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RITSUMEIKAN

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Ritsumeikan Style SPECIAL ISSUE

Academy Report 2015

Creating Learning,
Learning in the Commons
– Towards the Plenary Council of the University –

Significance of the AY 2015 Plenary Council

Ritsumeikan University ("RU") is advancing initiatives that enable all members of our learning community—undergraduate students, graduate students, faculty and staff, and the university authorities (Executive Board of Trustees)—to engage actively in improvements and reforms to education, research, and student life. All RU students are members of self-governing student bodies: either the Student Union (for undergraduates) or the Graduate Student Council. The university is operated in accordance with the principle of self-government by all constituents. Through self-governing bodies in the colleges/graduate schools, class groups, and seminar groups, as well as club activity headquarters and other student organizations, students' opinions are articulated as formal demands, which then provide an important basis for discussion with the university authorities.

The Plenary Council of the University ("Plenary Council") is the forum for such discussion. It is composed of undergraduate student representatives from the Student Union, graduate student representatives from the Graduate Student Council, the Faculty/Staff Union, the RU Co-operative (observer status), and the university authorities (Executive Board of Trustees). In addition to the Plenary Council, each year we hold discussion forums involving students and representatives of each college and graduate school, and forums on specific themes such as education and student life. University management thus listens carefully to the voices of students as it pursues reforms and improvements. The Plenary Council itself is held every four years, coinciding with the scheduled revision of tuition fee calculation methods. It is an opportunity to review outcomes to date and confirm future directions in education and research. The last Plenary Council, held in the 2011 academic year ("AY 2011"),
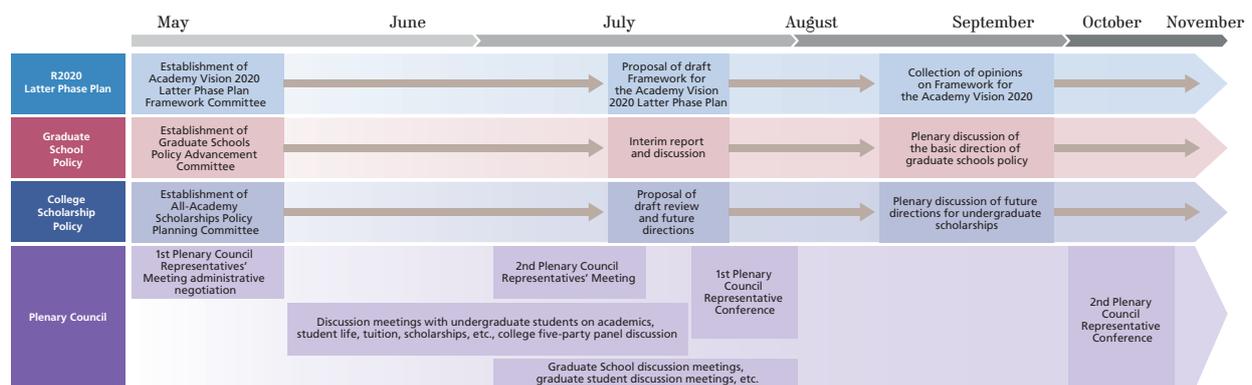
produced a Plenary Council Memorandum comprising plans for RU and the Academy as a whole up to 2020, incorporating the opinions of students. This memorandum has since been used as the basic policy for reforms and improvements within RU and the Academy.

AY 2015 is the year that we come together again to review the matters we endorsed at the AY 2011 Plenary Council, and to discuss the future plans and financial and tuition policies that will take RU and the Academy through to 2020 and beyond. The university considers the following three tasks to be of particular importance for this year's Plenary Council.

1. We need to review the progress of reforms and improvements to education and research in light of the matters endorsed at the AY 2011 Plenary Council, and identify the issues and challenges to be addressed in subsequent discussions.
2. We are now in an era of transition both in Japan and across the world, one in which societies and universities, will become more globalized. When looking to 2020 and beyond, it will be important to understand this new era, the types of people it will require, and the roles expected of universities within it, and to use this understanding as a basis for exploring new paradigms for university education and research.
3. This academic year we will also be formulating the Academy Vision 2020 (R2020) Latter Phase Plan, a future blueprint for both RU and the Academy as a whole. It will be important to incorporate the opinions of students, faculty and staff into this plan.

This document provides materials designed to advance academy-wide discussion this year. We hope that all students and other constituents will joint actively in the discussion as we work to build a new vision for RU and the Ritsumeikan Academy.

Schedule Leading Up to the AY 2015 Plenary Council of the University

	May	June	July	August	September	October	November
R2020 Latter Phase Plan	Establishment of Academy Vision 2020 Latter Phase Plan Framework Committee		Proposal of draft Framework for the Academy Vision 2020 Latter Phase Plan		Collection of opinions on Framework for the Academy Vision 2020		
Graduate School Policy	Establishment of Graduate Schools Policy Advancement Committee		Interim report and discussion		Plenary discussion of the basic direction of graduate schools policy		
College Scholarship Policy	Establishment of All-Academy Scholarships Policy Planning Committee		Proposal of draft review and future directions		Plenary discussion of future directions for undergraduate scholarships		
Plenary Council	1st Plenary Council Representatives' Meeting administrative negotiation	Discussion meetings with undergraduate students on academics, student life, tuition, scholarships, etc., college five-party panel discussion	2nd Plenary Council Representatives' Meeting / Graduate School discussion meetings, graduate student discussion meetings, etc.	1st Plenary Council Representative Conference			2nd Plenary Council Representative Conference

* This schedule is designed to enable planning to proceed and discussions with students to be held over the first half of AY 2015. Further information on schedules and materials will be made available as the discussion develops.

Vision for the Academy through 2020 (R2020)[*1]
Progress since AY 2011

Founded on the Ritsumeikan Charter, which was adopted on July 21, 2006 after two years of discussion, the Ritsumeikan Academy developed a vision for the year 2020 under the core concept of "Creating a Future Beyond Borders." A plan was also drawn up for implementing this vision, hereinafter known as R2020, over the first half of the period leading to 2020 (AY 2011-2015). In line with this plan, RU has been pursuing priority initiatives for raising the quality of education and research and improving services for students, in line with the ideas of "advancing proactive learning in diverse communities," "developing a Ritsumeikan-style research university model that contributes to humanity, nature, and society," and "creating an Academy that embodies the joy of learning." Employing a learner-centered paradigm that cultivates students as active participants in a "learning community," we have been working on integrated educational reforms and infrastructure developments across all our campuses, under the banner of "campus creation." Below we review the activities undertaken since 2011 in line with the major pillars of the R2020 plan.

Developing an Academy that Contributes to International Society and the Local Community   1

RU has pursued international education activities that capitalize on the distinctive features of our colleges and graduate schools, supported by infrastructure development including new international educational dormitories. These activities have included increasing inbound and outbound student mobility and employment of non-Japanese faculty members, and establishing English-medium Bachelor's degree programs (Global Studies major in the College of International Relations; Community and Regional Policy Studies major in the College of Policy Science), English-medium international graduate degree programs, the Campus Asia program in the College and Graduate School of Letters, and the joint degree program operated by the College and Graduate School of Information Science and Technology in partnership with Dalian University of Technology. In order to further enhance the quality of these activities, we are now working to give shape to the Ritsumeikan Global Initiative.[*2] The work under this initiative was recognized by the Ministry of Education, Culture, Sports, Science and Technology ("MEXT") in AY 2014 with the selection of both RU and Ritsumeikan Asia Pacific University ("APU") for the Top Global Universities Project ("SGU").[*3]

Students participating in volunteer activities organized by the Office for the Support of Post-Disaster Recovery

ODENSE, a makeshift assembly hall created by faculty members and students in the College of Science and Engineering

The Great East Japan Earthquake disaster of 2011 occasioned a re-affirmation of Ritsumeikan's role as an institution of education and research, and the establishment of an Office for the Support of Post-Disaster Recovery which is now overseeing the provision of ongoing support for post-disaster reconstruction. Since 2011, more than 1,000 students, faculty and staff have been involved in volunteer activities and research to support reconstruction in the Tohoku region. This kind of development of partnerships and networks with local communities both within and beyond Japan will continue to be a major priority for Ritsumeikan.

Educational Reforms to Create "Learning Communities and Learner-Centered Education"   2

We have been developing our colleges and graduate schools in line with contemporary demands and with a view to implementing learner-centered education. Initiatives in this area have included enhancement of educational systems and structures, improvement of instructor-to-student ratios, and curricular reforms in individual colleges and graduate schools, as well as the establishment of a Department of Drug Development Science in the College of Pharmaceutical Sciences and a four-year doctoral program in the Graduate School of Pharmaceutical Sciences. We are also preparing to open a new College of Comprehensive Psychology at the Osaka Ibaraki Campus in AY 2016. We will continue to explore ways to give shape to a "Ritsumeikan Learning Model" that advances new modes of learning such as freshman education, foreign language education, enhanced use of ICT,[*4] and active learning.[*5]

*1: A plan that sets out a vision of what kind of institution the Ritsumeikan Academy should be in the year 2020, in light of the academy's ideals as stated in the Ritsumeikan Charter.
*2: An internationalization strategy for the Ritsumeikan Academy looking ahead to 2023.
*3: A MEXT (Japanese government) funding scheme designed to raise the international competitiveness of Japanese higher education by promoting partnerships with top universities outside Japan and university reforms to achieve full-scale internationalization. RU was selected under the scheme's Global Traction Universities section (Type B).
*4: Information and Communication Technology.
*5: On-ground participatory learning conducted in sites across Japan and around the world, and field survey project-based learning conducted in collaboration with faculty members within and beyond Japan.

Vision for the Academy through 2020 (R2020) Progress since AY 2011

Building a Highly Distinctive "Global Research University" 3

One key development in the area of research in recent years has been the establishment of the Ritsumeikan Global Innovation Research Organization (R-GIRO), designed to support the creation of new academic fields spanning the entire university and the cultivation of global human resources. Other major achievements in this area include the creation of distinctive research platforms through research organizations that capitalize on the strengths of each of our campuses, the advancement of basic research through increases in the number and value of Grants-in-Aid for Scientific Research, and the growth of partnerships with industry through research exchange and commissioned research projects. Another crucial part of research enhancement is graduate school education. We are currently exploring ways to develop more attractive graduate programs, including the formulation of a basic graduate school policy framework.

Campus Development for Qualitative Enhancements in Education and Research 4

We are aiming to enhance the quality of education, student support, and research across the Kinugasa Campus, Biwako Kusatsu Campus (BKC), and all other RU campuses. Campus development concepts are taking shape progressively as we formulate a Campus Master Plan to guide campus planning in the medium to long term. Following the opening of OIC in April 2015, we are now working to address ongoing infrastructure challenges across all of our three major campuses, including the development of study and research environments attuned to specific campus attributes and concepts.

