

## The College of International Relations: To the Second Stage of Internationalization

### Establishment of GS major and AY 2011 curriculum reform

In 2009, Ritsumeikan University was selected for the Global 30 Project. For the core requirement – “a degree program which can be completed entirely in English” – the Global Studies major (GS major) was established in the College of International Relations in AY 2011.

In addition to the establishment of the GS major, the curriculum for the International Relations major (IR major) was revised. Both majors have three “paired” programs: The International Order and Peace Program / Governance and Peace Program, the International Cooperative Development Program / Development and Sustainability Program, and the International Cultural Understanding Program / Culture and Society Program. By indicating the substitute relationships between courses, the structure encourages cross-completion that goes beyond the existing majors.

### GS and IR major study results

GS major students don't simply learn in

English. The major encourages a learning style that reserves ample time for studying before and after class, and it has produced noteworthy results in extracurricular activities as well. Students in the first graduating class found employment at embassies and well-known corporations. The program that cultivates the Japanese language ability required for employment at Japanese-owned corporations has also produced positive results.

In addition to a more systematic English language program, IR major students increase their English abilities through cross-completing classes taught in English. In most years, TOEFL®-ITP scores rise by about 20 points within approximately six months of enrollment. In the field of small-group education, improvements include the revision of basic seminar texts, the creation of an International Relations seminar in which students read classical literature in order to strengthen their disciplinary knowledge, and GSG class structuring. (Chart 1)

### Large increase in international students, number dispatched overseas trends solid

The creation of the GS major in AY 2011 produced a remarkable increase in the number of international students studying at the College

Chart 1 Cross completion (IR major → GS major subjects) trends in total course numbers (AY 2011 – 2014)

	AY 2011	AY 2012	AY 2013	AY 2014
Number of cross-completions	137	126	234	385

Chart 2 Number and percentage of College of International Relations international students (AY 2011 – 2014)

	AY 2011	AY 2012	AY 2013	AY 2014
International students (IR major)	112	91	89	84
International students (GS major)	6	47	72	100
International students (total)	118	138	161	184
Enrolled students	1404	1408	1413	1407
Percentage of international students	8.4%	9.8%	11.4%	13.1%

Chart 3 Students sent abroad from the College of International Relations (AY 2011 – 2014)

	AY 2011	AY 2012	AY 2013	AY 2014
Short-term exchange	95	65	60	52
Exchange term of one semester or more	142	120	120	137
Total (students)	237	185	180	189

of International Relations, making it the college with the highest number of international students at the university. (Chart 2)

The total number of students dispatched overseas for short- and long-term stays (one semester or longer) is approximately 200, and in addition, between thirty and forty students take time off from school to go overseas every year. The majority of students of the College of International Relations are acquiring study-abroad experience in some shape or form. (Chart 3)

### Survey of Actual Learning Conditions verifies sense of achievement of human resource development targets

According to the AY 2014 Survey of Actual Learning Conditions (answered by third-year students), GS major students feel an extremely high sense of overall achievement with regard to the human resource development targets of the College of International Relations. However, issues remained with regard to the content and method of studies. In addition, while IR major students hold a high sense of achievement regarding “improvement in the level of intellectual interest” and “content and method of studies,” they seem unable to efficiently use the concepts, methods and skills as their own. With regard to attitudes toward learning, the paucity of the time IR major students spend studying outside of class is a major issue.

### Future course of action

As a future course of action, we will work to enrich the GS major programs and reinforce coordination, and to achieve synergistic effects between both majors by promoting cross-completion.



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## Academy Issues for the R2020 Latter Phase – Towards the AY 2015 Plenary Council of the University –

### The Significance of the AY 2015 Plenary Council of the University

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.

The university is operated in accordance with the principle of self-governance by all constituents. Through classes, seminars, and college/graduate school self-governing bodies, club activity headquarters, and other organizations, students’ opinions are voiced and organized as formal demands, which then provide an important basis for discussion with the university authorities.

