

## Intrinsic to Society, Learning Globally

Since its establishment in 1994, the educational philosophy of the College of Policy Science has been “developing problem-solving human resources,” and it has produced graduates that are invaluable to society both domestically and overseas. The educational environment required to achieve the College’s philosophy has been developed through the 2014 curriculum reform, the creation of English standard courses and the move to OIC, and the philosophy is now pursued in even further depth in classroom practice.

Reinforcement of practical learning, graduate theses required

In the new curriculum, small group core seminar subjects consist of Basic Practice/Project Introduction (first-year students), Policy Practical Research Project I and II (second-year students), and Policy Planning Exercise I, II and III (third- and fourth-year students). These have been made semester courses so that they may be easily completed by students studying abroad or taking leave of absence. In addition, students are now required to complete graduation theses (graduation research) as a summation of their learning. We hope that all students will be able to speak of the content of their research with pride at graduation. Furthermore, the existing vision subjects, information subjects, language subjects and major foundation subjects that serve as the foundation for special studies are being restructured as academic overview subjects.

Learn different languages, soar globally, interact in Japan

Another key point in the new curriculum is the reform of foreign language-related curricula. The foreign languages available for first-time study have changed from the former three varieties to five European languages and five Asian languages, and have been opened for study as global language subjects (Languages for Global Action). The goal of these subjects is for students to acquire abilities they can use in research activities, without stopping at classroom learning. Students also choose one language which they use on

location – along with English, the shared international language – in overseas field research (Policy Practical Research Project).

The EPS (English for Policy Science) subjects were established on the new concept of learning in English. The goal in these subjects – which are divided into three types by input, output, and the language used in class – is to use the English abilities students acquired before entering university as a foundation and further expand them, while applying the specialized knowledge and skills acquired at university on the global stage. (Chart 1) In AY 2013, the English-medium program (CRPS) began, and international students from Asia and Africa became members of the College of Policy Science. There are also combined classes and joint research presentations with Japanese-medium subjects in which participants can communicate in English and Japanese while directly experiencing each other’s cultures. As they are stimulated by the international students’ serious approach to studies, domestic students no doubt feel as though they are on exchange, even though they’re in Japan. For the international students, there are opportunities to form friendships with domestic students and to deepen their understanding of Japanese culture and lifestyles. In addition, as a core college in the Ministry of Education, Culture, Sports, Science and Technology’s Re-inventing Japan Project, through a system of student exchange with famous universities in Indonesia and Thailand, the College is rapidly becoming one in which students can learn in a multilingual and multicultural environment.

The foundation of the new, richly international



Joint investigation by domestic students and international students (Ibaraki City Environment and Health Center)

curriculum is learning grounded in society and local communities. The Policy Practical Research Projects mentioned previously are conducted in the fields of neighboring Ibaraki City and in Iida City, Nagano Prefecture. Learning is practical and embedded in wider society.

AY 2014 marked the 20th anniversary of the College’s foundation. A commemorative event was held in December and was attended by many graduates and retired faculty members. Having passed its twentieth year, the College of Policy Science has left Kyoto, its home of long years, and, under the keywords “the gateway to Asia,” “urban co-creation,” and “cooperation with society and local communities,” is beginning its second phase on a new campus with a full range of facilities. In response to the transformations in society, the College will strive to develop talented human resources and will continue to implement reforms.

Chart 1 EPS Course Types

	1	2	3
	Language of learning materials	Language of in-class activities	Language of assessment tasks (test answers, reports and other deliverables)
Type A	English	English	English
Type B	English	Japanese or English	Japanese or English
Type C	Japanese or English	Japanese or English	English



Ritsumeikan Style **SPECIAL ISSUE**

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

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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.

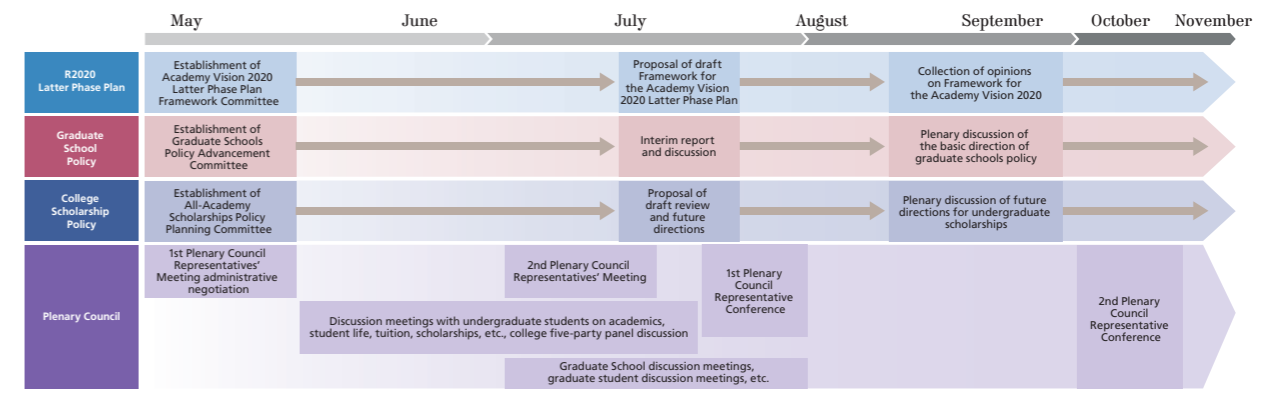
The Plenary Council of the University (“Plenary Council”) is the forum for such discussion. It is composed of undergraduate student representatives from the Student Union, graduate student representatives from the Graduate Student Council, the Faculty/Staff Union, the RU Co-operative (as observer), and 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.



Ritsumeikan University

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This document will be distributed and explained in classes in all Colleges. The full version of this document is posted on **RSWEB**, and more detailed content may be viewed there.



[www.ritsumei.ac.jp/rs/](http://www.ritsumei.ac.jp/rs/)  
Submit opinions and questions on **RSWEB**.

**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**

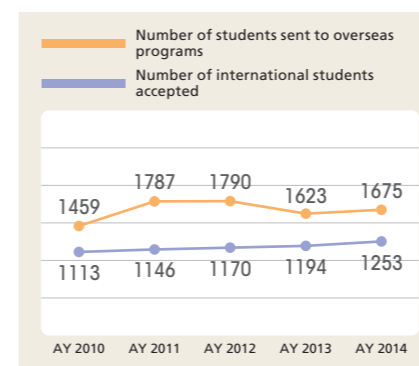
We will clarify motivation for learning in the early years, the guarantee of learning time within and outside of class using ICT, the development and improvement of PBL and other “active learning” education methods and mechanisms that enable diverse learning, and methods of verifying the summation of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