A class in the College of Humanities' Campus Asia Program

Figure 1 Facilities development on each campus

	Kyoto Campus (Kinugasa, Suzaku)	Biwako Kusatsu Campus (BKC)	Osaka Ibaraki Campus (OIC)
AY 2012	• Opening of Third Shoyukan on Haratani Ground (Dec 2012) • Seismic reinforcement work for Shugakukan (completed Jan 2013) • Opening of Kyoto Kinugasa Gym (Feb 2013)	• Opening of "Piara" peer learning rooms in Media Center, Media Library (Apr 2012) • Opening of BKC International House (Sep 2012) • Completion of Science Core Central building renovation and South building extension (Sep 2012)	
AY 2013		• Relocation and opening of ACT α (Sep 2013)	
AY 2014		• Opening of Tricea (new science/engineering building) (Apr 2014)	
AY 2015	• Opening of Kyuronkan (graduate school facility) (Apr 2015) • Opening of International House Daishogun (international dormitory) (Sep 2015)	• Opening of Bio Link (new science/engineering building) (Apr 2015)	• Opening of Osaka Ibaraki Campus (OIC) (Apr 2015)
AY 2016	• Opening of Kaichiro Hirai Memorial Library (scheduled for Apr 2016)	• Construction of BKC Sport and Health Commons (scheduled for completion in fall 2016)	• Development of labs and training rooms, 6F, Building A, for use in new College of Comprehensive Psychology (scheduled for completion Apr 2016) • Construction of OIC International Dormitory (tentative)

Vision for the Future Beyond 2020
Formulating the R2020 Latter Phase Plan

AY 2015 is the year in which we review the work undertaken in the first phase of R2020, and develop a plan for the second phase (AY 2016-2020). In AY 2015, the Ritsumeikan Academy established a Basic Policy for the R2020 Latter Phase and Beyond. This plan identified eight core challenges that will provide a framework for the student paradigms, basic objectives, and approaches that enable Ritsumeikan to respond to social needs and maximize its strengths as an institution of education and research (see Figure 2).

This Basic Policy provides the foundation for the R2020 Latter Phase Plan, but below we propose four particular themes that require further development in the course discussions at the Plenary Council.

Pursuit of Globalization in Education and Research
1

It will be crucial to advance our plans for a joint degree program involving RU and the Australian National University,

the promotion of global education in science and engineering fields, and the operationalization of SGU plans.*6 We will aim to realize the SGU goal of "Human Development to Collaborate across Cultures and Contribute Globally to Asian Communities" across the university, and cultivate students who can contribute to the creation of peace internationally, locally, and into the future.

Establishing Proactive Learning
2

We believe that it is important for all constituents of the university, including undergraduate students, graduate students, and faculty and staff members, to engage seriously with the task of "creating learning." Crucial to the achievement of this task is the idea of "commons": shared learning spaces. We will pursue discussion of a "Ritsumeikan model of learning" that gives shape to the concept of "Creating Learning, Learning in the Commons."

Graduate School Education and the Formation of Knowledge Creation Hubs to Contribute to the Future of Asia and the World
3

In the area of research, it is essential to develop a policy for creating research fields distinctive to Ritsumeikan and building high-quality graduate schools responsive to social needs. We will actively pursue reform-oriented discussions for the enrichment of graduate education.

Enriching Fields of Study Attuned to Contemporary Needs
4

We will pursue academic research, education, and other activities that respond flexibly to new challenges in society. We will also advance educational reforms and improvements attuned to contemporary needs, and consider ways to develop new educational fields that will be required in the future.

Becoming a First-Choice University, a Leading University Committed to Spearheading the Creation of Future Society
5

As we continue to pursue qualitative improvements in education and research and discharge our social role as an institution of education and research, we will strive to contribute to society and become a university that is actively chosen by members of society. We will formulate policies that give shape to such ideals, and discuss the conditions required to support our plans (including campus concepts, facilities and infrastructure, tuition and financial policies).
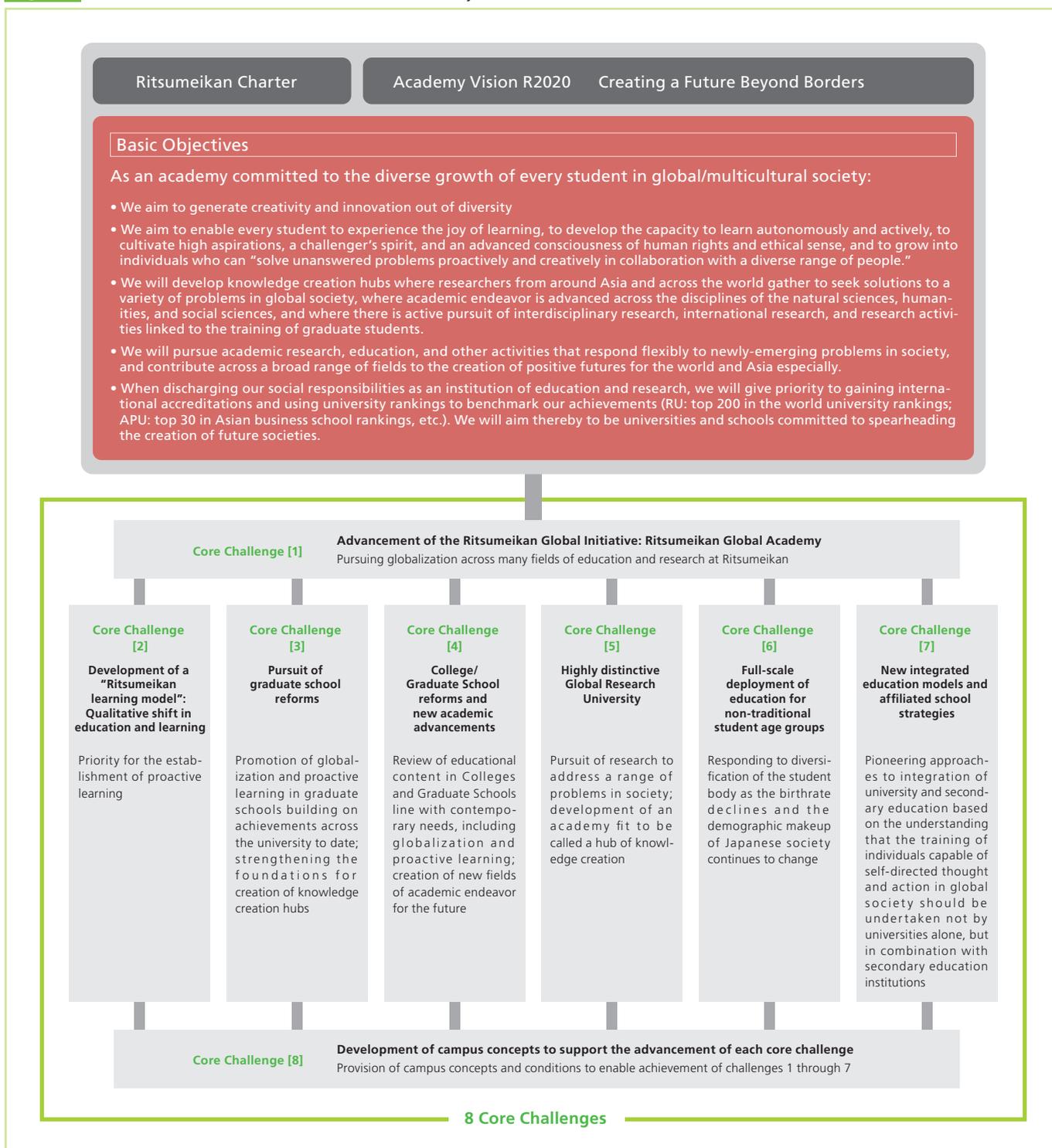

Lecture in the English Lounge held as part of Mirai Juku in the College of Information Science and Engineering

*6 See Figure 7 on page 10.

Vision for the Future Beyond 2020
Formulating the R2020 Latter Phase Plan

Figure 2 Overview of Basic Policies for R2020 Latter Phase and Beyond

Ritsumeikan Charter

Academy Vision R2020   Creating a Future Beyond Borders

Basic Objectives

As an academy committed to the diverse growth of every student in global/multicultural society:

- We aim to generate creativity and innovation out of diversity
- We aim to enable every student to experience the joy of learning, to develop the capacity to learn autonomously and actively, to cultivate high aspirations, a challenger's spirit, and an advanced consciousness of human rights and ethical sense, and to grow into individuals who can "solve unanswered problems proactively and creatively in collaboration with a diverse range of people."
- We will develop knowledge creation hubs where researchers from around Asia and across the world gather to seek solutions to a variety of problems in global society, where academic endeavor is advanced across the disciplines of the natural sciences, humanities, and social sciences, and where there is active pursuit of interdisciplinary research, international research, and research activities linked to the training of graduate students.
- We will pursue academic research, education, and other activities that respond flexibly to newly-emerging problems in society, and contribute across a broad range of fields to the creation of positive futures for the world and Asia especially.
- When discharging our social responsibilities as an institution of education and research, we will give priority to gaining international accreditations and using university rankings to benchmark our achievements (RU: top 200 in the world university rankings; APU: top 30 in Asian business school rankings, etc.). We will aim thereby to be universities and schools committed to spearheading the creation of future societies.

Core Challenge [1]

Advancement of the Ritsumeikan Global Initiative: Ritsumeikan Global Academy
Pursuing globalization across many fields of education and research at Ritsumeikan

Core Challenge [2]	**Core Challenge [3]**	**Core Challenge [4]**	**Core Challenge [5]**	**Core Challenge [6]**	**Core Challenge [7]**
Development of a "Ritsumeikan learning model": Qualitative shift in education and learning	**Pursuit of graduate school reforms**	**College/ Graduate School reforms and new academic advancements**	**Highly distinctive Global Research University**	**Full-scale deployment of education for non-traditional student age groups**	**New integrated education models and affiliated school strategies**
Priority for the establishment of proactive learning	Promotion of globalization and proactive learning in graduate schools building on achievements across the university to date; strengthening the foundations for creation of knowledge creation hubs	Review of educational content in Colleges and Graduate Schools line with contemporary needs, including globalization and proactive learning; creation of new fields of academic endeavor for the future	Pursuit of research to address a range of problems in society; development of an academy fit to be called a hub of knowledge creation	Responding to diversification of the student body as the birthrate declines and the demographic makeup of Japanese society continues to change	Pioneering approaches to integration of university and secondary education based on the understanding that the training of individuals capable of self-directed thought and action in global society should be undertaken not by universities alone, but in combination with secondary education institutions

Core Challenge [8]

Development of campus concepts to support the advancement of each core challenge
Provision of campus concepts and conditions to enable achievement of challenges 1 through 7

8 Core Challenges

Checkpoints and Achievements in Degree Program Educational Reform - Active Learning within Communities

Diverse Student Experiences
1

The previous Plenary Council affirmed the importance of giving sufficient consideration to diverse student experiences in various aspects of learning. This included the advancement of student-centered education and research policies, the development of learning environments, and an emphasis on academic backgrounds and goals.

