Memorandum.

[1]Systematization of learning and substantiation of course credits in order to achieve educational objectives

- We are systematizing the curriculum using curriculum maps (outlining the correspondence between educational objectives and individual subjects), curriculum trees (outlining the structure of learning in line with progression through year levels and semesters), and subject outlines (stating the content and learning objectives for individual subjects).
- In order to assure academic abilities at the point of graduation, we are conducting comprehensive verifications of the degree of achievement of learning outcomes, using both objective data (registration in core subjects, completion of credits, grade distributions, graduation thesis submission and pass rates, etc.) and subjective data (learning and growth surveys, class questionnaires, and other surveys) in each College.

[2]Development of first-year education as the foundation for self-directed, pro-active learning

- "Learning and growth surveys" (see 2. **1**) have been implemented since AY 2016 and we are applying the results of these surveys to improve education.
- Within each College, and beyond College borders, funds allocated to educational improvement are being used to develop programs to help first-year students acquire study skills and develop a 5 self-directed approach to learning.
- In the area of general education, we are considering establishing subject clusters focusing on learning transition in first year and other lower year levels, and for making

visible distinctions between introductory, developing, and advanced levels in general education subjects.

[3]Cross-cultural/multi-cultural understanding and educational internationalization

- In April 2018, we established international exchange hubs on three campuses. Known as Beyond Borders Plaza (BBP), these global commons are designed to enable students to connect and learn together with one another, transcending national boundaries, cultural differences, language barriers, and many other kinds of “borders.”

[4]Development of systems for self-directed, pro-active learning through curricular and extracurricular studies

- We have launched the SSP (Student Success Program) to support the development of students as independent learners and the cultivation of leaders in diverse communities, through assistance with time management, task management, and other challenges in line with students’ individual circumstances.

[5]Giving shape to the “Ritsumeikan Model of Learning” and developing commons

- We have been working to give more concrete expression to the “Ritsumeikan Model of Learning,” which envisages students learning and growing across the whole range of curricular and extracurricular pursuits. Educational missions and visions, to be shared by all constituents of RU, have been codified and published (in Japanese and English) for both undergraduate and graduate school levels.
- Commons are now well developed as physical spaces, but there are still some issues to be addressed, such as the differentiation of functions between the library’s “Piara” facility and learning commons. Another challenge is connecting commons on each campus with the formal curriculum: this is the subject of discussions currently underway within each College.
- The use of manaba+R is being promoted through integration of services such as syllabus, reportbased examination submission, messages about class cancellations and make-ups, and basic information on College websites.



manaba+R

2 Challenges in the enhancement of student life

Following discussions in the previous Plenary Council, it was confirmed in the Plenary Council Memorandum that concrete initiatives for the enhancement of student life would be pursued within the R2020 latter phase plan period. Current progress in this area is outlined below.

[1]Development of environments that support diverse student learning and enable the pursuit of safe, secure, comfortable and healthy learning and student life

The following table shows initiatives taken on each campus in regard to development of diverse commons, restoration and refurbishment of facilities, and improvement and expansion of dining environments.

In regard to the promotion of a cam-

■ Campus-Specific Initiatives on Improvement/Enhancement of Dining Environments and Issues in Development of Commons and Refurbishment of Facilities

| | |
|-----------------------|--|
| Kinugasa Campus | <ul style="list-style-type: none"> • Earthquake-proofing of the Student Center was completed in AY 2017, along with refurbishment of the first and second floors of the Student Center. The Zonshinkan building was also refurbished, and “Muslim Friendly” accreditation was obtained to coincide with the revamping of the Zonshinkan dining hall. |
| Biwako Kusatsu Campus | <ul style="list-style-type: none"> • The Sport and Health Commons was completed in AY 2016, and since AY 2017 has been offering lesson programs (in yoga, aqua-exercise, individual pool use, etc.) for university constituents and external participants. The Shiru Café opened within the relaxation commons on the first floor of the Sport and Health Commons in April 2017, and is now being used by many students. • In April 2018, the Access Lounge and other facilities opened as part of the learning commons on the first floor of BKC Across Wing. |
| Osaka Ibaraki Campus | <ul style="list-style-type: none"> • In AY 2017, air-conditioning facilities were installed in OIC Arena. • Construction of the OIC International House (dormitory) was also completed in AY 2017. |

pus-wide no-smoking policy, we are reviewing our approaches every academic year and pursuing various campaigns and initiatives. Notably, in the course of formulating a three-year plan for AY 2018-2020 during the 2017 academic year, we resolved to relabel fire prevention management areas as quit smoking support areas, and to give priority to activities that help people quit smoking and prevent others from taking up smoking for the first time.



Kinugasa Campus Zonshinkan after renovation: “Rokomo” Learning Commons on the first floor



Across Lounge learning commons, first floor, BKC Across Wing

[Chapter II] Initiatives since the AY 2016 Plenary Council

[2] Supporting students to tackle challenges beyond borders

In AY 2017 we began operating a new student growth support scholarship program, designed to expand students' fields of activity and enhance and revitalize their self-directed extra-curricular activities. With a view to creating diverse learning communities, we are working to provide backing for a broad range of student activities, through such initiatives as providing support for community-based activities and recruiting students into extra-curricular programs created by the university. We are also providing opportunities for students to present the outcomes of their activities and interact with peers.

One of the programs funded through Learning Community Group Collaboration Grant (Extracurricular Programs) was the Ofunato Machizukuri Program held in Ofunato City, Iwate Prefecture. The university planned and selected participants for this program, which was held for the first time in AY 2017. It consisted of a six-day field trip held from February 17 to 22, 2018, together with pre- and post-trip classes. Participants worked with members of the local community on initiatives such as community regeneration in the Ofunato Station district and the revitalization of the Amaterasu Mioya Shrine Shikinen Taisai, a festival held once every five years in the Sakaricho district of Ofunato.



Workshop at Ofunato Senior High School

In AY 2017 we nominated the second cohort of student clubs for priority enhancement and began offering them support. We are also considering a scheme for fostering a stronger Ritsumeikan Academy identity, following a proposal from the Student Union's athletic division headquarters. We plan to pursue this scheme in partnership with the corporate sector.

[3] Fostering interaction in a diverse student body; creating and activating diverse communities

A subsidy program to promote intercultural exchange was established as part of efforts

■ Priority enhancement clubs in the areas of sports and culture/arts/research and manufacturing

| | |
|---|---|
| Sports | American Football Club, Women's Athletics Club, Hockey Club, Baseball Club, Soccer Club, Men's Athletics Club, Rugby Club |
| Culture/arts/research and manufacturing | Cheer Squad Wind Band, Cheer Squad Cheerleading Club, Baton Twirling Club, Igo Society, Shogi Society, Karuta Club, Orchestra, Noh Club, Human-powered Aerodrome Society Ri-one |

to foster student interaction to generate new activities and learning opportunities. Various exchange activities are now being initiated, such as a gathering of around 200 students at BKC Central Arc to sample dishes prepared by international students from various countries.

A variety of activities are also underway utilizing Learning Community Group Collaboration Grant (Extracurricular Programs), including Sustainable Week, Japan's first student-organized SGD (Sustainable Development Goals) experiential event, in which the BKC campus was used as a "small world" to apply the SDGs.

Sustainable Week was designed as an event transcending the borders between different activity groups and campuses, and operated in partnership with local government and the community. Around 700 RU students (and 28 participating and collaborating organizations) were involved, and the total attendance including local residents and others was in the order of 2,300.