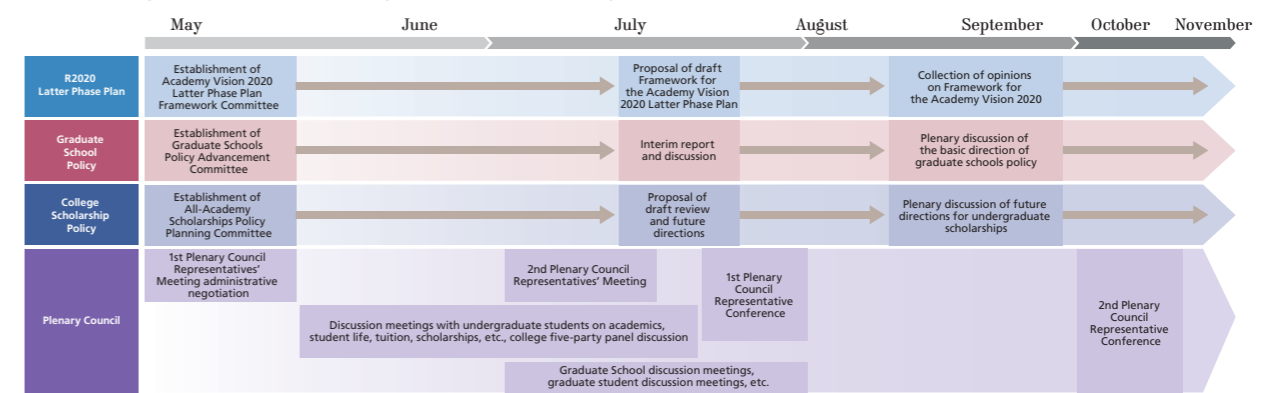
The Plenary Council of the University (“Plenary Council”) is the forum for such discussion. It is composed of undergraduate student representatives from the Student Union, graduate student representatives from the Graduate Student Council, the Faculty/Staff Union, the RU Co-operative (as observer), and 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. The university thus listens carefully to the voices of its students as it pursues reforms and im-

provements. 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. . It is important to reflect student, faculty and staff opinions here.

Society is becoming more global, both domestically and abroad, and universities are approaching a period of transition as well. This document is intended to facilitate discussion with students and all constituents in preparation for the creation of a new Ritsumeikan University and Academy. We hope that all of you will be active participants in the discussion as we formulate courses of action for education and student support policies suited to a new era.

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



\* 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.



**Academy Vision 2020 (R2020)  
– Progress since AY 2011**

The Ritsumeikan Academy has developed a vision for the year 2020 under the core concept of “Creating a Future Beyond Borders,” and formulated a plan for implementing this vision over the first half of the period leading to 2020 (academic years 2011-2015). Four initiatives have been promoted under this plan: (1) Developing an academy that contributes to international society and the local community, beginning with selection for the Ministry of Education, Culture, Sports, Science and Technology’s Top Global University Project (“SGU”); (2) Educational reforms to create learning communities and learner-centered education, including the enrichment of the education system and improvement in the ratio of students to faculty members; (3) The creation of a highly distinctive Global Research University; and (4) Campus development for qualitative enhancements in education and research at all campuses (Kinugasa, Suzaku, BKC and OIC).

**Formulating a vision for the future beyond 2020 (the R2020 Latter Phase Plan)**

In line with the goals of the basic policy for the R2020 Latter Phase and beyond, compiled during the 2014 academic year (“AY 2014”), the Plenary Council will discuss and develop concrete approaches to the following five issues and the various conditions that support them

(campus concepts, tuition, fiscal policy, etc.): 1) The promotion of globalization in education and training designed to produce undergraduate and graduate students who will contribute to the creation of future peace and to local and international society; 2) The establishment of proactive learning that gives shape to the concept of “Creating Learning, Learning in the Commons”; 3) The development of “knowledge creation hubs” and high-quality graduate school education designed to contribute to the creation of the future for Asia and the world; 4) The enrichment of fields of study attuned to contemporary needs, and 5) Striving to become a “first-choice” university, a leading university committed to spearheading the creation of future society through the aforementioned improvements in education and research.