We made efforts to better understand our student body through various sources and data sets, including a survey on learning experiences[*7] covering students' academic backgrounds and their sense of achievement, diagnostic testing of basic study skills for foreign languages and specialized areas, and grade evaluations. From this data, it became apparent that while the number of students who experienced classes involving group work and classes that took into account their future plans and abilities increased from previous years, there was not a noticeable change concerning self-directed learning outside of the classroom. While students just entering the university, including international students and English-basis students, bring with them diverse academic backgrounds which cannot be evaluated uniformly, it is clear that student diversity is increasing. Taking these circumstances into consideration, we can see the ongoing importance of encouraging the growth of abilities in line with individual student needs as well as providing measures and support to this end.

Building a Framework that Emphasizes Learning Connections
2

Previous discussions on undergraduate (bachelor degree) programs focused on identifying the connection between the university and learning, addressing the overall learning process from enrollment to graduation. For the first year of studies following enrollment, it important to take into account the "transition process" that students' study habits undergo as they shift from high school to university student life. We confirmed the importance of promoting education programs that included basic study skills, writing courses[*8], and remedial courses[*9].

We focused on the first year of studies following enrollment, increasing the number of instructors so as to improve teacher/student ratios for first-year students. We were able to realize class sizes of 30 students and seminar sizes of 20 students. We are providing guidance to students so that they can smoothly transition into their university studies in their first year, combining introductory studies in their major with classes in research, presentation, and discussion methods, as well as how to write papers suitable for a university environment. Also, in order to address the increasingly diverse academic backgrounds possessed by students entering the university, we reorganized programs to offer remedial courses and provide student consultation services, primarily in the science-based colleges.

Going forward, we will continue to provide support to newly-enrolling students so that they can be proactive learners, using their own initiative rather to become university students in their own right over the course

of their first year of studies. In addition to achieving objectives for first-year education, we must also continue to explore how to verify the outcomes of that education.

University study is not merely a process of earning the credits required for graduation. It is important that students are able to sense that as they earn credits in each subject, they are learning new skills (or knowledge) and recognizing their own self-development. In order to cultivate students who will thrive following graduation, these steps of university learning call for a comprehensive degree program education that includes specialized education, liberal arts education, and foreign language education.

Creating Learning from Oneself
3

Once students have completed the transition to university life in their first year, they must develop those abilities further within themselves. The previous Plenary Council confirmed the importance of supporting learning by providing an easily-understood curricular structure which demonstrates the significance of undergraduate core subjects and the basic subjects for majors, and which makes it possible for students to select courses aligned with their future plans. As for classrooms methods, with interactive classes increasingly in demand, we confirmed the importance of organized measures by faculty to improve classes, along with using feedback from students gathered through study support tools[*10] such as manaba+R and from Communication Papers.

Based on these findings, we formulated course selection models and key courses for

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*7 The primary purpose of the survey was to grasp students' experiences from the perspective of their academic backgrounds and activities and to identify points for improvement related to the undergraduate and graduate school curricula, as well as in class formats and learning and teaching methods.

*8 An academic writing course for acquiring the reading comprehension, thinking, logical argumentation, and creative skills necessary for university studies.

*9 Courses for supplementing the necessary basic skills for university education including the study in areas of specialization.

*10 An e-learning tool used in Ritsumeikan University to support class work, providing class preparation and review materials and lecture supplements.

Checkpoints and Achievements in Degree Program Educational Reform - Active Learning within Communities

advancing the learning of students for each college. We also made use of tools such as "learning maps" and "career sheets"*11 as part of our overall approach. Efforts are also spreading to share feedback on final exams with students. This is an attempt to support students by taking test-taking one step further and helping them confirm their own level of understanding and achievement. Measures such as these are not possible only through the actions of individual faculty members. Each college is discussing these issues on an ad-hoc basis in gatherings such as supervising faculty meetings, training sessions, and other forums. As a result of these measures, 80% of the students responding to the survey of learning experiences felt

they were obtaining knowledge related to their area of specialization.

It is important that going forward, we continue and further develop these mea-

sures. The survey on student learning experiences also showed us that in contrast to the sense of acquisition of knowledge, only 60% of students responded positively when asked if their learning had reached a stage at which they could apply their knowledge practically. This shows that the task of linking knowledge acquisition with subsequent activities remains to be addressed. From these points it is evident that further efforts are required to clarify the relationships among various subjects and to develop mechanisms for students to be able to confirm their progress and problems at each learning milestone. Over the past 3 years, the number of students experiencing in-class communication with their instructors has remained at around 50%. Along with the deepening of relationships between students and faculty both in and out of the classroom, it is also important to further our attempts to promote interactive learning through the use of study support tools, including the effective application of ICT.

Figure 3 Measures to improve undergraduate education

College/Institute		Content of Measures
Kinugasa	College of Law	Use of "learning maps" supported student self-evaluation of their learning systems and personal growth
	College of Social Sciences	Establishment of the Asia Sports Culture Research and Korea Study Program
	College of International Relations	Implementation of the Peace Studies Seminar as part of the new Global Studies major
	College of Letters	Enhancement of first-year studies along with introduction of system of academic programs and majors
	College of Image Arts and Sciences	Archiving of video culture for studying knowledge from the field
BKC	College of Economics	Development of overseas field study programs, measurement of learning effectiveness of study abroad programs
	College of Sport and Health Science	Building and strengthening of the learning community through peer support*12 among students; English reinforcement program for first-year students
	College of Science and Engineering	Support for idea-based lab work and creative capacity building for lower-year students
	College of Information Science and Engineering	Enhancement of Japanese language education to improve the specialized abilities of international students
	College of Life Sciences	Develop of overseas study program at UC Davis in the U.S.A.
	College of Pharmaceutical Sciences	Measures for fourth-year student common pharmaceutical exams and national exams (establishment of exam preparation courses, holding of mock exams, introduction of self-study systems)
OIC	College of Business Administration	Career development education in the accounting field through an accounting career program and acquisition of First Grade Bookkeeping Certification, etc.
	College of Policy Science	Rebuilding of foundation seminars for the improvement of academic skills
	All colleges	Qualitative improvement in foreign language education through skills assessment and program verification using group testing of English and other subjects

Learning to Flourish in Society

4

The previous Plenary Council discussed the importance of learning that is attuned

*11 A plan where students record their goals as students, along with what they need to do to achieve those goals, for each year of study and for the 4 years as a whole. Students evaluate their progress and achievements at the conclusion of each year of study and upon graduation.

*12 Refers to support activities carried out among students. It is expected that this mutual assistance will lead to growth and development for the students both giving and receiving the support.

Checkpoints and Achievements in Degree Program Educational Reform - Active Learning within Communities

to students' relationships in society following graduation. Since the Graduation Thesis and Graduation Seminar are important activities as the culmination of learning in a degree program, the Council decided to give further thought to whether these activities should be compulsory, or if there are other verifiable equivalent learning achievements. The Council also affirmed the importance of raising students' awareness of their relationship to society through career education and internship courses, as well as learning that takes place among students themselves.

In response, there have been widespread moves towards making the Graduation Thesis and Graduation Seminar compulsory as the culmination of learning in bachelor's degrees, and/or to encourage students to take these subjects. In order to promote socially-aware approaches to learning while at university, each college has implemented various career-oriented classes, extracurricular programs, and internships. Regardless of one's field of specialization, the ability

Figure 4 Measures related to Graduation Thesis and Graduation Seminar activities

College	Compulsory Status and Other Measures
College of Law	Strongly recommend taking fourth-year seminars
College of Economics	Seminar subjects held in second and third years
College of Business dministration	Third and fourth-year seminars packaged with Graduation Thesis for students entering from 2013
College of Social Science	Strongly recommend taking fourth-year seminars
College of International Relations	Strongly recommend taking fourth-year seminars
College of Policy Science	Compulsory for students entering from 2014
College of Letters	Compulsory
College of Image Arts and Sciences	Compulsory
College of Science and Engineering	Compulsory
College of Information Science and Engineering	Compulsory
College of Life Sciences	Compulsory
College of Pharmaceutical Sciences	Compulsory
College of Sport and Health Science	Compulsory

(Current as of April 2015)

to work with others and capacity to solve problems proactively are skills in demand throughout society. At RU, we have emphasized learning within a community. Small-group education over the four (or six) years of a degree program supports learning that takes place in a community, with students actively communicating with faculty members and others. In our efforts to build an environment that promotes community learning, we established a collaborative peer learning space "Piara"*13 in the university library, upgraded basic college facilities frequented by students, and established spaces that can be used for collaborative learning such as a new student commons at OIC. The effective use of learning spaces is also important in promoting learning outside of the classroom. In order to provide further support for active learning for students to thrive in society, it is important to consider, improve and develop methods to effectively use these facilities in tandem with other learning mechanisms.

Approaches to Global Learning

5

In terms of global learning, discussions focused on the importance of identifying learning objectives for foreign language study and the cultivation of sensitivity and tolerance for different cultures.

Noting from our analysis of learning experiences that some students were not gaining a sense of achievement from their foreign language education, we furthered discussions on how to make study goals and objectives more clear, and how to show this information to students more clearly. English-medium major subjects are being held in almost every undergraduate college. As a university promoting international education, Ritsumeikan University has been selected for many international education projects which align with each college's educational

*13 A peer learning space where students can pursue creative learning styles alongside their fellow students. Locations have been established in the Kinugasa Campus, BKC, and OIC.

Checkpoints and Achievements in Degree Program Educational Reform - Active Learning within Communities

objectives and human resource development goals, such as the Top Global University Project. In terms of study abroad, short-term, medium-term, and long-term programs have been enhanced, both university-wide and for each college, and many students are taking advantage of these programs to go overseas to study each year. The number

of international students coming to study at Ritsumeikan University is also increasing year-by-year. Going forward, it will be important to continue discussions on a university-wide level concerning measures for learning alongside international students, study abroad program models, and the overall internationalization of the university.

Furthermore, we need to develop policies, not only for English language education but also other foreign languages and undergraduate programs as a whole, that require from students a deeper understanding of different cultures, openness to diversity, and the sensitivity to accept those different from oneself.