Students at Sustainable Week

In regard to transport between campuses, from AY 2018 we have switched from using regular commuter buses to a chartered bus service for inter-campus shuttles, in order to set stops and adjust timetables flexibly in response to student needs.

We are also working to activate extra-curricular self-motivated student activities at OIC, where participation rates in such activities are lower than other campuses. The results of a survey of first-year students conducted in AY 2017 revealed that around 80%

of students are engaged in self-motivated activities outside the formal curriculum. We interpret this as a sign that the range of student activities beyond the existing sphere of student clubs and circles is expanding rapidly in line with changes in the physical and social environments of each campus, meaning that we need to gain a better grasp of these activities and provide support tailored to the characteristics of each campus.

[4] Enhancement of student support and support for autonomy and growth

With a view to the promotion of balance between curricular and extracurricular pursuits and other forms of support for student autonomy and growth, we have started operating the SSP (Student Success Program), which includes individual consultations and workshops on the development of time/task management skills and study skills. Regardless of whether or not they are involved in extracurricular and self-motivated activities, most students participate in various courses in line with their individual goals. We have also begun offering support for leaders within diverse communities under the SSP. The aim is to systematize learning in organizational management, accounting, and other areas demanded of student leaders, and support the growth of students who can guide the development of their communities.

One initiative designed to address the challenges of providing assistance for diverse students and enhancing peer support (mutual support and learning amongst students themselves) is the publication in AY 2017 of a new booklet titled Peer Support Activities, which brings together information on the range of peer support activities currently underway, with the aim of expanding collaborative ties among different peer support groups and enhancing the provision of support to students.



Peer Support Activities

3

Scholarships and subsidies for undergraduate students from AY 2017

New scholarship and subsidy programs came into operation in AY 2017. In the area of Ritsumeikan Model of Learning Schol-

arships, a total of around 1,600 students have been awarded scholarships and are currently pursuing their activities. In the area of Financial Support Scholarships offered by the university itself, all students from households with salary incomes of 3.29 million yen or less have received exemptions from all or one half of their second semester tuition. Support for students

going on study abroad is provided through “Challenge Scholarships” and “Support Scholarships.” In AY 2017, these scholarships helped a total of 1,332 students study abroad. Valued in the order of 1.9 billion yen overall, these scholarship programs are among the most generously-funded in Japan.

2. R2020 Initiatives and Student Issues

1

Education-related student issues

[1] Learning and growth surveys

RU has developed learning and growth surveys to gain a comprehensive picture of students’ learning conditions and formulate plans to improve education. Previously implemented in certain Colleges only, the survey has been implemented across all Colleges since AY 2016. At total of 24,613 responses were received for the graduate survey conducted at the end of AY 2016 and the survey of newly-enrolling and current students at the start of AY 2017. As well as highlighting positive facets such as high motivation for learning, sense of achievement, mastery of specialized knowledge, and experience of collaborative learning, the results of these surveys brought a number of challenges to light. One of these is study time outside class.

[2] Time spent on class preparation and homework

The figure below shows the distribution of average time spent on class preparation/

revision and homework weekly. At all year levels, only around 8 to 10 percent of students do six hours or more of preparation/revision and homework per week on average; the proportion doing three to five hours is 14 percent in first year, and 11-12 percent in second year and above. Meanwhile, the combined proportion of those doing zero and less than one hour per week is 36 percent in first year, rising to nearly one half – 45 to 47 percent – in second year and above.

When compared with the national averages (from the survey of university student learning and life conducted with around 5,000 university students across Japan in 2016 by the Benesse Educational Research and Development Institute), the figures from RU are notable in that the proportions of “less than 1 hour” and “1-2 hours” are higher than the national average (0 hours and 3 or more hours are lower). The student life survey conducted in July 2017 revealed that students’ study time outside class is higher in the period close to exams than it is during the regular class period. Even in this survey, however, more than 40 percent of students studied for 30 minutes or less a day, and only one quarter studied for one hour or more a day.

The above results indicate that insufficient

time is being spent on class preparation and homework, which are essential prerequisites to learning in class.

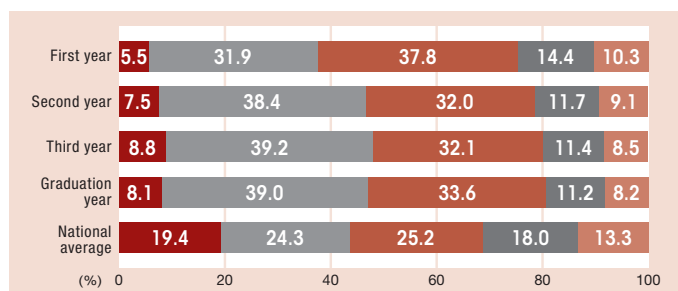
[3] Self-motivated study time

In addition to curricular classes, another important part of learning at university is self-motivated learning, in which students pursue their own interests and concerns. The graph below shows the distribution of average weekly self-motivated study time during semester. Up to second year, around 11-12 percent of students do three or more hours of self-motivated study per week, but this proportion rises to 18 percent from third year. While the time spent is short in absolute terms, this tendency for self-motivated study time to increase as students move through the year levels is an important development in terms of cultivating an autonomous approach to learning.

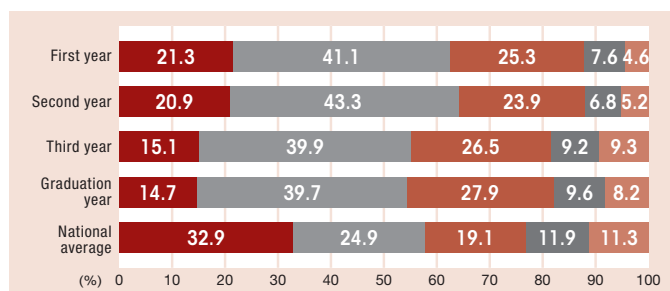
[4] Significance of study outside class

Study outside class is of great significance in terms of enhancing learning at university. Analysis of the relationship between study time and responses to a range of other questions in the learning and growth surveys suggests that the more time a student spends

■ Graph of time spent on class preparation/revision and homework



■ Graph of time spent on self-motivated study



■ 0 hours a week ■ Less than 1 hour a week ■ 1-2 hours a week ■ 3-5 hours a week ■ 6 or more hours a week

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studying outside class, the more diligent and systematic they are in their approach to in-class studies. Moreover, the majority of students with long study times outside class display a self-directed, pro-active attitude to their studies, taking the initiative to delve further into topics that interested them in class, connecting class content with experiences outside class, and expressing themselves in group work. This kind of attitude is thought to lead to higher motivation to study and higher satisfaction with curricular learning and growth. Furthermore, students who study more outside class tend to have higher levels of satisfaction with their learning and growth beyond the formal curriculum.

[5]Increasing study time outside class

Inadequate study time is linked to background issues such as not knowing how to study, finding it difficult to develop interest in and motivation for class content, and lack of concrete in-class guidance on how to approach study outside class. Lifestyle factors such as part-time work commitments and commuting time cannot be overlooked, either. Increasing study time outside class requires not only students to raise their motivation for learning and develop self-directed study approaches, but also instructors to provide appropriate instructions and guidance, and the university to provide concrete support to address lifestyle factors.

Based on this understanding, as outlined in Chapter 5 of this document, we will further advance our current initiatives and develop frameworks to support study and student life with an emphasis on first-year education.

