

AY 2023

# Operating Plan

# 2023 | RITSUMEIKAN OPERATING PLAN

# Structure of the Operating Plan

Looking out to the year 2030, the Ritsumeikan Academy formulated "R2030 Academy Vision: The Ideal Shape of the Academy, the Ideal Qualities in Our People, and Policy Objectives" in July 2018, and in November 2020, the mid- to long-term plan "R2030 Academy Vision Challenge Design" was formulated with this direction in mind. Annual Operating Plans are formulated based on this mid- to long-term plan.

In addition, for the first half of the "R2030 Academy Vision Challenge Design" (AY2021-AY2025), the mid- to long-term plan is composed of the following three levels based on the operational strategy process.

- (1) **Policy Categories**: Items that express Ritsumeikan's vision and values through R2030
- (2) **Policy Measures**: Core initiatives essential to the realization of the Policy Categories
- (3) **Action Items**: Actions required to realize the Policy Measures

Furthermore, we have set target levels for the KGIs and KPIs that correspond to Policy Categories and Policy Measures.

Based on this structure, this Operating Plan consists of three parts: I R2030 Academy Vision, II Operating Plan Items, and III List of R2030 KGIs.



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# 1 R2030 Academy Vision: The Ideal Shape of the Academy, the Ideal Qualities in Our People, and Policy Objectives

To date, the Ritsumeikan Academy has pursued progressive education and research based on the educational philosophy of “peace and democracy” rooted in the founding spirit of “freedom and innovation.” In 2010, we established an academy vision for 2020 with the slogan of “creating a future beyond borders,” and since then we have pursued institutional development with even more fervor.

Carrying on this spirit and philosophy and paying respect to

our history, we, the members of the Ritsumeikan Academy, established the R2030 Academy Vision as a new declaration of what we aim to become in the year 2030.

Also, in accordance with the R2030 Challenge Design, the mid-to long-term plan formulated based on the R2030 Academy Vision, we formulate Operating Plans and issue Operating Reports on the progress thereof every academic year.

## R2030 Academy Vision

# Challenge **your** mind Change **our** future

Today, societies around the world are caught up in a whirlwind of change.

We face an uncertain future more difficult day by day to comprehend.

But the age demands of educational institutions a positive vision for the world of the future.

To realize the Ritsumeikan Vision, we must attract a diverse array of people while cultivating the virtues of flexibility and courage to change.

To this end, we must accept differing values and strive to better ourselves without fear of potential discord. Together, we will overcome the limitations that have, until now, held us back and apart.

Together, we will rise to the challenge to create a world in which myriad human endeavors lead to a bright future, filled with the promise of hope, peace, and freedom.

2 R2030 Academy Vision: Ideal Shape of the Academy and Ideal Qualities in Our People

**Icon: Building** **Ideal Shape of the Academy**

**An Academy that serves as a community hub for lifelong learning**  
We aim to become an Academy that serves as a "port of call" that learners can turn to as and when required, at each stage of their lives, and find a way to study that suits their needs, so they can develop the ability to tackle new challenges.

**An Academy that tackles the issues facing human society**  
We aim to become an Academy that strives to identify and find solutions for the myriad problems the world faces at various levels and on a variety of scales.

**An Academy dedicated to realizing diversity and inclusion**  
We aim to become an Academy that generates a multitude of connections while working with others and seeking to understand and respect individual points of view as premised on the range of diversity in society, including diversity among individuals, organizations, regions, countries, religions, customs, cultures and generations.