Figure 5 Number of students participating in overseas study programs

AY2010 1459, AY2011 1787, AY2012 1790, AY2013 1623, AY2014 1675
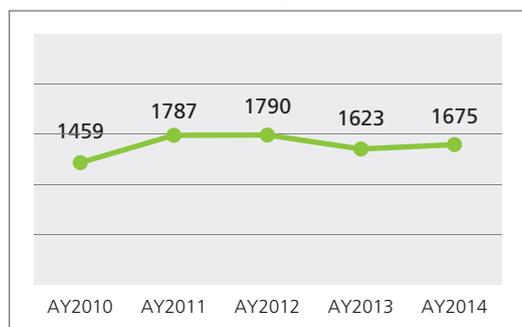
Figure 6 Number of enrolled international students

AY2010 1113, AY2011 1146, AY2012 1170, AY2013 1194, AY2014 1253

Figure 7 International education projects receiving financial support from MEXT since AY 2011

College/Graduate School	Name	Description
College of Letters Graduate School of Letters	Japan-China-Korea jointly-operated Triangle Campus Program for cultivating the next generation of leaders in the field of humanities in East Asia	Students from the different cultural environments of Japan, China, and South Korea move between 3 countries over 2 years, studying and living together, cultivating the next generation of leaders in the field of humanities in East Asia.
College of Information Science and Engineering Graduate School of Science and Engineering	"Mirai Juku"	This is a program for cultivating the future human resources of the globalizing IT sector through undergraduate and master's degree programs based on the specialized knowledge of information sciences technology.
College of Policy Science College of Business Administration College of International Relations College of Letters College of Economics	Innovator Development Program through international PBL	This program brings students from Japan and ASEAN countries together to tackle policy and social problems facing ASEAN countries such as social welfare, city planning, and regional development, using Problem Based Learning.
College of Science and Engineering Graduate School of Science and Engineering College of Information Science and Engineering Graduate School of Information Science and Engineering College of Life Sciences Graduate School of Life Sciences	An advanced sciences human resource development program for excelling in multicultural and socially-diverse South Asian countries through international industrial-academic collaborative PBL	PBL-based classes and business internships are held to bring undergraduate and graduate students in the science and engineering fields from Japan and India together to propose technology-based solutions for the social and industrial issues facing both countries.
Graduate School of Economics	Special program prioritizing placement of government-sponsored international students.	This program accepts international students without prior work experience to credit-earning courses taught in English, in order to develop human resources capable of leadership in the practical investigation and planning in the public-private sector of their home countries. Participants will develop a deep understanding of the economies and businesses of Japan and developing countries in Asia. This will practically advance the international outlooks of Japanese students.
University-wide	Projects to develop multicultural collaborative human resources that will contribute to the global Asian community	Students of Japan and Asian countries will learn together to contribute to the formation of a sustainable Asian community with a shared mindset and collaborative multiculturalism.

Milestones in Graduate School Education

Supporting the Substantiation of Graduate School Education and the Formation of Career Paths
1

Recently, progress has been made on four key graduate school education objectives: (1) clarification of each graduate school and major's human resource development goals as well as their three core policies, (2) improvement of the goals and policies for graduate school/major coursework*14 and research guidance, (3) improvement of faculty management and admissions policies, and (4) advancement of program organization and operations as the basis of improvement of the quality of graduate school education.

Regarding the formation of career paths for graduate students, we have created and begun to implement a master's student career path formation support system*15. For the third phase of the career path formation support system from AY 2013, the Doctoral Student Career Path Support Center added support for master's and pre-doctoral graduate students, reforming into the Graduate School Career Path Support Center and enhancing its activities to provide assistance for all graduate school students.

Promoting Research Activities Beyond the Graduate School
2

Research activities are by their nature global. Ritsumeikan University has provided various forms of support to facilitate graduate students' participation in international academic conferences. We have seen the number of graduate students making presentations at international academic confer-

ences grow from 24 in AY 2011 to 136 in AY 2014, raising the international profile of our graduate students.

To facilitate research activities beyond the graduate school, a new building for graduate students, the "Kyuronkan Hall" was opened on the Kinugasa Campus. Kyuronkan Hall is equipped with a research commons*16 for graduate students. It is one of a few such facilities at this scale nationwide dedicated to the extracurricular activities of graduate school students. Going forward, we expect this facility will become a source of support for research activities beyond the graduate school. We also established a dedicated research commons in the graduate school facilities of OIC. We are continuing to advance our planned developments according to the characteristics of each campus.

Our programs for supporting research meeting activities for graduate students beyond the framework of the graduate schools took into account the requests of graduate students from the previous Plenary Council, starting operations from AY 2012. We have been implementing improvements that respond to the needs of graduate students, such as expanding funding for activities, including the support of research meetings reserved for pre-doctoral graduate students in AY 2014.

The graduate student research facility completed in March 2015 (Kyuronkan Hall on Kinugasa Campus)

*14 Studying within a systematic, cross-disciplinary curriculum spanning multiple fields and subjects in order to achieve certain educational objectives and specific learning tasks.
*15 A system for supporting the career paths of graduate students throughout the whole of the graduate school, organically linking admissions, academics, and career and scholarship support systems.
*16 A space for facilitating exchange between graduate school students beyond the confines of any one school or program. Used for holding group discussions and joint research, and for the presentation and sharing of research results.

Realizing a High-quality Educational Community
Future Directions in Undergraduate and Graduate Education

In preparation for the Plenary Council to be held this academic year, we hope to gain an accurate understanding of our achievements up until now as well as to identify new directions for our efforts. To these ends, it is important to confirm new developments and points of improvement in terms of education at Ritsumeikan University (RU) since the last Plenary Council, as well as understand and share an awareness of unresolved problems which have arisen from changes in the university and the undergraduate and graduate student bodies. These tasks require careful thought and action as we consider how to create the future of RU.

Looking beyond 2020, we must also deliberate on the developmental direction of the Ritsumeikan Academy as a whole. Building on the various efforts and achievements in educational quality enhancement undertaken during the first phase of Academy Vision 2020 (R2020), over the remaining years of R2020 we will need to continue to develop instructional and research activities that take into account the demands of modern society.

Our work in the areas of undergraduate and graduate education will focus on the following points, which will form the pillars of our developmental direction.

Improving the Quality of Learning Suitable for an Era of Globalization

1

We will advance internationalization across the board by strengthening measures for (1) enhancing foreign language education to meet each college's educational objectives and student attainment goals, (2) offering major courses and liberal arts classes in a foreign language, (3) enabling domestic students and international students to learn together, and (4) creating systems to facilitate study abroad.

Measures such as these will bring domestic and international students together to learn both inside and outside class, secure the necessary study time, and lead to improvements in the quality of learning. We believe that these measures embody the essence of university education in this era of globalization.

Educational Strategies to Foster Proactive Learners

2

RU is one of Japan's top large-scale comprehensive private universities. We welcome a variety of students in Japan and from abroad, and our undergraduate and graduate student bodies encompass a diversity of learning perspectives and career plans. With such diversity already in place, it is important to devise educational measures and strategies for broadening, sustaining, and enhancing students' interest in learning. To this end, we must clarify methods for motivating students in their first year of study, improving and developing educational methods such active learning and PBL[*17], bringing together curricula and studies that enable diverse learning, and verifying the status of students and their educational achievements.

Enhanced Learning for Active Roles in Society

3

University learning is a process whereby students identify the abilities acquired through their studies and use them with confidence to move forward into their futures. In order to enhance learning at the undergraduate and graduate levels going forward, it will be important to provide students with career awareness through the university education process as a whole. This can be realized through strategies to create proactive learners by fostering learning with a view to future pathways (career support).

Enhancing Graduate School Education

4

As science and technology continue to advance, we believe that further cultivation of specialized skills will be necessary to function in our increasingly globalized and complex society. To this end, the enhancement and development of graduate school education is essential. We have already begun university-wide consultation on the issue of graduate school reform, and we plan on holding more substantial discussions going into the future, including through discussion forums and other meetings with graduate students.

Building Campuses that Support Learning

5

The development of campuses that support the education plans described above remains an important task to address. We are determined to give careful consideration to what kinds of facilities and environments will support proactive learning. In these efforts, we will look at models such as the commons in OIC, which opened this year, the building of classrooms that align with educational objectives, and the learning facilities of other universities designed to reflect the needs of undergraduate and graduate students. In this way we can advance the development of our learning environments suitable for a true "learning community."

*17 Project Based Learning; a study method that uses a problem-solving format

Achievements in Enhancing Student Life since AY 2011

Building a Rich Campus Life

1

The previous Plenary Council examined campus environment improvement based on the premise that learning at a university involves the proactive participation of a diverse student body in independent learning activities linked to the curriculum together with extracurricular and self-motivated activities. From this starting point, progress was made in the development of all campuses, including the Kinugasa campus, BKC, and OIC.

1 Development of Learning Spaces (Creation of Commons)

We went forward with the creation of "Commons," places that support students' participation in independent activities, whether by themselves or in a group, and connect to their personal growth. At the Kinugasa campus, plans to enhance the functionality of the University Library are scheduled to be completed in AY 2016. Furthermore, we are considering within our campus development plans the establishment of "joint research rooms." At

BKC, peer learning creation initiatives led to the establishment of "Piara" in the Media Library/Media Center in AY 2012. We also completed construction of the new ACT α student activities building as part of the ACT α environmental development and human support enhancement initiative in AY 2013. Currently, we are continuing discussions concerning the development of human support frameworks. At OIC, each campus building is equipped with a variety of commons where students can gather and study.

(1) Student Commons

The tasks of "development of student gathering and dispersal points" at the Kinugasa campus, and "enhancing the functionality of the cross lounge*18" at BKC remain, and we are continuing concrete planning to address these tasks within the Master Plans of both campuses.

(2) Sports Commons

We have identified the tasks of "developing environments for promoting healthy student minds and bodies" and "promoting exchange between international students and local communities", and discussions on these tasks continue as part of campus development planning.

Notably for the Kinugasa campus, as part of an initiative to develop off-campus facilities including those at Haratani and Hiragino, we implemented improvements to the No. 3 Shoyukan Field House in work associated with the construction of the Kyoto Kinugasa Gym, and installed artificial turf at the soccer field. At BKC, we planned the construction of athletic facilities with a pool (a sports

Figure 8	Status of student-related facilities development since AY 2012		
AY	Kinugasa (and Haratani)	BKC	OIC
2012	Building of Kyoto Kinugasa Gym (Arena/sparring area/judo area) Building of third Shoyukan	Opening of "Piara" at Media Center and Media Library	
2013	2nd construction phase of Kyoto Kinugasa Gym (Training room, development of resting areas)	New Construction of ACTα Lighting improvements at the Third Ground	
2014	Haratani Ground (Installation of artificial turf at the soccer field)	Replacement of Tartan track at Quince Stadium	
2015			Opening of OIC (Commons, halls, music practice rooms, arena, fields, etc.)