2

Lifestyle-related student issues

With the rapid advances in globalization and information and communications technology, changes can be observed in the types of human resources needed in society. There is a demand for people who can respect diversity and take the initiative to collaborate. These abilities are thought to be best cultivated in a community context: through communicating with others, tackling intractable problems, and formulating ways to solve them. Meanwhile social media and other means of communication are growing more diverse, and students' fields of activity beyond the classroom, including in part-time work, are expanding, posing problems for the pursuit of community activities in the course of campus life.

RU supports students of diverse backgrounds and individual attributes to learn and grow autonomously, with a particular emphasis on training them to learn from one another in healthy competition in "learning communities" in both curricular and extracurricular settings.

The following three priority initiatives for student support have been pursued under the R2020 initial and latter phase plans: [1] formation of diverse learning communities and self-directed learning within them; [2] development of a comprehensive structure for supporting learners; [3] 13 cultivation and support of students pursuing challenges beyond borders. Below we report on issues that have emerged in the course of these initiatives.

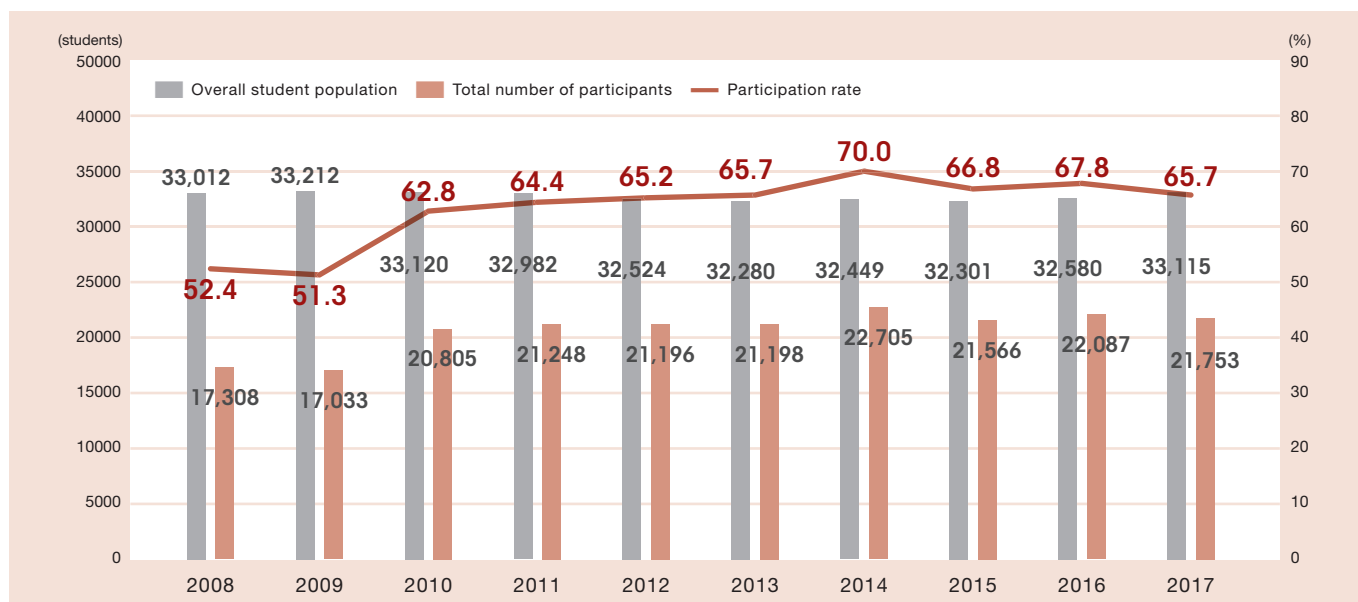
[1]Achievements in the formation of diverse learning communities

The rate of student participation in extracurricular and self-motivated activities has reached around 70% in recent years, only counting activities in clubs, circles, and organizations known by the university. One underlying cause for this high participation rate is the expansion of university support for a diverse range of extracurricular pursuits. The new growth support scholarship program, introduced in AY 2012 to support the process of engagement in student activities, has been supporting the establishment of self-motivated communities of three or more students. Funding around 500-650 students each year, this scholarship program rewards students' own motivation.

Moreover, a total of 3,306 individual students across 48 organizations participate in peer support activities (ascertained in AY 2017). No other university in Japan has this level of involvement in peer support: it is surely one of the major features of student life at RU. Furthermore, students who are active in these kinds of self-motivated communities outside the regular curriculum tend to graduate with higher levels of satisfaction (according to results of the survey of graduating students).

However, a number of challenges have also come to light recently. While around 70% of students overall participate in self-motivated activities of which the university is aware, a survey of firstyear students revealed a higher proportion, around 80%. This finding underlines the growing breadth of student activities outside the regular

■ Trends in participation in extracurricular and self-motivated activities



curriculum, and suggests a need for further datagathering and consideration of other approaches to the provision of support.

Meanwhile, peer support activities are highly diverse, ranging from autonomous activities to those positioned as formal work duties, and from educational support to support for campus life. Orientation Conductor (“Oritor”) programs, too, varies greatly in terms of roles and positioning from College to College. In these circumstances there is a growing need for systematized training to impart the kinds of knowledge and skills expected of students undertaking peer support roles.

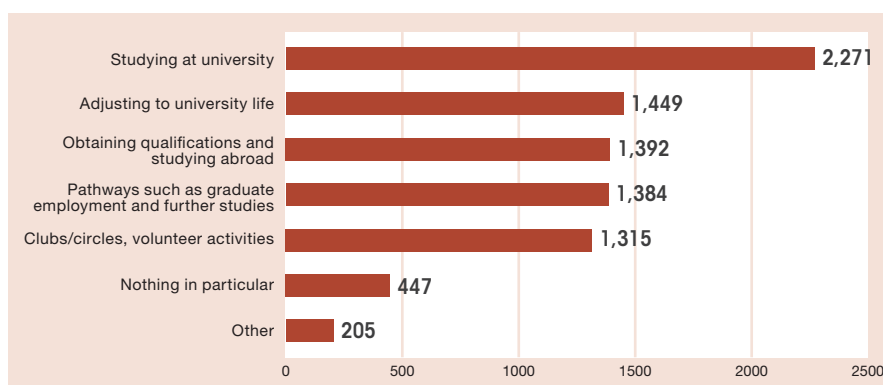
[2] Achievements in comprehensive support for learners and current status of student withdrawals and dismissals

With the aim of providing support to diverse students, RU opened a student support (counselling) room in 1997, a Disabled Students Support Office in 2006, and Special Needs Support Office in 2011 (which merged with the Disabled Students Support Office in 2016). Then in 2017, we launched the SSP (Student Success Program) initiative. These enhancements to the comprehensive student support system have led to more and more students using the services and contributing to the support provided through them. This demonstrates the way our students, even when challenged by a variety of circumstances in their diverse life at university, are working hard to confront and overcome those challenges.

Meanwhile, a certain number of students do withdraw or are dismissed from the university every year. In AY 2016, there were 548 such students – around 1.7% of the total student population. The proportion of international students withdrawn or dismissed is higher, at 2.9% or 34 students in total in AY 2016. The study records of withdrawn and dismissed students clearly show that, regardless of factors such as which entrance exam they took and whether they are commuting from the family home or living away from it to attend university, there is evidence that the students encountered difficulties in adjusting to student life and/or learning at university from the semester immediately after entrance. There is a need for early identification and support for students experiencing such difficulties.