**Realizing college and graduate school education that raises the quality of student learning**

Based on the points reached through various efforts to improve the quality of college and graduate school education since the previous Plenary Council, we must further develop educational and research activities while remaining conscious of demands from society. This fiscal year, looking beyond 2020, we intend to sequentially shape education and learning support policies that befit an era of globalization and facilitate the cooperation of domestic and international students with friends in a “learning community” in such a way that they become the agents that create learning. A university-wide review of graduate school education has begun, and in the future, we will pro-



mote discussion meetings with graduate school students and similar initiatives.

**1 Improving the quality of education as befits an era of globalization**

We will pursue the revitalization of foreign language studies in line with the achievement targets of colleges and students, mechanisms through which domestic students and international students can learn collaboratively, and initiatives involving the study of special and general subjects overseas or in foreign languages.

**2 Building frameworks for the creation of proactive learners, understanding learning outcomes**

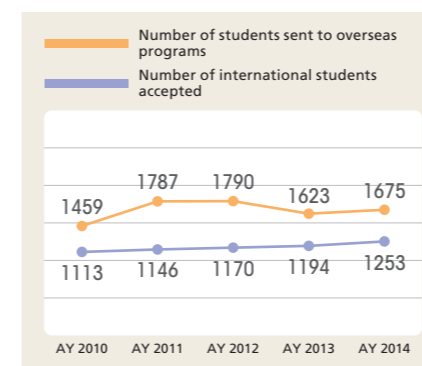
We will clarify motivation for learning in the early years, the guarantee of learning time within and outside of class using ICT, the development and improvement of PBL and other “active learning” education methods and mechanisms that enable diverse learning, and methods of verifying the summation of learning, student circumstances and the degree of educational attainment.

**3 Enriching Graduate School education**

We will pursue the enrichment and development of graduate school education that builds the expertise to decipher various phenomena in societies made complex by globalization and the advancement of science and technology.

**4 Creating a campus that supports learning**

We will promote the preparation of an environment that creates and enriches learning both within and outside of class.



**Graduate theses, graduate research and other initiatives**

College	Required/Other Conditions
College of Law	Participation in fourth-year seminars strongly recommended
College of Economics	Seminars split between second- and third-years
College of Business Administration	Third- and fourth-year seminars and graduate theses packaged for students who enrolled in or after AY 2013
College of Social Science	Participation in fourth-year seminars strongly recommended
College of International Relations	Participation in fourth-year seminars strongly recommended
College of Policy Science	Required for students who enrolled in or after AY 2014
College of Letters	Required
College of Image Arts and Sciences	Required
College of Science and Engineering	Required
College of Information Science and Engineering	Required
College of Life Sciences	Required
College of Pharmaceutical Sciences	Required
College of Sport and Health Science	Required

(Current as of April 2015)

**Points reached since AY 2011 regarding the enrichment of student life and future student support**

During the 2011 Plenary Council, learning at university was stated to be “realized by the

proactive participation of diverse students in independent learning activities linked to the regular curriculum, extracurriculars and independent extracurricular activities,” and it was affirmed that student learning and maintenance of the campus environment should be promoted in parallel. In response, initiatives to create Commons as places of student learning and to improve places for rest and creative activities (reporting) were conducted on all campuses and produced positive results. In addition, we have been pursuing support for extracurricular independent learning and activities from the perspectives of “sophistication” and “revitalization.” In the future, the effects of these initiatives will be verified and improvements implemented.

The economic stringency of student life is now shared as common knowledge. We have worked to expand the financial support systems available to students, and will continue to explore what methods of support are feasible for a single private university. We will also work to provide support for future courses, employment and career development, in order to realize the future pathways that each individual student hopes for.