*18 A place for faculty and staff to interact with each other

Achievements in Enhancing Student Life since AY 2011

health commons), replaced the tartan track at Quince Stadium, and increased lighting at the Third Ground, promoting the usage of these facilities by the general student body. At OIC, we prepared an arena reserve space for the objective of "securing exercise space," and upgraded the field in line with the objective of "constructing facilities for watching competitive sports to promote exchange with local communities."

2 Development of Relaxation and Creative (Presentation) Spaces

We have addressed the tasks of improving the dining environment as well as transportation infrastructure such as parking lots. This furthered the development of "Relaxation Spaces" as distinguished from "Learning Spaces" on campus. To improve the transportation infrastructure at BKC, we worked together with private and public authorities to have express trains stop at JR Minami Kusatsu station, have shuttle buses to BKC operate from JR Minami Kusatsu, JR Otsu, and Keihan Chushojima stations, and separated bicycle and pedestrian paths near the campus main gate.

Shuttle buses now operate from terminal stations to the RU Kinugasa Campus as well.

As we continue building, upgrading, and enhancing presentation spaces and practice facilities, we must tackle the tasks of renovating the Igakukan Hall at Kinugasa and Prism Hall at BKC; we are continuing to examine these tasks as part of campus development planning.

At OIC, campus creation discussions have led to the development of a grand hall with a capacity of 1,000 and an event hall with a capacity of 400. Furthermore, in line with our Multi-Campus*19 initiative, we started a shuttle bus service in AY 2015 linking the

three campuses to increase convenience for students in their daily lives and extracurricular activities.

3 Student Participation in Campus Development

We have involved students in campus development planning through various activities such as workshops and competitions. Using the experiences of the "Campus Development Project," we were able to enable student participation in the development of ACTα at BKC, Tricea, the former ATM space next to Union Square, and the sports health commons.

Stimulation and Advancement of Extracurricular Independent Learning and Activities
2

1 Stimulation and Advancement of Extracurricular Independent Learning and Activities

In order to stimulate and advance students' extracurricular independent learning and activities, we proceeded based on the common understanding that we should actualize support

Figure 9 List of Clubs for Priority Strengthening

	Club Name		
Sports	● American Football ● Baseball ● Soccer	● Judo (Women's) ● Women's Track and Field ● Men's Track and Field	● Rugby ● Hockey
Creative Research	● RBC ● Go (Japanese Checkers) ● Cheer Team Brass Band ● Cheer Team Cheerleaders ● Karuta (Japanese Card Game)	● Symphony Orchestra ● Shogi (Japanese Chess) ● Baton Twirling ● Choir ● EV-Racing	● College of Information Science and Engineering Project group "Ri-one" ● Internal Combustion Engine Research ● Airplane Research ● Robot Technology Research

*19 An initiative encompassing the four campuses (Kinugasa, BKC, OIC, Suzaku) to make the most of Ritsumeikan University's status as a multi-campus university

Achievements in Enhancing Student Life since AY 2011

that would benefit all our students, as well as supporting the advancement of extracurricular and self-motivated activities.

(1) Measures for Stimulation of Activities

As environmental development measures for supporting self-motivated activities across the entire student body, we increased general usage capacity with the newly-built Kyoto Kinugasa gym, and improved lighting at the BKC Third Ground. Alongside these measures, participation in official student groups has increased year-by-year, with 69.5% of students participating in AY 2014. In addition, as with the "Personal Growth Support Scholarship"[20] awarded to individuals and groups since AY 2012, we have supported and recognized students that undertake independent learning beyond their curricular studies and organized extracurricular activities (such as individuals and groups selected for +R Incentive Scholarships for Individual Students, Learning Community Group-Building Grants, or Research-Creation Grants). This has enabled a broader range of independent learning and

activities to take place at the university.

(2) Measures for Enhancement of Activities

For the enhancement of extracurricular and self-motivated activities, we are supporting the strengthening of clubs aiming to become the best in Japan and striving for world-class status. Clubs designated for priority strengthening over the 4 years from 2012 to 2015 include 7 sports clubs (with the 8th club, Hockey, added in AY 2013), and 14 cultural arts and creative research clubs. We will verify the effectiveness of this support in terms of these clubs' achievements to determine whether or not to continue these support measures into the future.

2 Mechanisms for Understanding Students' Overall Situation

We have further developed methods to identify target indicators in the field students' proactive learning and growth. Through analysis such as verifying the effectiveness of orien-

tation conductor activities[21], we were able to better visualize how student growth is ac-


Figure 10 Sense of growth in Orientation Conductors (Average values of a 5-level self-evaluation)
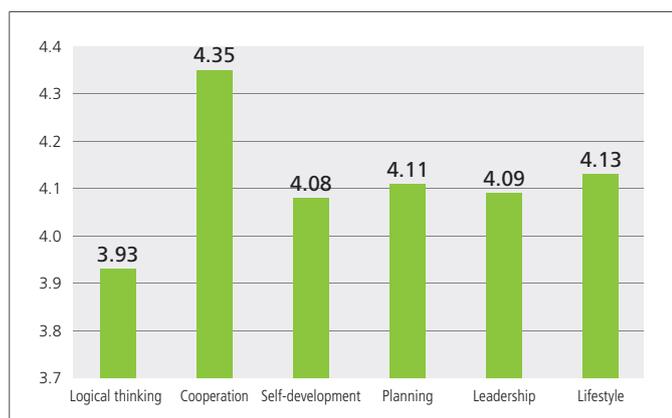
Through orientation conductor activities, students were able to acquire the management skills required for working within an organization. They were especially able to acquire skills for approaching tasks logically and solving them with their peers. (From the "AY 2013 Survey at Graduation")

Figure 11 Sense of growth in recipients of the +R Incentive Scholarships for Individual Students (Average values of a 5-level self-evaluation)
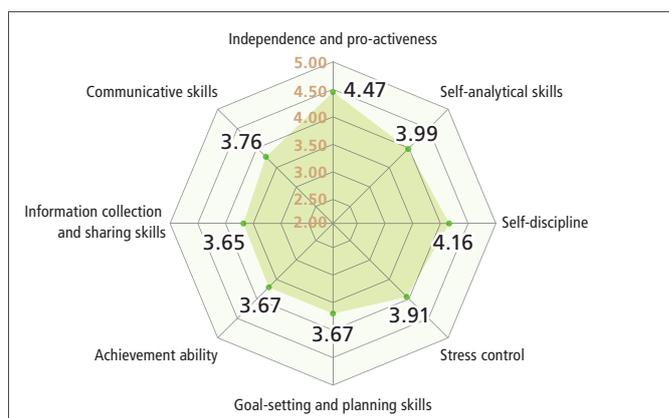
The +R Incentive Scholarships for Individual Students is a form of support for activity processes awarded based on the evaluation of the suitability of proposed objectives and the appropriateness of proposed plans for action. Through their activities, students develop traits such as independence and proactive outlook, self-discipline, and self-analytical skills. (From the "AY 2014 Recipients' Survey")

*20 A program for supporting individuals, groups, and organizations with clear goals for their future and student lives that are studying in their classes to realize their future dreams and are involved in ambitious extracurricular/self-motivated activities. See Figure 12 on page 16.
*21 A student group that supports new students through introductory seminars and small-group courses to quickly familiarize them with student life so that they can lead fulfilling lives as university students

Achievements in Enhancing Student Life since AY 2011

tualized through extracurricular independent activities. The introduction of grant programs to support student growth, together with surveys and self-evaluation activities, enabled quantitative and qualitative verification of independent learning activities beyond curricular studies and formal extracurricular activities. Through these findings we were able to better understand the actual state of student growth.

Enhancing Scholarship and Grant Programs
3

Based on the common understanding that the financial realities of student life can be very severe, we are committed to enhancing and reviewing standards for the provision of financial support as a private university. Furthermore, we have confirmed the status of our personal growth support scholarships as follows.

● Saionji Scholarship
Clearly post the requirements and set criteria in addition to student GPAs[*22].

● +R Scholarship (tentative name)
Clarify support objectives and set criteria that take into account activity processes.

● Grant for New Organizations (tentative name)
Establish a system compatible with organizations that have intangible activity outcomes.

● OIC Grant (tentative name)
Study mechanisms for establishing and advancing extracurricular independent activities at OIC.

With these points in mind, we determined that the basic stance for developing new scholarship and grant programs involves (1)

supporting students financially as well as developmentally by shifting budget ratios (in terms of financial to developmental support) from approximately 2:8 to closer to 5:5, (2) evaluating processes in developmental support in order to cover both individuals and groups, and (3) building inclusive support systems that go beyond the frameworks of curricular study and extracurricular activities. We also confirmed that the operation of new scholarships systems shall be properly checked and verified.

Career Development and Employment Support
4

The Division of Academic Affairs worked together with the Undergraduate and Graduate Career Centers to provide career development and employment support with the goal of helping each student realize the career and employment of their choice. Specifically, co-curricular career education study courses, extracurricular orientations and career guidance were developed as a unified whole.

Furthermore, the Career Center implemented independent career development support programs such as the Global Human Resources Development Program[*23] and Kasumi Juku[*24] which supported students' personal growth.

At the Career Center, various projects were implemented to encourage students to select their career paths, leading to career decisions and employment offers following graduation. Specifically, multi-layered support projects were developed for students seeking to pass difficult exams (such as the Bar Exam, Certified Public Accountant exam, and exams for national government employment) or gain employment in a competitive sector (in private enterprise), students looking to return to their hometowns or set out to new regions for employment, and students, including international students, seeking employment in global businesses. Along with these projects, the organization of Career Advisors[*25] was strengthened, giving students opportunities to deepen their understanding of the working world, industries, and businesses through activities such as alumni campus visits.

Figure 12 Personal growth support scholarships and grants established in AY 2012

	Type of Scholarship or Grant	Yearly budget
Individual	+R Incentive Scholarships for Individual Students	20,000,000 yen
Individual	Athlete and Creator Development Scholarship	20,000,000 yen
Group	Learning Community Group-Building Grant	16,000,000 yen
Group	Learning Community First-Year Education Support Grant	17,000,000 yen
Group	Research-Creation Grants	10,000,000 yen
Group	Extracurricular Activity Stimulation and Advancement Grant	120,000,000 yen
Group	Academy Exchange and International Exchange Activities Grant	20,000,000 yen

*22 Grade Point Average; a grading evaluation method of grades earned for each subject taken using a prescribed calculation method.
*23 A career development program that transcends student nationality or undergraduate/graduate affiliation for the development of global human resources that will lead Japan and the world in the future
*24 A special program for first- and second-year students to "develop human resources that can show leadership for the creation of Japan's future" for the purpose of cultivating public administration leaders such as in the service of the national government
*25 A volunteer-based program in which alumni active in society provide current students with support for career development and employment activities

Quality Improvement and Support for Students' Daily Lives, Career Development, and Extracurricular Independent Activities

1 Advancing Student Support from AY 2016 Onwards

In the previous Plenary Council, we affirmed that learning at a university occurs through the practice of active participation by a diverse student body beyond the confines of coursework and extracurricular activities, and that such learning should proceed alongside the development of campus environments. With this taken into account and with the participation of many students in our discussions, we were able to achieve great results such as the establishment of commons as learning spaces together with relaxation and creative (presentation) spaces. As we continue this work, we will expand student participation in our efforts to enhance and make effective use of our facilities. Furthermore, our support for extracurricular and self-motivated learning and activities is premised on the dual perspective of supporting such activities because they inherently beneficial for all students, and in order to raise the standard of the activities. Going forward, we must verify the effectiveness of these efforts and plan improvements accordingly. Also, while we have been pursu-

ing measures to enhance our financial support systems attuned to the economic status of parents, we must continue to study how we can manage these systems within our capacities as a private university. In terms of career development and employment support, we are instituting measures to ensure that each student can realize their career and employment aspirations.