Students’ need for support as they begin their life at university is also clear from the results of the questionnaire survey of first-year students conducted in the spring semester of 2017. Specifically, the survey showed that 68% of students would have

■ Support needs of new students (from questionnaire survey of first-year students in AY 2017)



liked more support for studying at university. The next highest proportion was for support in “adjusting to university life” (43%), followed by “obtaining qualifications and studying abroad” (41%). This kind of support for new students (first-year education) is a major point for discussion with the Student Union in the forthcoming Plenary Council.

[3] Achievements and development of infrastructure for extracurricular and self-motivated activities

RU has been working to support revitalization and enhancement of extracurricular and self-motivated activities on an ongoing basis, and many clubs and students have performed in competitions at national and international level in fields including culture, arts, and sports. Moreover, RU has been chosen as one of eight universities under the Japan Sports Agency’s university sports advancement program (known as the Japanese version of the NCAA scheme). Under this program we are pursuing discussions toward the establishment of an inter-university consortium in the Kansai region (Kansai Collegiate Athletics Association or KCAA), and support for initiatives that contribute to enhancement of balance between sporting and academic activities, thereby raising the value of university sports, producing outstanding talent, and contributing to local communities.

In addition, we launched the SSP (Student

Success Program) in AY 2017 as a means to support the management of extracurricular and self-motivated student organizations, as mandated in the last Plenary Council Memorandum. The program has held organizational support workshops (for 606 participants), career seminars (350 participants), and accounting seminars (163 participants). It has become clear that many students have a high degree of interest in improving the management of student organizations, but perceive problems such as “difficulties in reporting, communicating, consulting, and sharing information,” “tendency not to be pro-active,” and “lack of people to consult in times of difficulty other than senior students.” It appears that further support needs to be directed to the task of enhancing student activities.

Along with the need to provide support for extracurricular and self-motivated activity enhancement, it is also clear that there are limitations and challenges in terms of time and physical capacity. Specifically, on average across all student athletic organizations, students spend around 5.1 hours per day on training and travel: there is clearly a need to use limited time effectively. Moreover, when students get to a higher level of performance such as representative team membership, there is also a need for academic advising to help students make appropriate study plans.

Furthermore, over 970 students, around 30 percent of all those affiliated with athletic organizations, train at the off-campus

■ Number of athletic club-affiliated students pursuing activities off campus at Haradani/Hiragino and around Lake Biwa (AY 2017)

| Location | Club | Affiliated Students |
|-----------------|---|---------------------|
| Haradani Ground | Soccer, Baseball, Softball Baseball, Sumo, etc. | 553 (19.9%) |
| Hiragino Ground | Hardball Baseball, Archery, Kyudo, etc. | 330 (11.9%) |
| Lake Biwa | Boating, Yachting, Canoeing | 87 (3.1%) |

*Other students using facilities off-campus include those in the Skiing, Skating, and Ice Hockey Clubs.

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locations such as Haradani and Hiragino sports grounds and around Lake Biwa. There is a need to develop these into fitting environments for learning and growth, as well as to address issues of secure and safe

transport to them. There are also pressing issues to be addressed from the perspective of injury prevention, such as a facilities and infrastructure development and provision of sports trainers.

In this way, several challenges have arisen in terms of providing an environment for extracurricular and self-motivated activities that takes into account security, safety, and balance with academic studies.

3. Major Discussion Points Raised by the Student Union for the AY 2018 Plenary Council

1

Issues in the Enhancement of First-Year Education

In the last Plenary Council, it was confirmed that in order to achieve systematic learning attuned to career paths, it is important to motivate students to learn methodically with goals in mind and to achieve a successful transition to university learning in their first year of study. The Plenary Council acknowledged the importance of first-year education in building the foundations for self-directed, pro-active learning. In response, the Colleges have been working to use first-year education to provide students with motivation to study and to equip them with basic academic skills in their areas of specialization. To date, student volunteers known as Orientation Conductors (“Oritors”) have provided support to new students, but the Student Union points out that the division of roles between Oritors and the Colleges themselves is vague, and that the content of and responsibilities for support to new students needs to be clarified. At AY 2017 Plenary Council Representatives’ Meeting, it was suggested that when considering the role of Oritors, attention should be given to “curricular learning support in collaboration with faculty” and “the positioning of support for student life,” taking into account the conditions faced by new students. This points to a need to identify the knowledge and skills required of students involved in peer support, and to develop a more systematic training program to equip them with such knowledge and skills.

The university authorities acknowledge that diverse peer support activities enabling co-learning among students themselves constitutes one of the distinguishing features of RU, and that provision of support to first-year students is a major challenge as first-year education grows in importance. The current Oritor system arose from the 1991 Plenary Council, which initiated university-wide support for self-motivated, autonomous student activities for co-learning in seminar and class groups. Each College worked individually to give concrete shape to this system, which has come

to operate as a model for other universities. However, specific problems have also come to the surface, such as the significant differences in positioning and roles of Oritors in each College. There is a need to reconsider the roles expected of Oritors in the future, taking into account the each College’s educational characteristics. This will involve gaining a grasp of current conditions and continuing discussions with the Student Union.

2

Internationalization of education and enhancement of study abroad support

In regard to interaction among students in contexts including globalization, the last Plenary Council acknowledged that while Japanese students have high interest in interacting with international students and developing their intercultural understanding, the number of students actually involved in such interaction is low. The reasons identified include limited functional language proficiency and lack of opportunities for day-to-day interaction. In response, the Plenary Council confirmed that the university would work to create opportunities, including outside the classroom, for exposure to diverse value outlooks through interaction between international and Japanese students, and among international students. In April 2018, Beyond Borders Plazas (BBPs) were opened on three campuses (see 1. 1 above).

In recognition of the insufficient understanding of current conditions facing international students, in AY 2017 the Student Union organized discussion meetings to enable international students to voice their opinions. The claim put forward by the Student Union at present include the lack of a unified consultation point for international students to seek support for a variety of purposes and concerns including course advice, use of university facilities, participation in extracurricular and self-motivated activities, introductions to peer support groups, and assistance in daily life such as housing searches. Other issues raised by the Student Union include problems

in curricular offerings for international students such as the limited number of English-medium subjects offered and curricular design favoring students entering the university in spring. Demands are also being made for greater student access to the newly-established BBPs, including linking the use of BBPs with the formal curriculum.

The university authorities acknowledge that with the establishment of English-medium programs, growth in numbers of inbound international students, and progress on other forms of internationalization, there is growing demand for learning through classes taught in English. In AY 2018, work has already begun on offering multiple classes, and the Institute for General Education is proposing to expand the international liberal arts subject category as part of reforms to general education. Through stronger collaboration with Ritsumeikan International and the Center for Language Education within the Institute for Language Education and Research, work is underway toward increasing the number of subjects offered in English and other languages, in categories such as intercultural exchange subjects and study abroad subjects.

Significant contributions have been made to international student support to date by Tutors, Buddies, Oritors, and other autonomous grassroots organizations and activities pursued collaboratively by many different undergraduate and graduate students. As there are now English-basis students on all three campuses, and the number of international students is forecast to rise into the future, we are aware of the need to develop support that is qualitatively and quantitatively different from what has been offered to date, and to provide international students assistance in daily living, including mental wellbeing. The AY 2017 Plenary Council Representatives’ Meeting shed light on the need to develop close connections between BBPs and the formal curriculum in order to enable BBPs to function as substantial platforms for international exchange. The BBPs are staffed by both faculty coordinators and students, and the university will be seeking ways to use them not to provide advice to international students and students consider-

ing study abroad, but also to promote mutual assistance and interaction among all students who gather at the BBPs and to further empower students involved in international exchange organizations and groups.