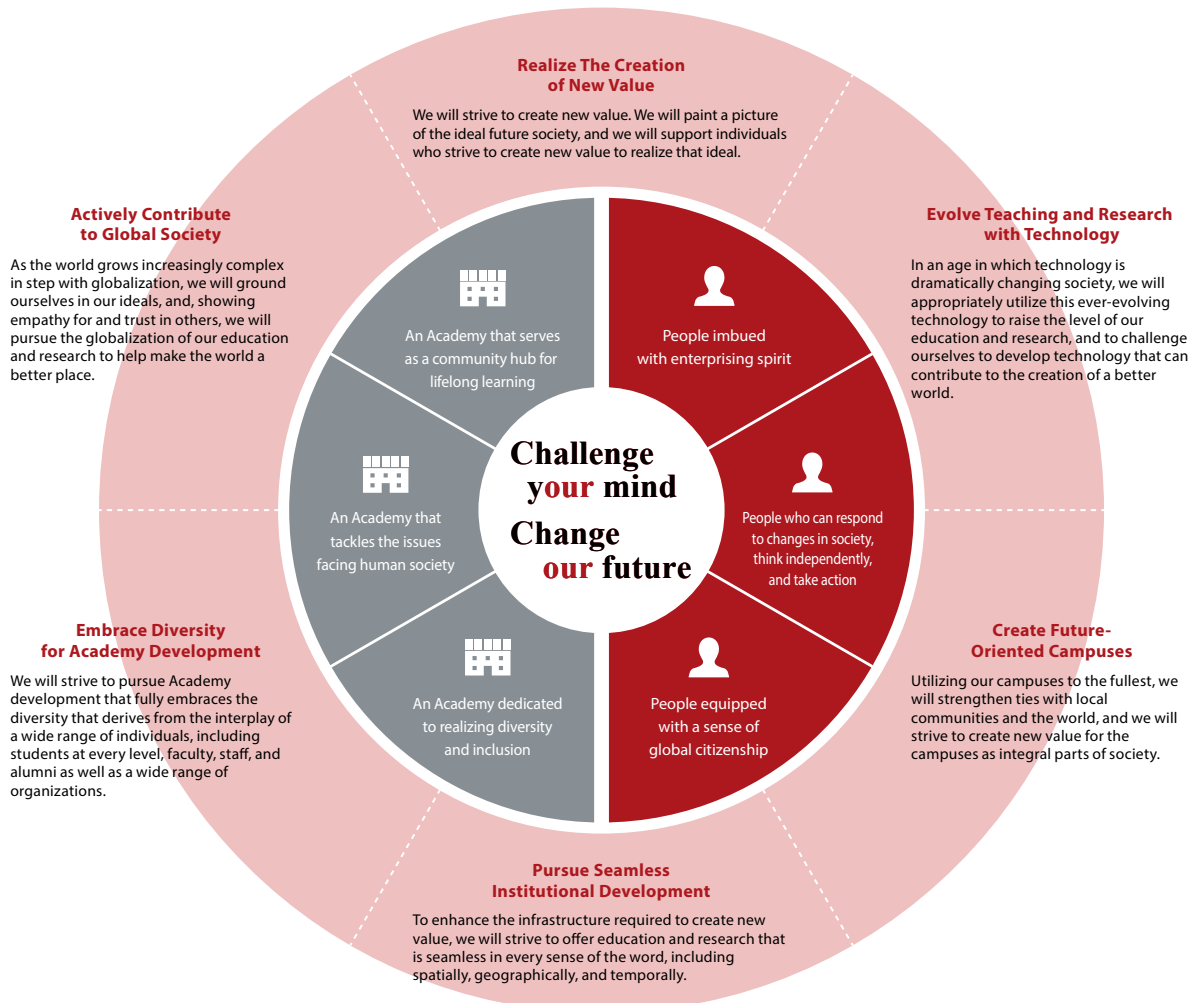
**Icon: Person** **Ideal Qualities in Our People**

**People imbued with enterprising spirit**  
Our people are strong-willed individuals who persevere to overcome obstacles without fear of disputes or failure.

**People who can respond to changes in society, think independently, and take action**  
Our people understand social change and have the insight to recognize the myriad issues that society faces, whilst at the same time taking affirmative steps to resolve them.

**People equipped with a sense of global citizenship**  
Our people recognize that they are members of a global society, and take up the challenge of creating a multicultural society by respecting the standpoints and views of others and seeking harmonious solutions to problems.