For student support from AY 2016 onwards, in addition to the tasks outlined above, we will place greater emphasis on responding to globalization and developing

new models of learning distinctive to Ritsumeikan to realize the active learning and growth of each student through extracurricular and self-motivated activities.

2 Promoting Globalization beyond the Frameworks of Curricular Study and Extracurricular Activities

In order for students of Ritsumeikan University to gain the ability to collaborate with diverse groups of people and develop proactive and creative problem-solving skills within our global, multicultural society, we will create mechanisms for learning and growth among both international and domestic students beyond the confines of coursework and extracurricular activities. Specifically, we will (1) formulate extracurricular programs that cultivate global citizens who possess a sense of justice and ethics, (2) enhance programs for encouraging international student participation in club and group activities as well as international exchange, (3) promote international exchange in students' daily lives as well as at international educational dormitories, (4) implement measures for career development and employment support for the cultivation of global human

Quality Improvement and Support for Students' Daily Lives, Career Development, and Extracurricular Independent Activities

resources, and (5) study the development of international-minded dietary support and consultation services for a safe and secure university life for international students.

Building a "Ritsumeikan Learning Model" to Nurture Independent Students   3

In order to promote student growth at Ritsumeikan University for the attainment of comprehensive human qualities, we will further enhance educational systems developed at Ritsumeikan that go beyond the confines of curricular study and extracurricular activities. We will also develop active learning for the cultivation of the "capacity for borderless active learning" throughout various facets of the university such as curricular study, extracurricular activities, and student life as a "Ritsumeikan Learning Model". Specifically, we will (1) study the creation of mechanisms that enable students to grow independently into "self-reliant learners" through participation in extracurricular and self-directed activities and pursuit of their own interests, (2) verify and review the results of personal growth support scholarship programs, (3) provide attentive support for students who have special needs or face ongoing difficulties, (4) develop measures based on the Ritsumeikan Declaration on Sports[*26] to enhance competitiveness looking forward to the 2020 Tokyo Olympics and Paralympics, develop and strengthen culture and sports that make the most of the advantages of high school-university educational continuity, realize academic-athletic balance, develop and strengthen culture and sports in general, and provide sports activities open to all students for the promotion of student health, and (5) develop measures for the creation of a diverse and creative academic environment by admitting a variety of individuals through special entrance

examinations for students talented in sports and cultural arts activities. At the same time, we will also enhance support for study and student life in the period immediately before and after enrollment to the university.

Building Safe, Secure, and Comfortable Campus Environments   4

We will proceed with campus development initiatives for realizing safe, secure, and comfortable campus environments by building infrastructure that links campuses together while taking advantage of the distinctive qualities of each campus. Specifically, we will (1) observe usage patterns for the shuttle bus services that link the three campuses and aim to realize more suitable operational procedures, (2) decide on developmental policies for the Kinugasa Student Center by studying various options for development, including construction work for strengthening earthquake resistance, (3) make efforts to build safe, secure, and comfortable dining options on campus, (4) advance measures for the prohibition of smoking across all campuses, promoting

adherence to basic policies while taking fire prevention into consideration as well.

Enhancing Career Development and Employment Support   5

The Career Center will work to provide comprehensive career development and employment support so that each student can realize their career and employment aspirations. The most important thing for students seeking to realize their career and employment aspirations is to make the most of their student life. Surveys taken upon graduation or program completion have shown a strong correlation between the richness of a student's university life and their level of satisfaction with the outcomes of their career and employment activities. In order to motivate students to make the most of their time at university, we will strengthen collaboration with the Division of Academic Affairs, the undergraduate colleges, and the graduate schools, developing a unified program of career development and employment support starting from students' initial years of study.

*26 A declaration made in April 2014 based on the Ritsumeikan Charter that identifies sports as a key element of the development of the Ritsumeikan Academy, and affirms the power of sports and the role of sports both in and outside of the university.

Basic Principles and Achievements in Financial Management in the First Phase of R2020

In the first phase of R2020 we formulated a unified planning framework and basic principles of financial management in order to ensure financial administration in support of the Academy's operational plans. In the next phase of R2020 (AY 2016-2020), we will discuss and formulate further basic financial management principles in line with the planning framework schedule.

Basic Financial Management Principles and Tuition Policy in the First Phase of R2020 1

The six basic financial management principles shown on this page were adopted in March 2011 in accordance with the planning framework for the first phase of R2020.

At the last Plenary Council, a new tuition policy was proposed in line with these financial management principles. Under this tuition policy, which applies to students enrolled between AY 2012 and AY 2015, the ongoing educational enhancement rate system was abolished and a new system was introduced whereby tuition for the entire period of enrolment is set out clearly at the time of enrolment. These and other changes represented a significant departure from the previous tuition policy which was originally proposed at the AY 1979 Plenary Council.

The current tuition fee revision formula is a sliding scale that enables partial incorporation of any increases in consumer price index. Calculated in line with this formula, at this stage there will be no revisions to the tuition fee amounts applying to students enrolled between AY 2012 and AY 2015.

Basic Financial Management Principles for the First Phase of R2020

(1) We will ensure stable and ongoing management of the Academy's finances by ensuring that expenditure does not exceed income, using the capital, income and expenditure of each unit (school) as a base, while giving regard to the need to maintain balance sheet indicators, and applying plans for medium and long-term renewal of fixed assets.

(2) We will operate a financial plan aligned with the operational plans for the first five years of R2020. We will bolster our strategic approach to both Academy management and financial administration, and enhance the linkage of these two fields of activity. We will emphasize a future-oriented outlook on new projects and campus infrastructure development.

(3) In line with the R2020 planning framework, we will aim especially for "financial management to support qualitative enhancements in education and research." In other words, we will take a more bold approach than previously to spending on educational and research enhancement.

(4) We will use the current student fee levels as a basis for our financial (income) policy, and respond to the "weight of tuition" by devoting all efforts to the provision of learning communities and learner-centered education. We will develop systems (including self-evaluation) for rigorous verification that financial outlay is contributing effectively to qualitative enhancements.

(5) In light of the fact that we are maintaining the current student fee levels as a basis, and with a view to further qualitative enhancement of education and research in the latter phase of R2020 and beyond, we will adopt the following two points as the key financial priorities for the first phase of R2020: (a) policies to boost income from sources other than student fees; and (b) policies for rationalization of operations and cost-saving.

Figure 13 Current tuition revision formula

Tuition for the new academic year = standard tuition x (1+consumer price index increase rate x 0.5)

*"Standard tuition" = tuition applying to AY 2012 enrollees; total amount for each year level excluding the special reduction for newly-enrolling students.

*"Consumer price index increase rate" = the increase in the national comprehensive consumer price index in the most recent fiscal year, by reference to the average figure for the 2010 fiscal year. The rate will not be applied in the formula if it is less than 1.0 points.

*If the formula yields a lower tuition amount than that which applied in the previous year, the previous year's amount will be used.

* One half of the new academic year annual tuition for each year level (rounded to the nearest 100 yen) will be applied as the semester tuition for students enrolling during the applicable academic year.

Basic Principles and Achievements in Financial Management in the First Phase of R2020

Overview of Academy Finances in the First Phase of R2020 2

In the first phase of R2020, budgets were formulated in line with the basic principle of supporting qualitative enhancements in education and research, and implemented as planned pursuant to expenditure policies in areas such as faculty organization and campus development.

A comparison of the 2010 and 2015 fiscal years reveals that when expenditure related to the opening of OIC is included, personnel expenditure and education and research expenditure have increased by 3.3 billion yen and 3.9 billion yen respectively (based on 2015 budgeted amounts). While we maintain our proactive expenditure policy to support enhancements in educational quality, external factors such as the consumption tax increase and ballooning energy costs are placing budgets under even greater pressure than expected. Despite these difficult conditions, we continue to pursue the key priorities of boosting non-tuition revenue sources and cutting costs, and have managed to maintain academy finances generally in line with our original plans.

Figure 14 Academy Finances in the First Phase of R2020

(unit: 100 million yen)

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015 (budgeted)
Tuition and student fees	579	574	564	562	569	570
Other revenue	185	197	186	197	201	191
Total ordinary revenue	764	771	750	759	770	761
Personnel expenditure	346	357	362	373	375	379
Education and research expenditure	278	284	276	287	297	317
Other expenditure	59	54	56	52	54	62
Total ordinary expenditure	683	695	694	712	726	758
Revenue - expenditure	81	76	56	47	44	3

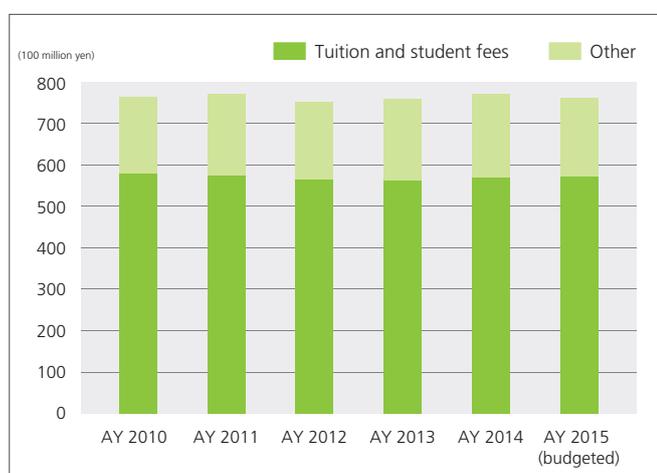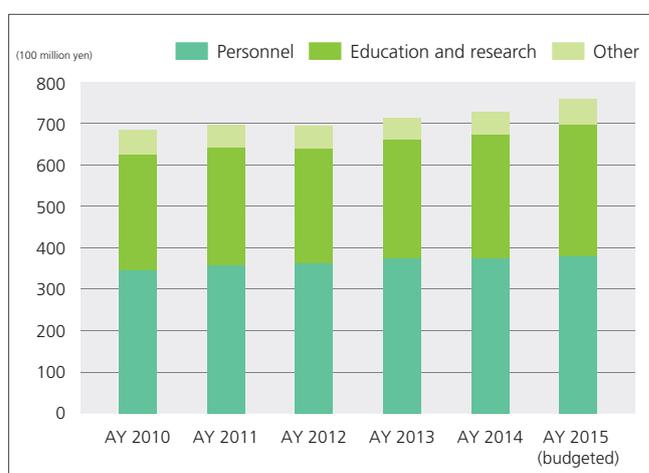**Figure 15** Ordinary revenue: Change over time