We look forward to students working together with faculty and administrative staff to develop the BBPs, not only as users but also as active participants in their management.



Activity at BBP



Activity at BBP

3

Enrichment of extracurricular and self-motivated activities

In AY 2014 the Student Union launched the Ritsumeikan Learning Tree Project. This project explored the concept of learning at university, and concluded that while the development of solid academic abilities is an important prerequisite, there is also a crucial role to be played by extracurricular and self-motivated activities in providing students with experience of growth while at university. The Student Union asserted this view at the last Plenary Council, and through the Representatives' Meeting in AY 2017 it requested the university authorities to put forward their views on how to enrich extracurricular and self-motivated activities.

The university expressed its agreement with the Student Union's position on the importance of extracurricular and self-motivated activities, but suggested that the evaluation of enrichment activities should: (a) place emphasis not on outcomes but on the process of working toward goals; (b) value self-management and collaboration with others outside one's own group in that process; (c) contribute to individual growth in both curricular and extracurricular fields, based on the idea that curricular studies and extracurricular self-motivated activities are mutually reinforcing.

The Student Union has expressed its understanding of the university authorities' position,

and is now requesting that the following items be discussed in the AY 2018 Plenary Council.

1)When participating in extracurricular self-motivated activities, students can encounter situations where absence from class is unavoidable, such as where competitions clash with class times. The university currently issues Proof of Tournament Participation, and asks instructors to provide support to students presenting such certificates. The Student Union is requesting that students' rights to learn are respected in such cases, and that pre- and post-class follow-up is provided consistently and in line with class formats. The Student Union wants the university to re-confirm the role of these Certificates of Participation and ensure that students with certificates are given appropriate support in their learning.

2)In regard to safety measures for activities at off-campus venues such as Hiragino in particular, there is an urgent need to address issues such as deterioration of facilities/equipment and security for night-time travel. The Student Union is requesting 20 improvements in activity conditions and facilities, taking into account both safety/security concerns and balance with curricular studies.

The university's basic position is that extracurricular and self-motivated activities are important forums for learning and growth at university, and discussions with the Student Union will be used as a reference point as we consider ways to achieve balance between such activities and curricular studies, and work to create environments where activities can be pursued safely and securely. In regard to Certificates for Participation, we are aware of the need to confirm that all instructors are aware of the system and ensure that it operates properly.

4

Qualitative improvements in campus environments

The Student Union has been requesting that discussions be pursued with a focus on improving the quality of campus environments. Its contention is that students' interests lie in addressing problems that arise in the course of student life from day to day, and that these have a major impact on students' satisfaction with their life at university.

In response, in AY 2017 campus- and theme-specific discussion meetings were held as opportunities for the Student Union and university authorities to engage in discussion on how to improve campus environments. The following specific points were identified as requiring discussion in the lead-up to the AY 2018 Plenary Council.

1)Improving dining environments: The Student Union evaluates the introduction of "lunch streets" as a positive step toward improving dining options on campus, but also points out that dining venues on all campuses continue to be crowded at lunch times, and requests that this situation be addressed.

2)Usability of bicycle parking facilities at BKC: The Student Union points out that around 40 percent of students travel to campus by bicycle, but the location of the bicycle parking area close to the main gate is inconvenient, because it takes students considerable time to move across the campus after parking their bicycles. The Student Union therefore requests that a bicycle parking area be established around the center of campus.

3)Expansion of OIC library holdings: The Student Union points out that although growth in the library's holdings is planned as students move up through the year levels in the College of Comprehensive Psychology, the library is still not adequate even in comparison with those at other campuses. It requests that the library's holdings be expanded, taking into account the forthcoming opening of the College of Global Liberal Arts as well.

4)Enhancement of self-study environment at BKC: The Student Union suggests that as students are expected to undertake more study outside class, the spaces available to them for self-study are inadequate, especially in science and engineering-based colleges. It requests that such spaces be extended in ways such as increasing the number of seats available in Piara to enable students to study while making use of specialist texts in the library (Media Center).

5)Improvement of ICT environment: The Student Union suggests that some areas of campus 21 do not have sufficient Wi-Fi coverage, despite access to the internet being absolutely essential not only in class but for all aspects of campus life. The Student Union does understand that the Wi-Fi service has been developed under a policy which prioritizes use in class, but it requests that in the process of determining the policy, the university authorities listen to students' needs and ensure they are reflected in future approaches and plans for development of the ICT environment.

6)Advancement of campus-wide no-smoking policy: The Student Union requests ongoing discussions directed to the prevention of passive smoking.

Discussion of each of these issues in the enhancement of campus environments is scheduled to take place within the discussion meetings leading up to the AY 2018 Plenary Council.

[Chapter III] Achievements and Challenges in Each College

College of International Relations

New stage of internationalization

Establishment of GS major and subsequent development of College of International Relations

To respond to the Global 30 project of the Ministry of Education, Culture, Sports, Science and Technology, the Global Studies major (hereinafter called the “GS Major”) was established in the College of International Relations in AY2011. The courses necessary for graduation in this major are basically all studied in English. The new establishment created a two major system with the International Relations Major (hereinafter called the “IR Major”). The GS major reached its year of completion in AY2014 and the level of internationalization at the College of International Relations was raised markedly.

On May 1, 2010, there were 108 international students from four countries studying at the College of International Relations. However, on May 1, 2017, there were 234 international students from 27 countries and regions, so the absolute number had increased and there had also been diversification in the countries of origin. Both majors have a curriculum that makes it possible to take courses of the other major and there has been an increase in the students taking courses outside of their own major. Also, the Global Simulation Gaming that is a traditional event of the College of International Relations is now implemented jointly in the two majors.

The number of students studying abroad (through the university-wide programs) has totaled around 180 per year in recent years. There has also been an increase in the number of cases where students who have come from overseas to study in Japan are also going to study in a third country. It will be necessary to improve overseas study programs from now on, both in terms of the numbers of participants and the quality of the programs.

Establishment of JD Program and curriculum reform in AY2018

A Joint Degree Program (hereinafter called “JD Program”, yearly intake 25 students, including students from American University) was established in AY2018, built on the foundations established with the advances in the GS major and the experience gained so far in initiatives such as the DUDP with

American University (AU). This is the first such program at undergraduate level in Japan and also the only joint undergraduate degree program with an overseas university as of AY2018. At the same time, the intake for the GS major was increased from 60 to 100 students. A reform of the curriculum was also conducted in conjunction with these changes, in particular with the improvement of English language education, the reinforcement of first year education, the designation of a graduation thesis as compulsory, the new establishment of an “International Civil Service Program” in the IR Major” and the improvement of the foundation courses in the GS major. It will also become possible to take seminars outside of the original major.