With regard to student support from AY 2016 onward, in addition to the issues raised above, we will focus on responding to globalization and on the construction of models for “Learning Ritsumeikan,” with the goal of realizing proactive learning and growth for each individual student through independent extracurricular activities.

**Basic fiscal management policy and points reached in R2020 First Phase**

In the R2020 First Phase, in line with a basic policy of supporting the improvement of training and research quality, we have worked to develop faculty organization and pursued campus cre-

ation and maintenance.

Proactive outlay policies to support the improvement of education quality aside, there is strong pressure from increased outlay for external factors, such as the consumption tax increase and skyrocketing energy costs. Although the circumstances are demanding, we are aware of the weight of tuition, and are working to build revenue from sources other than student payments and reduce costs. We have thus been able to advance our financial affairs as a whole on a level that is generally in line with the plan.

**Towards the formulation of the R2020 Latter Phase Plan and basic fiscal management policy to support it**

Fiscal 2015 will be an important year in which we assess and verify whether the initiatives, systems and policies in the R2020 First Half Term Plan are resulting in a real sense of student learning and growth, and formulate the general outline of the R2020 Latter Phase Plan with participation from students.

With regard to the finances that support the promotion of the business plan, during the period for developing the general outline of the plan, we will also consider and formulate a basic financial management policy that corresponds to the plan.

The basic fiscal management policy and the general outline of the R2020 Latter Phase Plan will be formulated in AY 2015, following discussion and review. The tuition fee revision formula that is currently in use will continue to apply to students enrolling in the undergraduate colleges(\*) in 2016, and tuition policy from fiscal 2017 onward will be formulated through discussion in fiscal 2015. (\*Proposals regarding graduate school tuition will be made separately.)

In addition, the tuition amounts declared to students who enrolled (either in the colleges or in the graduate schools) before fiscal 2015 will continue to apply until they graduate.

**Construction of Major Facilities on Each Campus**

	Kyoto Campuses (Kinugasa, Suzaku)	Biwako-Kusatsu Campus (BKC)	Osaka Ibaraki Campus (OIC)
AY 2012	<ul style="list-style-type: none"> <li>Opening of Third Shoyukan on Haratani Field (Dec 2012)</li> <li>Seismic reinforcement work for Shugakukan Hall (completed Jan 2013)</li> <li>Opening of Kyoto Kinugasa Gym (Feb 2013)</li> </ul>	<ul style="list-style-type: none"> <li>Opening of “Piara” peer learning rooms in the Media Center and Media Library (Apr 2012)</li> <li>Opening of BKC International House (Sep 2012)</li> <li>Completion of Science Core Central building renovation and South building extension (Sep 2012)</li> </ul>	
AY 2013		<ul style="list-style-type: none"> <li>Relocation and opening of ACT α (Sep 2013)</li> </ul>	
AY 2014		<ul style="list-style-type: none"> <li>Opening of Tricea (new science/engineering building) (Apr 2014)</li> </ul>	
AY 2015	<ul style="list-style-type: none"> <li>Opening of Kyuronkan (graduate school facility) (Apr 2015)</li> <li>Opening of International House Daishogun (international dormitory) (Sep 2015)</li> </ul>	<ul style="list-style-type: none"> <li>Opening of Bio Link (new science/engineering building) (Apr 2015)</li> </ul>	<ul style="list-style-type: none"> <li>Opening of Osaka Ibaraki Campus (OIC) (Apr 2015)</li> </ul>
AY 2016	<ul style="list-style-type: none"> <li>Opening of Kaichiro Hirai Memorial Library (scheduled for Apr 2016)</li> </ul>	<ul style="list-style-type: none"> <li>Construction of BKC Sport and Health Commons (scheduled for completion in fall 2016)</li> </ul>	<ul style="list-style-type: none"> <li>Development of labs and training rooms, 6F, Building A, for use in new College of Comprehensive Psychology (scheduled for completion Apr 2016)</li> <li>Construction of OIC International Dormitory (tentative)</li> </ul>