Figure 16 Ordinary expenditure: Change over time

*The table and graphs show imputed income and consumption expenditure excluding endowment funds and subsidies for campus infrastructure projects, single-year special retirement fund reserve transfers, asset sales balance, and asset disposal balance.
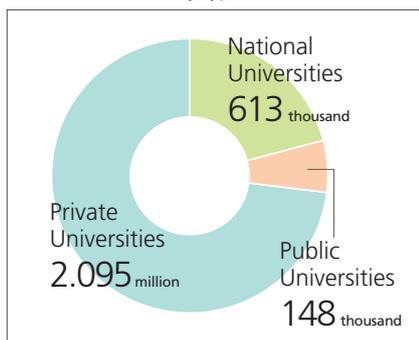
Basic Principles and Achievements in Financial Management in the First Phase of R2020

## Structurally Inconsistent Position of Private Education Providers

The level of public spending on higher education in Japan is extremely low in international comparative terms (higher education spending as a percentage of overall government expenditure: OECD average 3.2%; Japan 1.8%). Furthermore, despite the fact that private universities enroll around 75% of Japan's total university student population and play a major role in our country's higher education system, there is a marked difference in the level of government funding per student between private and national universities (national: 1.82 million yen per student; private: 0.15 million).

In order to resolve this structural inconsistency, we must maintain and strengthen our efforts to lobby for an increase in public spending and to communicate and share our education and research, outputs with wider society, at the same time as coming to terms with the reality that tuition and student fees remain the core revenue source for education and research activity at private universities.

Figure 17   Student numbers by university type

National Universities
613 thousand

Private Universities
2.095 million

Public Universities
148 thousand

Figure 18   National government operating subsidies to private universities and management expense grants to national universities

National university management expense grants
1112.3 billion yen

Private university operating subsidies
318.4 billion yen
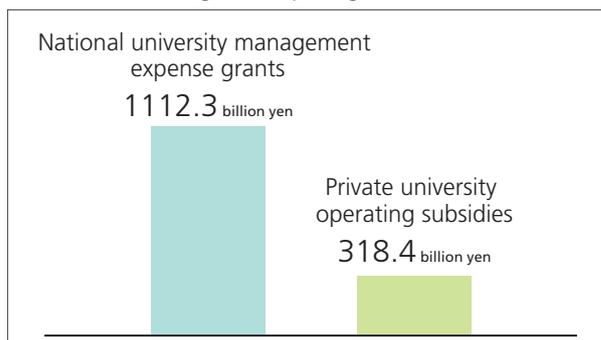
Figure 19   Spending on higher education as a proportion of overall government expenditure (2011 fiscal year)

(OECD average: 3.2%)
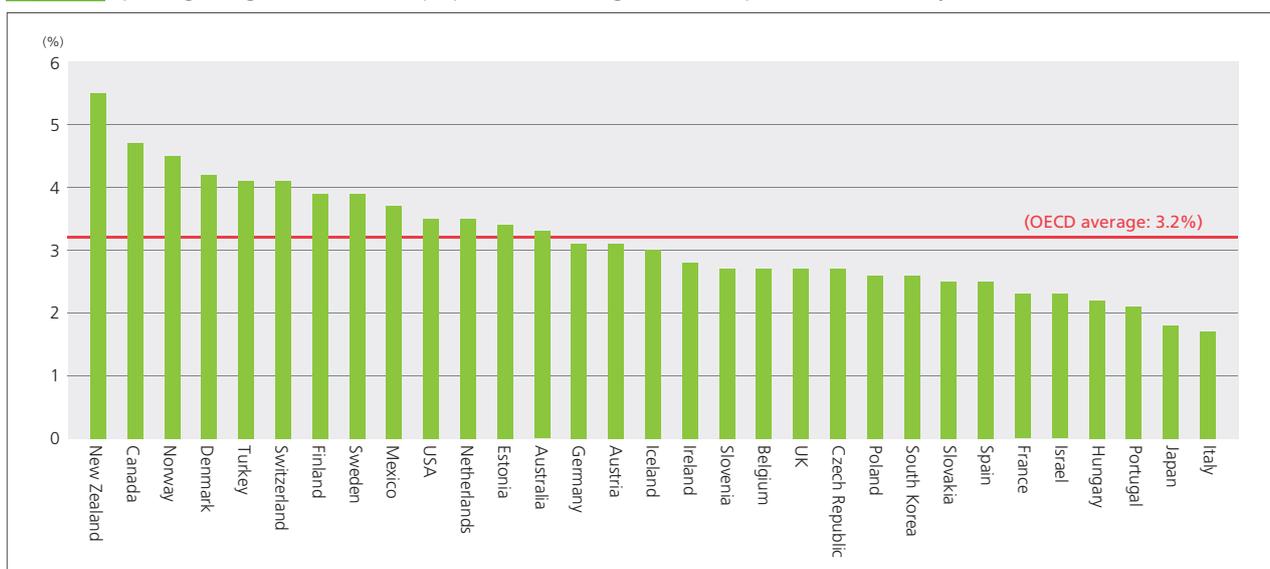
*2014 Basic Schools Survey, Major Items of the 2014 Budget (Proposed)   *OECD Indicators (2014)

Basic Principles and Achievements in Financial Management in the First Phase of R2020

Progress on Educational Infrastructure for Qualitative Enhancements in Education and Research 3

The development of basic infrastructure to support qualitative enhancements in education and research is being pursued in line with plans for campus creation and enhancement of faculty personnel organization. Achievements over the past few years (AY 2010-2014) can be gauged numerically: the student to faculty ratio has improved from 29.3 to 25.6, and per capita campus floor space has risen from 11.3 square meters to 15.6 square meters per student.

This academic year, we will examine how these kinds of improvements in education and research infrastructure are connected to educational practices that contribute to student learning and growth. At the same time we will discuss concrete approaches and objectives for education and student support that will take us closer to the R2020 basic objective of qualitative enhancements in education and research.

Two Key Financial Challenges: (1) Increasing Revenue from Non-Tuition Sources 4

We have tackled the core financial management principle of boosting revenue from sources other than tuition and student fees mainly through donation campaigns and asset management programs. We have also secured a variety of external funding including competitive government grants and research commissions through collaboration with partners in industry, government and academia, and received financial support from local government bodies for the establishment of OIC.

Organized through the Network Development Headquarters led by the Chairman of the Board of Trustees and Chancellor, efforts to raise donations have focused on strengthening individual-level links between the Academy and alumni and other supporters, with a view to building the foundations for ongoing support over the long term. Campaigns including the Ritsumeikan University Alumni Association Fund for the Development of Future Leaders resulted in an increase in donation income from 600 million yen in 2010 to 800 million in 2014.

In the area of asset management, we have placed paramount emphasis on the security of our assets and pursued a gradated risk diversification approach. There have been many changes in financial markets recently, including the downgrading of the traditional 'safe' US government bonds and a downward trend in interest rates as a result of large-scale global credit easing, but we have still managed to preserve our assets and maintain a stable revenue stream of over 1 billion yen.

Two Key Financial Challenges: (2) Operational Efficiency and Cost Reduction 5

In the years since the R2020 first phase plan was formulated, there have been many unanticipated and major changes in economic conditions, including changes to the consumption tax rate, rising energy costs related to the problems with nuclear power, and the devaluing of the Japanese yen on exchange markets. Secure financial management remains difficult to achieve under such conditions.

While we continue to work on educational quality enhancement, another way in which are responding to the "weight of tuition" is by pursuing greater efficiencies and lower costs in our operations. Through these efforts we seek to mitigate the impact of cost increases driven by external factors.

In light of the fact that around half of our non-personnel expenses are on outsourcing, we have worked to introduce competitive principles such as open tendering into our contracting processes across the board, as well as reviewing unit prices and specifications. Since 2010 we have been outsourcing work such as information systems administration and campus management (facilities maintenance, cleaning, etc.); total spending on this outsourcing in 2015 was 3 billion yen. Compared with 2010 expenditure, this figure represents a saving of 70 million yen in raw terms, and 160 million yen in real terms when the impact of the consumption tax rise is taken into account.

Our strategies to address rising energy costs have been pursued with a view to decreasing our impact on the global environment. The Ritsumeikan Committee for the Global Environment has set medium-term CO_2 emissions and energy-saving targets, and we have advanced energy efficiency across all campuses by introducing more environmentally-friendly facilities and making energy usage more visible. These efforts have yielded a reduction in energy consumption (per square meter) of around 14% between 2010 and 2014. Nevertheless, the impact of energy price rises has been dramatic, and we have been unable to curb rising expenditure on utilities. Further efforts are required in this area into the future.

Towards the Development of a Planning Framework and Basic Financial Management Principles for the Latter Phase of R2020

R2020 Latter Phase: Raising Ritsumeikan to the Next Stage
1

In AY 2016 we move in to the second phase of the R2020 Basic Plan. If we are to maintain our position as a first-choice academy and university, we must use this phase to implement academy development and academic enrichment that will raise the quality of our education and research to a new level.

The Basic Plan for R2020 Latter Phase and Beyond tabled in AY 2014 proposed general principles for this phase. In response to this proposal, the Executive Board of Trustees has been pursuing discussions on basic directions in key policy areas that link academic affairs and financial management at RU, including faculty personnel plans, graduate school policies, and scholarship policies.

AY 2015 will be an important year in which we assess and verify whether the initiatives, systems and policies in the first phase of R2020 are resulting in a real sense of student learning and growth, and work with students to formulate the operational plan for the second phase.

Formulating Basic Financial Management Principles for the Latter Phase of R2020
2

As stated in the basic financial management principles for the first phase of R2020, in order to maintain and strengthen our financial base in the medium to long term, we will need to enhance the linkage between operational plans and financial plans, and pursue strategic approaches to management of the academy and its finances.

With this need in mind, in the latter phase of R2020 we will draw up a set of basic prin-

ciples for financial management that coincides with the R2020 planning framework cycle, discuss those principles in parallel with the planning framework, and finalize both by the end of AY 2015.