Development of the Graduate School of International Relations

The Graduate School of International Relations previously had three standard Japanese language programs (Global Governance, International Cooperation and Development, and Multicultural Understanding) and the GCP (Global Cooperation Program). In 2015, it added to these with the new establishment of the GJP (Global and Japanese Perspectives Program) as a second English language program. The characteristics of this program include the idea of nurturing students with a combination of

Japanese and English, the reinforcement of “Japan studies courses” to learn Japanese experiences and the improvement of Japanese language study courses. Furthermore, there was also an expansion of the program with JICA scholarships and Ministry of Education, Culture, Sports, Science and Technology scholarship students and the nationalities of the graduates so far have been from 62 countries and regions. The majority of entrants in the three most recent years of AY2015 to AY2017 have been international students in the English language programs. Also, the total number of partner institutions for the Dual Master’s Degree Program (DMDP) that makes it possible to obtain a master’s degree from two graduate schools was increased to six institutions when an agreement was signed with National Chengchi University in Taiwan in AY2016. This is in addition to American University, the International Institute of Social Studies of Erasmus University Rotterdam, the Royal Holloway, University of London, the University of York and Kyung Hee University (Seoul, South Korea). The Graduate School of International Relations is already making a large contribution to the globalization of the entire university as one of the most internationally competitive graduate schools in Japan. Its structures will also be expanded and improved from now on to respond to the changing needs.



[Chapter IV] Enhancement of Education in the Graduate Schools

1. Progress under the R2020 Latter Phase Plan and Current Initiatives (Graduate School)

The medium-term plan for graduate school reform under the R2020 latter phase plan (December 9, 2015, Executive Board of Trustees), laid down the following six directions for graduate school reform: (1) advancement of globalization; (2) improvements to the substance of graduate school education; (3) advancement of student recruitment policies with the aim of filling enrollment quotas and boosting the rate of advancement to graduate school; (4) promotion of the Fourth-Phase Graduate School Career Path Development Support Program, (5) exploration of models for collaboration with colleges, with other graduate schools, and with research institutes and centers; (6) consideration of development of a Graduate School of Excellence program (tentative title). One of the priority issues in the enhancement of graduate school education and research is the advancement of globalization. In April 2018, a new Graduate School of Science for Human Services was established as an outgrowth of the Human Science division of the Graduate School of Professional Teacher Education, with the aim of achieving improvements in the quality and sophistication of 22 teacher training through college and graduate school levels. As part of the concrete initiatives using strategic budget allocations for graduate school enhancement, the Research Assistant (RA) program was expanded, taking into account the program's potential to lay the foundations for overall graduate school enhancement and development of a Graduate School of Excellence program. In AY 2018, work will progress toward the establishment of a "specially-appointed researcher" program and a science and engineering-based "specially-appointed assistant professor" program, as well as a Graduate School of Excellence program in partnership with industry.

Major discussion points at representative meetings of the AY 2017 Plenary Council were the advancement of globalization and provision of support to diverse students, and

promotion of the Graduate School Career Path Development Program. Progress on these major initiatives to date is summarized below.

1 Advancement of globalization / support for diverse students

A range of support systems and programs are being developed to cultivate individuals with advanced expertise that can be successfully deployed in global society. Systems established to assist graduate students under the graduate school enhancement budget and support for graduate career path development include assistance for the submission of English-language academic papers and scholarships for international joint research, as well as subsidies for the costs of participating in research activities and academic conferences overseas. In the future, steps will be taken toward assessment and improvement of foreign language proficiency, and Japanese language education programs such as Japanese writing guidance for English-basis international students.

Support will also be provided to cater for the diverse graduate student body, including graduate student access to the on-campus childcare facilities at Kinugasa and BKC, and continued operation of the part-time enrollment system for working graduate students.

2 Substantive development of graduate school education

Each graduate student is provided with systematic research guidance, making use of a research guidance plan specifying the approach to the provision of guidance in accordance with their individual research plans. In

order to ensure that the awarding of academic degrees is fair and rigorous, each graduate school has clear and specific thesis examination standards and procedures, which are made known to graduate students and applied strictly. Research ethics education is being improved through initiatives such as research ethics seminars common across all graduate schools, graduate school-specific seminars, and the introduction of anti-plagiarism tools in doctoral programs.

3 Advancement of student recruitment policies

In addition to enhanced publicity through the website and the Graduate Schools Week event, in AY 2017 the tuition fees in Master's programs were reduced considerably. Further investigation is required in order to ascertain the effects of these changes, but the numbers of both applicants and 23 enrollees has increased in AY 2018 compared to the previous year.

4 Promotion of the Graduate School Career Path Development Support Program

To complement the pre-existing Graduate School Career Path Development Support Program, a new doctoral thesis publication subsidy system was launched in AY 2017 as part of the graduate schools enhancement policy. This was followed by an expansion of the RA system in AY 2018. The range of support programs available to graduate students has thus been improved, but challenges remain in terms of procedural details and inadequate awareness of the programs among faculty and graduate students themselves. The Graduate School Career Path Development Center is working to address these by issuing an Annual Report, disseminating information online, and delivering information to graduate students via faculty members. Work is also underway to improve the usability of systems such as academic conference support, which in AY 2018 will be offered under the GAKKAI Scholarship; Scholarship for Master's Degree Students who attend/present at academic conferences, GAKKAI Scholarship; Scholarship for Doctoral Degree Students who present at academic conferences in Japan and overseas.



2. Major Discussion Points Raised by the Graduate Student Council

The Graduate Student Council (GSC) proposed the following discussion points: (1) support for international students and other aspects of diversity in the graduate student body; (2) career path support for graduate students; (3) support for commons and other aspects of the research environment on each campus.

1

Support for international students and other aspects of diversity in the graduate student body

In regard to support for diversity in the graduate student body, the GSC requests the university authorities to “respond to globalization,” and “cater for diverse graduate students” including working adults, those raising children, and those with disabilities.

[1] Graduate students and the university’s response to globalization

In regard to globalization and graduate students, at the last Plenary Council the GSC pressed for improvements in support for double degree programs and expansion of short-term study abroad programs for graduate students. The GSC values the work done thus far in terms of scholarships for research activities outside Japan, fee subsidies for English language classes, English writing support, and other efforts to improve support for raising students’ foreign language proficiency, but points out that information on study abroad programs offered

by the university is difficult to understand and not shared at a university-wide level. The GSC suggests that in order to advance its response to globalization, the university needs to consolidate information on study abroad programs available to graduate students and modify programs to make them more usable by more graduate students.

At the last Plenary Council, demands were also made for support strategies addressing the internationalization of education, including maintenance and expansion of support for research and daily life targeting English-basis enrollees, Japanese-English bilingual provision of university information, and cultural considerations in relation to students’ human rights and ethnic backgrounds. The provision of daily living support for international students is a problem in graduate schools where international student numbers are growing rapidly: the GSC requests that the issues be addressed in a consolidated manner and steps taken to provide unified consultation points for international students, including through the BBPs opened in 2018.

[2] Catering for diverse graduate students

At the last Plenary Council, the GSC requested the university authorities’ understanding, support, and continued discussion on the issues of (a) catering for working adult students (parttime enrollment system, etc.), and (b) expansion of distance education and changes to curriculum and class schedules to support a variety of working styles. In regard to support for graduate students raising children, which has been tabled as an issue since the AY 2011 Plenary Council, 25 the GSC positively evaluates the university’s development of an environment that enables graduate students to make use of on-campus childcare facilities.

2

Career path support for graduate students

At the last Plenary Council the GSC argued for expansion of the Teaching Assistant (TA) system as a means of supporting career development for currently-enrolled graduate students, and improvements to conditions and increase in number of posts available for postdoctoral (PD) researchers, as a career path for students completing doctoral pro-

grams. The lack of opportunities for students in independent graduate schools to apply for TA positions was identified as a problem at the representative meetings for the AY 2017 Plenary Council.