Policy Objectives of the R2030 Academy Vision



## 2 Policy Categories

| Division  | Policy Categories  |
|---|--|
| 1 Ritsumeikan University  | <p>(1) Policies that should be undertaken to achieve our goal of becoming a next-generation research university that are directly linked to the improvement of research capacity and aim for a world university ranking in the 200s as one of the main indicators</p> <p>(2) Policies that should be undertaken to connect the improvement of research capacity to the advancement of education and to address the development of emergent human resources</p> <p>(3) Policies that should upgrade and accelerate the continuation and expansion of policies in the second half of R2020 with an eye on creating value for coexistence with society</p>  |
| 2 Ritsumeikan Asia Pacific University                                   | <p>(1) From diversity/a multicultural environment to diversity and inclusion: Pursuing new growth and creating APU education that is creative and internationally competitive</p> <p>(2) Promote internationally applicable research that contributes to society and the community</p> <p>(3) Contribute to the growth of local communities around the world (create a new regional development model for civil society, government, and academia with the university at its core)</p> <p>(4) Enhance diverse lifespan careers in which graduates can take an active role in the world and contribute to society</p> <p>(5) Improve the network of graduates and organizations of graduates possessing the power to change the world as global leaders</p> <p>(6) Build a foundation for, and organization to, support a Global Learning Community</p> |
| 3 Integrated Primary and Secondary Education and the Affiliated Schools | <p>(1) From affiliated schools to integrated education schools: Integrated education where the primary school, junior high schools, high schools, universities, and graduate schools work together to cultivate students</p> <p>(2) Designing various learning venues: Striving to produce leaders for a multicultural society</p> <p>(3) Learning for student development: Developing the Ritsumeikan version of the Future Classroom</p>   |
| 3-1 Ritsumeikan Primary School  | (1) Major policies for Ritsumeikan Primary School in the first half of the R2030 Challenge Design period   |
| 3-2 Ritsumeikan Junior and Senior High School                           | (1) Major policies for Ritsumeikan Junior and Senior High School in the first half of the R2030 Challenge Design period  |
| 3-3 Ritsumeikan Uji Junior and Senior High School                       | (1) Major policies for Ritsumeikan Uji Junior and Senior High School in the first half of the R2030 Challenge Design period  |
| 3-4 Ritsumeikan Keisho Junior and Senior High School                    | (1) Major policies for Ritsumeikan Keisho Junior and Senior High School in the first half of the R2030 Challenge Design period   |
| 3-5 Ritsumeikan Moriyama Junior and Senior High School                  | (1) Major policies for Ritsumeikan Moriyama Junior and Senior High School in the first half of the R2030 Challenge Design period   |
| 4 The Ritsumeikan Trust   | <p>(1) Improving organizational management and frameworks</p> <p>(2) Financial operations in accordance with the Basic Policy on Financial Operations</p>  |

# 1 Ritsumeikan University (RU)

## Policy Category 1

Policies that should be undertaken to achieve our goal of becoming a next-generation research university that are directly linked to the improvement of research capacity and aim for a world university ranking in the 200s as one of the main indicators

### 1.Elaborating on the plan for the Ritsumeikan Advanced Research Academy (RARA)

#### Policy objectives

Our goal is to realize the following vision for the university as we strive to become a next-generation research university and improve research capacity.

- Strengthen support for researchers at different stages of their careers, from young researchers to core researchers, to enhance their potential.
- Contribute to solving social and human issues by promoting distinctive interdisciplinary research and social demonstration projects.
- Expand and deepen our global research network and strengthen the international dissemination of research outcomes.

#### Action Items

- Implement the RARA Fellowship System (to support and develop core resources)
- Implement the RARA Associate Fellowship System
- Promote career path development for female faculty (future associate professors, assistant professors)
- Implement the RARA Student Fellowship System
- Implement interdisciplinary research projects in R-GIRO, AJI, and other research institutes and disseminate outcomes
- Promote research and social demonstration projects through industry-university-government-community collaboration
- Disseminate research outcomes internationally and engage in global public relations to enhance our presence
- Promote international joint research through collaboration with leading overseas universities and other institutions
- Increase in the number of researchers sent overseas and the number of researchers accepted from overseas
- Cultivate and enhance support for young researchers
- Promote acquisition of grant-in-aid

### 2.Developing Ritsumeikan Knowledge Nodes (RKNs) and promoting new forms of globalization

#### Policy objectives

By implementing the following initiatives, RKNs will be elaborated upon to dramatically improve our research and educational capacity as a next-generation research university.

- Create networks with leading overseas research universities and foreign researchers
- Create overseas teaching field sites that promote global learning, including the development of online venues
- Collaborate with relevant domestic and international organizations and individuals

#### Action Items

- Coordinate all policies and improve cooperative frameworks based on RKN
- Introduce indicators for research globalization and a support system based on those indicators
- Consider the establishment of micro-campus overseas
- Consider a Ritsumeikan Global Integrated Education System in cooperation with our overseas hubs and partner schools

### 3.Elaborating upon the plan for the Ritsumeikan Education and Research DX Center

#### Policy objectives

Promoting the digital transformation (DX) of education and research as the foundation for implementing the various policies in the Challenge Design toward the realization of a next-generation research university that creates value for coexistence with society is an issue that is both important and urgent. In light of the establishment of the Office of Education and Research DX Promotion on June, 2021, we are elaborating upon the plan for the Ritsumeikan Education and Research DX Center, and we will also formulate an Education and Research DX Strategy. In this center, we will establish a coordination system that unifies learning support, student support, and research support (horizontal axis) and adopt the Ritsumeikan DB (a combination of the Ritsumeikan Data Platform and the next learning management system) as a new framework for implementing integrated education while operating the associated data policies (vertical axis). We will launch the Research DX Center in AY2023, and each division will plan and implement DX promotion projects and begin operating their data policies.