This academic year, we will engage in discussion on the tuition fee policy, premised on the future directions for the Academy/University and policies for education, research, and student support in the R2020 planning framework. It is essential to develop a tuition fee policy aligned with operational and financial management plans from AY 2016-2020. However, the tuition fee policy adopted in alignment with the plans for the first phase of R2020 (AY 2011-2015) has been applied to students entering the university from AY 2012-2015. To maintain consistency with this approach, we will continue to apply the current tuition calculation method to undergraduate students enrolling in AY 2016, and use the discussion this academic year to determine a new tuition fee policy to apply to students enrolling in AY 2017 and beyond.

Graduate school tuition fees were a major point of discussion at the last Plenary Council of the University, and it was determined to pursue this discussion as part of an overall discussion of graduate school policy. For this reason, graduate school tuition will be discussed and set as a separate issue from the undergraduate student tuition fee policy. The discussion will be informed by verification of the effectiveness of recent career path development support measures and the positioning

Towards the Development of a Planning Framework and Basic Financial Management Principles for the Latter Phase of R2020

and significance of graduate school policy in the context of the R2020 latter phase policy framework, and will proceed on the basis of the discussions of academic affairs taking place in each individual graduate school. The reference point for discussion will be the current tuition calculation methods (doctoral program tuition; master's program tuition that currently stands at 100% of undergraduate tuition).

Undergraduate Tuition and Student Fees for AY 2016 Enrollees

3

(1) Students entering RU's undergraduate programs (Colleges) in AY 2016 will be subject to the same tuition revision formula as those who entered in AY 2015. Tuition for these students, calculated using the 2014 consumer price index, is shown in a separate table.

(2) Enrollment fees will remain unchanged.

(3) The special tuition reduction for newly-enrolling students will be calculated using the revised tuition amounts and applied to first-year, first-semester tuition as shown below (same method as currently applies).

Special tuition reduction amounts for newly-enrolling students

Colleges and departments other than the Department of Pharmaceutical Sciences, College of Pharmaceutical Sciences	160,000 yen
Department of Pharmaceutical Sciences, College of Pharmaceutical Sciences	210,000 yen

Tuition and Fees for Students Enrolled in AY 2015 and Earlier

4

For students (both undergraduate and graduate) who enrolled in or prior to the 2015 academic year, the tuition and fee amounts stated at the time of enrollment will continue to apply through to graduation.

Figure 20   Tuition revision formula for undergraduate students enrolling in AY 2016

> **Tuition for the new academic year = standard tuition x (1+consumer price index increase rate x 0.5)**

*"Standard tuition" = tuition applying to AY 2012 enrollees; total amount for each year level excluding the special reduction for newly-enrolling students.

*"Consumer price index increase rate" = the increase in the national comprehensive consumer price index in the most recent fiscal year, by reference to the average figure for the 2010 fiscal year. The rate will not be applied in the formula if it is less than 1.0 points.

*If the formula yields a lower tuition amount than that which applied in the previous year, the previous year's amount will be used.

*One half of the new academic year annual tuition for each year level (rounded to the nearest 100 yen) will be applied as the semester tuition for students enrolling during the applicable academic year.

Figure 21   Consumer price index and tuition revision rate

	AY 2010	AY 2011	AY 2012	AY 2013	AY 2014
Consumer price index (*)	100	99.9	99.6	100.5	103.5
Applicable year of enrolment	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
Revision rate (%)	(nil)	(nil)	(nil)	(nil)	(nil)

*Nominal base figure of 100 used for AY 2010.

Tuition and Fees for Students Entering Ritsumeikan University Colleges in AY 2016

Figure 22 Tuition and fees for students entering Ritsumeikan University Colleges in AY 2016

(1) Enrollment Fee

Category		Amount
Enrollment, transfer entry, advanced entry, graduate entry	Enrollment fee	300,000
Re-enrollment	Re-enrollment fee	10,000

*The enrolment fee is only payable in the year of enrolment. The re-enrollment fee is only payable in the year of re-enrollment.

(2) Tuition

College/Department		Type	1st year	2nd year	3rd year	4th year	5th year	6th year
College of Law	Department of Law	Semester 1 tuition	319,200	479,200	479,200	479,200		
		Semester 2 tuition	479,200	479,200	479,200	479,200		
		Total	798,400	958,400	958,400	958,400		
College of Economics	Department of Economics	Semester 1 tuition	319,200	479,200	479,200	479,200		
		Semester 2 tuition	479,200	479,200	479,200	479,200		
		Total	798,400	958,400	958,400	958,400		
	Department of International Economics	Semester 1 tuition	381,300	541,300	541,300	541,300		
		Semester 2 tuition	541,300	541,300	541,300	541,300		
		Total	922,600	1,082,600	1,082,600	1,082,600		
College of Business Administration	Department of Business Administration	Semester 1 tuition	319,200	479,200	479,200	479,200		
		Semester 2 tuition	479,200	479,200	479,200	479,200		
		Total	798,400	958,400	958,400	958,400		
	Department of International Business Administration	Semester 1 tuition	381,300	541,300	541,300	541,300		
		Semester 2 tuition	541,300	541,300	541,300	541,300		
		Total	922,600	1,082,600	1,082,600	1,082,600		
College of Social Sciences Department of Social Sciences	Major in Sociology and Social Studies Major in Media and Society Major in Sports and Society Major in Human Welfare	Semester 1 tuition	405,700	565,700	565,700	565,700		
		Semester 2 tuition	565,700	565,700	565,700	565,700		
		Total	971,400	1,131,400	1,131,400	1,131,400		
	Major in Children and Society	Semester 1 tuition	439,300	599,300	599,300	599,300		
		Semester 2 tuition	599,300	599,300	599,300	599,300		
		Total	1,038,600	1,198,600	1,198,600	1,198,600		
College of Letters Department of Humanities	Area Studies Program	Semester 1 tuition	402,100	562,100	562,100	562,100		
		Semester 2 tuition	562,100	562,100	562,100	562,100		
		Total	964,200	1,124,200	1,124,200	1,124,200		
	Human Studies Program Educational Anthropology Major, Japanese History Program Archeology and Cultural Heritage Major	Semester 1 tuition	391,500	562,100	562,100	562,100		
		Semester 2 tuition	551,500	562,100	562,100	562,100		
		Total	943,000	1,124,200	1,124,200	1,124,200		
	Human Studies Program Philosophy and Ethics Major, Japanese Literature Program, Japanese History Program Japanese History Major, East Asian Studies Program, International Culture Program, Communication Program	Semester 1 tuition	391,500	551,500	551,500	551,500		
		Semester 2 tuition	551,500	551,500	551,500	551,500		
		Total	943,000	1,103,000	1,103,000	1,103,000		

Tuition and Fees for Students Entering Ritsumeikan University Colleges in AY 2016

College/Department		Type	1st year	2nd year	3rd year	4th year	5th year	6th year
College of Science and Engineering	Department of Mathematics	Semester 1 tuition	584,300	744,300	744,300	744,300		
		Semester 2 tuition	744,300	744,300	744,300	744,300		
		Total	1,328,600	1,488,600	1,488,600	1,488,600		
	Department of Physics, Department of Electrical and Electronic Engineering, Department of Electronic and Computer Engineering, Department of Mechanical Engineering, Department of Robotics, Department of Civil Engineering, Department of Environmental System Engineering, Department of Architecture and Urban Design	Semester 1 tuition	612,300	772,300	772,300	772,300		
		Semester 2 tuition	772,300	772,300	772,300	772,300		
		Total	1,384,600	1,544,600	1,544,600	1,544,600		
College of International Relations	Department of International Relations	Semester 1 tuition	463,200	623,200	623,200	623,200		
		Semester 2 tuition	623,200	623,200	623,200	623,200		
		Total	1,086,400	1,246,400	1,246,400	1,246,400		
College of Policy Science	Department of Policy Science	Semester 1 tuition	414,900	574,900	574,900	574,900		
		Semester 2 tuition	574,900	574,900	574,900	574,900		
		Total	989,800	1,149,800	1,149,800	1,149,800		
College of Information Science and Engineering	Department of Computer Science, Department of Information and Communication Science, Department of Media Technology, Department of Human and Computer Intelligence	Semester 1 tuition	612,300	772,300	772,300	772,300		
		Semester 2 tuition	772,300	772,300	772,300	772,300		
		Total	1,384,600	1,544,600	1,544,600	1,544,600		
College of Image Arts and Sciences	Department of Image Arts and Sciences	Semester 1 tuition	755,200	915,200	915,200	915,200		
		Semester 2 tuition	915,200	915,200	915,200	915,200		
		Total	1,670,400	1,830,400	1,830,400	1,830,400		
College of Life Sciences	Department of Applied Chemistry, Department of Biotechnology, Department of Bioinformatics, Department of Biomedical Sciences	Semester 1 tuition	627,500	787,500	787,500	787,500		
		Semester 2 tuition	787,500	787,500	787,500	787,500		
		Total	1,415,000	1,575,000	1,575,000	1,575,000		
College of Sport and Health Science	Department of Sport and Health Science	Semester 1 tuition	439,300	599,300	599,300	599,300		
		Semester 2 tuition	599,300	599,300	599,300	599,300		
		Total	1,038,600	1,198,600	1,198,600	1,198,600		
College of Pharmaceutical Sciences	Department of Drug Development Science	Semester 1 tuition	730,300	890,300	890,300	890,300		
		Semester 2 tuition	890,300	890,300	890,300	890,300		
		Total	1,620,600	1,780,600	1,780,600	1,780,600		
	Department of Pharmaceutical Sciences	Semester 1 tuition	943,800	1,153,800	1,153,800	1,153,800	1,153,800	1,153,800
		Semester 2 tuition	1,153,800	1,153,800	1,153,800	1,153,800	1,153,800	1,153,800
		Total	2,097,600	2,307,600	2,307,600	2,307,600	2,307,600	2,307,600
College of Comprehensive Psychology	Department of Comprehensive Psychology	Semester 1 tuition	433,200	593,200	593,200	593,200		
		Semester 2 tuition	593,200	593,200	593,200	593,200		
		Total	1,026,400	1,186,400	1,186,400	1,186,400		

* Tuition in the 5th year of enrolment (7th year in the Department of Pharmaceutical Sciences, College of Pharmaceutical Sciences) and thereafter, will be the same as for the 4th year (6th year in the Department of Pharmaceutical Sciences, College of Pharmaceutical Sciences). (For students enrolled in excess of the standard number of years for completion of their degree program, half the tuition amount shown above shall be charged in any semester in which the total number credits registered is 8 or less. This total includes both credits in subjects eligible for grades in the applicable semester, and those recognized as credits required for graduation pursuant to the second paragraph of Article 37 of the General Regulations of Ritsumeikan University.)

* The Department of Comprehensive Psychology, College of Comprehensive Psychology is scheduled to open in AY 2016.

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