3

Support for commons and other aspects of the research environment on each campus

The GSC has been arguing for a campus-specific approach to managing commons such as the Kinugasa Kyuronkan and the OIC Research Commons, taking into account the different needs of students at each campus. In regard to improvement of research environments, discussions have focused on development of ICT services, including the medium-term loan of PCs owned by the GSC and the effective use of software owned by the university.

At the AY 2017 Plenary Council Representatives’ Meeting, the university authorities clarified the following: that dissemination of information on university-organized study abroad programs would be advanced; that the use of support programs to improve foreign language proficiency would be promoted, in light of the importance of English language proficiency in different fields of specialization; that there is a need for a variety of support to address international student issues, including in collaboration with external entities; that on-campus childcare facilities would be opened at Kinugasa and BKC in September 2018, and that consideration would be given to a similar facility at OIC; that steps would be taken to comprehend and develop a shared understanding of the conditions facing diverse graduate students, taking into account the opinions and needs of students with disabilities; and that there is a need to integrate and consolidate information on TA, RA, and specially-appointed researcher systems.

Progress is already being made toward addressing some aspects of the above issues, as explained earlier. The university authorities will continue to engage in discussions with graduate students on how to improve research environments on each campus with a view to formulating opportunities for co-learning across all graduate schools, while take into account differences in physical conditions on each campus and research styles within each graduate school.



[Chapter V] Education and Student Support Policies for AY 2019 and Beyond

Policies on education reform and student support for AY 2019 and beyond will be developed in light of educational activities and conditions in student life since the last Plenary Council. Earlier chapters in this doc-



ument have described the current status of education and student life, together with issues for improvement, from the standpoints of the Student Union, Graduate Student Council, and university authorities. In order to implement the R2020 latter phase plan at higher qualitative standards, it will be essential to resolve these issues and follow through into policies for AY 2021 and beyond.

With a view to further development of the initiatives in education reform and student support advanced thus far under the Academy Vision R2020 and the formation of a basis for planning the next ten years of development (2021-2030), the university is currently discussing the theme of “Learning

Innovation that co-creates [collaboratively develops] extension, interconnection, and change in learning.” The basic approaches being considered are: (1) further enhancement of the programs already being pursued (or set to be pursued) by each College and Graduate School; (2) development of a university-wide system for tackling issues that cannot be resolved by individual Colleges and Graduate Schools; (3) building campus-specific support frameworks that incorporate facets of both learning and daily life; (4) expansion of learning opportunities beyond College and Graduate School borders. In line with these approaches, policies on “co-creative learning innovation” will be given shape as outlined below.

1. Foundational Initiatives

We will work to create study advisory systems directed to motivation and habituation of learning for each individual student. Academic advice will be provided with the aim of having each student set goals and plans, and use these plans to reflect periodically on their learning progress. In the course of this reflection, advice will be provided taking into account objectives set at different points in time and progression of studies to date, as well as participation in international exchange, community engagement, volunteering, peer support and extracurricular activities, in addition to students’ career vision for graduate employment or advancement to higher studies. The plan is to enable provision of such advice by adding study and activity portfolio functions to the manaba+R system.

Moreover, data currently spread across



different departments will be systematically integrated and shared, while specific Colleges and departments are enabled to provide targeted support in forms tailored to

their own characteristics. Commons on each campus will be utilized as spaces for consultation on study and course progression as appropriate to the environment.

2. Initiatives to Extend and Connect Learning Communities

1

Development of holistic systems of learning and student support

We will develop holistic systems of learning and student support that enable each student to become independently responsible for all aspects of their student life in curricular and extracurricular realms and achieve maximum growth.

[1] Enhancement of learning support in first year

A A. Fostering students’ capacity to investigate, read, and write through academic literacy/writing support

An important step in establishing a positive orientation toward learning is to develop skills of academic literacy and written expression from an early stage. These skills form the foundations for producing a senior thesis or graduation research project as the

culmination of undergraduate learning. With a view to cultivating students’ capacity to investigate, read, and write, each College will deliver support for Japanese and English literacy/writing within and/or in collaboration with core first-year education subjects such as Foundation Seminars, Introductory Literacy, and Academic English. Achievement objectives will be set and teaching materials and programs developed in order to tailor this support to the distinctive features of learning in each College. As well as acquir-

[Chapter V] Education and Student Support Policies for AY 2019 and Beyond

ing skills, students will develop a deeper understanding of the rules and ethics of learning, including the prohibition on plagiarism. A university-wide common writing support services will be established for international students studying Japanese.

B Re-development of peer learning systems from the standpoint of individual growth

The in-class roles of ES (Educational Supporters; undergraduate students) and TA (Teaching Assistants; graduate students) will be re-clarified to include both the provision of assistance in class, and the students' own growth through engagement in peer support activities. Consideration will be given to cultivating and utilizing peer supporters with specific expertise in areas such as writing tutoring, assistance with academic literature searches, and guidance on note-taking. Linkages will be fostered across many different types of peer supporters involved in learning support and course advice in both curricular and co-curricular settings.

C Connection of active learning in class with study outside class

Engaging students more actively in class requires not only instructors to prepare adequately, but also students themselves to engage in preparation and revision outside class. By concretely stating the expectations for study outside class, both in the syllabus and within each class session, classes can be made more interactive and exploratory. We will expand the use of manaba+R for setting homework tasks, submitting them, and offering feedback. Efforts will be made to ensure that the overall time required for study outside class in

each subject each week is appropriate, so that students' workloads do not become excessive.

D Assessing academic abilities at entry point and providing remedial education linked with curricular studies

Potential difficulties in the first year of learning will be uncovered at an early stage using 29 language proficiency scores and diagnostic tests on basic academic ability at the time of enrollment in RU. Support will be extended to students identified with difficulties in terms of basic academic ability through small-group first year education subjects and/or curricular supplementary subjects, co-curricular supplementary classes, and other means established in accordance with learning content in each College, including the use of e-learning and peer supporters. These initiatives will be integrated with support offered to students in their campus life.

The above initiatives are focused on first-year students, but this does not mean that they are limited to the first year. Some of them are common across the entire student body, including senior years.

[2] Enhancement of student support in first year

Providing support for a smooth transition from senior high school to life and study at university is a major challenge. To meet this challenge we will appoint and expanded number of student support coordinators on each campus and enhance the provision of support to students facing difficulties in their studies and/or daily life. We will also develop a system enabling Colleges and coordinators

to work together to identify students in need of support at an early stage and deliver that support on an ongoing basis. In addition, as the number of English-basis international students grows in line with further globalization, we will seek to extend the provision of support services in English. Furthermore, in addition to specialist staff, we will train more peer supporters to assist with SSP (programs to support independence and individual growth).

The expansion of SSP with an emphasis on supporting first-year students will help create a system that enables students at an early stage to overcome challenges in their studies and student life which, if left unaddressed, may later lead to dismissal or withdrawal.

[3] Systematized and organized development of Oritors and other peer supporters

Centering on roles such as Oritors, RU's peer support system has played an important role in the enhancement of first-year education and delivery of support for learning and student life, fostering student growth, facilitating co-learning among students, and boosting student motivation. However, the role of peer supporters is changing along with developments such as the move to full operation of three campuses, the expanding size of the university, and the growing sophistication of educational content. It is becoming more difficult to maintain a common understanding of expectations for the existing Oritor systems, and increasingly important for Oritors to engage in discussion across different Colleges.

We will re-define and confirm the roles of Oritors and other peer supporter types based the overall state of diverse peer support activities in the realms of both learning and student life. We will enhance training systems and thereby strengthen the peer support structure in first-year education, as well as providing assistance to a range of peer support groups and cultivating more peer supporters.

[4] Strengthening international student support

The proportion of international students in the undergraduate/graduate student body as a whole has exceeded 10%, and is as high as 20% in some colleges. We entering an era in which international students will be expected to play a pro-active role in our university community. Meanwhile, it is also true that international students have unique



support needs, and related divisions of the university will continue to work together on strengthening their support structures for international students. Concretely we will pursue the appointment of student support coordinators, who will provide an initial consultation point for a wide range of issues faced by international students in their daily lives, and connect students with more specialized services as necessary.

[5]Cultivating broad-ranging general knowledge and citizenship

In preparation for the reforms to general education to be implemented from AY 2020, discussions are currently underway on plans such as the reorganization and increased offering of peace, democracy and citizenship education subjects, expansion of the arts and culture field, and visual representation of the general education subject structure through production of curriculum maps. Particular priority will be given to offering more English-medium general education subjects, which we aim to pursue from AY 2019 in response to the increase in both degree-seeking and short-term international students.

[6]Programs to extend highly-motivated students

We will continue to operate The honors program that brings together students across College borders aiming to work as diplomats, international public servants, NGO leaders, and the like, the Kasumi-juku program to cultivate public-mindedness in students aiming for career-track positions in the national public service, and the Global Human Resource Development Program, a partnership with industry in which domestic students and international

students learn together. We will also expand cross-departmental learning spaces at campus level, such as the All In One Lab at BKC, where students themselves pursue programming and manufacturing projects. Moreover, among the various programs currently being implemented with limited-term funding from the national education ministry, those which have proven highly effective will be developed into permanent programs.

In the area of extracurricular and self-motivated activities, we will systematize a Student Success Program (SSP) for student leaders in order to advance learning and growth beyond the curriculum, as well as using scholarships such as Learning Community Group Collaboration Grant and +R Alumni Association Future Human Resources Development Scholarship to support students pro-actively pursuing new activities.

2

Advancing diversity and inclusion

[1]Development of structures for consultation and support on gender and sexuality issues

Interest in the diversity of gender identification and sexual orientation is growing across society. At present, support coordinators in the Student Office deal with these issues on a case-by-case basis, but we view them as matters to be dealt with by the university in a more organized manner, and will develop consultation and support structures accordingly.

In addition to providing consultation and support for students with concerns in these areas, it is most important that all students,

faculty and staff develop a better understanding of the issues as we work to create campuses where diversity is respected. We will develop training for faculty/staff and awareness-raising activities for students.

[2]Enhancement of support in the Disability Resource Center and Student Support Room

Students are facing a variety of difficulties and their consultation needs are becoming more and more diverse. Moreover, as understanding and awareness of the need for consultation grows across society, the number of students using the university's support offices is also growing. The increase in international student numbers has also led to more students seeking consultations in English. All these factors are making it crucial for the university to strengthen its structures to cater for diversity in the student body. We will bolster support coordinator services and other structures on each campus and address specific needs for support and consultation, especially in areas of growing demand such as psychological and developmental needs and consultation services in English for international students.

[3]Support for students in financial hardship to continue their studies

At the last Plenary Council, the Student Union expressed the view that diversity of household financial circumstances was another form of diversity at RU. Under the R2020 latter phase plan, we have continued to offer the pre-existing schemes for supporting those from households with annual income of 4 million yen or less. We will continue to work toward delivering this support to 100% of students in this category.

3. Initiatives to Extend and Connect Learning Spaces

1

Co-creation of learning with the local community

In order to increase the number of students experiencing service activities in local communities, we will develop subjects that expand the current programs of service learning and other learning activities connected with community service.

Beyond the formal curriculum, community

service activities are being pursued pro-actively not only by extracurricular clubs/circles but also by groups supported by learning community support scholarships. Becoming aware of connections with wider society and interacting with adults of different ages are opportunities for student growth. We will continue to operate subsidy and scholarship programs that support learning and growth, and provide students with opportunities to reflect on their activities.

2

Global learning

Economic and social activities are increasingly pursued across borders, as are efforts toward achieving the sustainable development goals (SDGs). It goes without saying that learning at university needs to be advanced with a global outlook to match these developments. Following its 32 designation

[Chapter V] Education and Student Support Policies for AY 2019 and Beyond

as a Top Global University in AY 2014, RU has worked to develop new study abroad programs and internationalize its education, but this work still needs to be accelerated in areas such as outbound mobility of undergraduate and graduate students, and expansion of learning opportunities for international students.

From AY 2019, the following priority measures will be introduced sequentially.

[1] Motivating students to learn by encouraging them to gain at least one overseas experience

We will expand the opportunities for domestic students to gain overseas experience at least once while enrolled, providing motivation for further foreign language and specialist studies thereafter. In the immediate future the focus will be on expanding highly accessible short-term programs (both university-wide and college-specific), and strengthening support for such programs.

[2] Language education with clear objectives and means for measuring their achievement

We will pursue initiatives toward the attainment of objectives for English language education set by each College, including clarification of how such attainment is to be measured. Language study programs for students seeking to clear language proficiency hurdles for student exchange will also be expanded, and strong support will be provided for students taking these programs.

[3] Language learning and international exchange activities utilizing Beyond Borders Plaza (BBP)

We will further develop language learning and international exchange activities held at the BBPs opened in AY 2018. Opportunities for co-learning among international and domestic students will be expanded.

[4] Stronger Japanese language education with a view to career development in Japan

A certain degree of Japanese language proficiency is essential for international stu-

dents to find work at Japanese companies. We will strengthen Japanese language education programs with a view to such students' career development.

[5] More English-medium classes

The majority of short-term international students studying at RU under SKP (Study in Kyoto Program) are required to earn a certain number of course credits by taking subjects offered in English. We will dramatically expand the currently limited range of English-medium subjects and the capacity of these subjects, and thereby promote more co-learning.

3

Learning connected to research in the graduate schools

In order to expose students at an early stage to the fascinating research being conducted in the graduate schools, we will strengthen research showcase and research lab experience programs using peer support. We will encourage RU undergraduate students to proceed to graduate studies within the university by operating graduate school admission guidance sessions in conjunction with Graduate School Week, providing more comprehensible information on research activities and on the various scholarships, research support and study abroad schemes available, and expanding graduate school subject early enrollment

and graduate school advancement programs. We will also develop platforms for high-level research in the Graduate School of Excellence.

In the area of career path support for undergraduate and graduate students, we will develop 33 new Specially-Appointed Assistant Professor (science/engineering disciplines) and Specially-Appointed Researcher schemes in association with an expansion of the current RA system (science/engineering disciplines) and doctoral thesis publication subsidy (humanities and social science disciplines) schemes already in place.

Above we have outlined the general direction of the "co-creative learning innovation" policies at this point in time. Further details, including policies not mentioned here, will be confirmed and given concrete shape through discussion within individual Colleges and Graduate Schools and dialogue with students in the Plenary Council. Initiatives which demand early implementation will be introduced sequentially, in light of financial conditions, from AY 2019 or 2020.

In regard to the issues raised by the Student Union on the topics of campus environment and extracurricular activity environment (Chapter II, 3., points (3) and (4)), consideration will be given to year-by-year improvements under the R2020 latter phase campus development plan and/or development plans for AY 2021 and beyond, taking into account matters raised at discussion meetings and other venues, and in line with degree of priority and project scale.