Action Items

- Establish the Ritsumeikan Education and Research DX Center (AY2023)
- Introduce ICT tools and systems on the front lines of teaching and research, introduce equipment and systems to support online classes, create guidelines and user manuals, and conduct training sessions on these tools and systems Consider a policy for the management of personal information and security
- Create a framework for the development, research, and implementation of the latest EdTech; initiate recommendations and consultations related to the promotion of education and research DX
- Develop education and research data infrastructure (Ritsumeikan DB); accumulate and utilize all data on education, research, and student activities (e.g., learning, extracurricular activities, campus life, careers, interview records, research data)
- Formulate a data policy for the realization of the items above
- Consider using integrated education data that creates links between the primary, secondary, upper secondary, tertiary, and post-graduate levels as well as lifelong data, including data related to alumni and working adults.
- Adopt the next learning LMS and the Ritsumeikan Data Platform in conjunction with the promotion of education and research DX.
- Build infrastructure with an eye on providing multi-faceted student support (e.g., offer academic advising that uses data from the Learning and Growth Survey and other surveys and learning logs).
- Develop and offer IT courses on data science and other topics
- Match researchers and research using data and consider a cycle for creating new research topics
- Establish policies and provisions for research data management and provide support
- Develop the information infrastructure to support the promotion of education and research DX

4. Developing advanced, interdisciplinary education and research centered on the sciences

Policy objectives

- Establish the EPS Research Center (tentative name), Establish a Committee for the Establishment of an Academic Organization
- Establish an academic organization such as new graduate school

- Set conditions appropriate for compensating outstanding faculty members who will form the core of the EPS Research Center (tentative name) and secure obtain external funding
- Elaborate a cooperation policy to ensure effective linkages with the RARA systems
- Institutionalize various conditions

Action Items

- Establish the EPS(Earth & Planetary Science) Research Center (tentative name)
- Work out details for the fields of EPS ((i) Planetary biosphere science, (ii) Earth biosphere science)
- Work out details for the fields of Engineering for Human Well-being (EHW) ((i) Macro survivability engineering (expansion of human functions and visualization of the mind), (ii) micro survivability engineering (biopharmaceutical drug discovery, regenerative medicine research, nano-bio research, and bio-healthcare)
- Specify terms and conditions of appointment, remuneration, and benefits
- Consider the format of establishment and deliberate academic systems
- Consider the financial framework
- Elaborate upon a policy for cooperation with RARA
- Consider researcher and faculty organization
- Engage in discussions in preparation for establishment

Policy Category 2

Policies that should be undertaken to connect the improvement of research capacity to the advancement of education and to address the development of emergent human resources

1. Developing research and education that combine health, longevity, QOL, and welfare

Policy objectives

- Develop research and education centered on well-being
- Establish an academic organization such as a new graduate school

Action Items

Elaborate upon the future concept for BKC with an eye on the fields of health, longevity, QOL, and welfare (e.g., develop research and education centered on well-being; establish an academic organization such as a new graduate school)

2. Create a world-class research and education center for art

| Policy objectives   |
|---|
| Design & Art Research Field   |
| <ul style="list-style-type: none"> <li>● Establish a Committee for the Establishment of an Academic Organization</li> <li>● Open a new college and graduate school</li> </ul> |
| Digital & Communication Field   |
| <ul style="list-style-type: none"> <li>● Implement seminars and other educational programs</li> <li>● Consider establishing a new academic organization</li> </ul>            |



| Action Items   |
|--|
| <ul style="list-style-type: none"> <li>● Deliberate plan for the Design &amp; Art Research field</li> <li>● Deliberate plan for the Digital &amp; Communication field</li> <li>● Consider establishment format and academic systems</li> <li>● Consider financial framework</li> <li>● Consider researcher and faculty organization</li> </ul> |

3. Developing the Socially Connected Campus concept

| Policy objectives  |
|--|
| <p>Based on the basic concept for the Socially Connected Campus (SCC), we will develop a venues for implementing cutting-edge demonstration projects that create new value through social collaboration. By connecting students, university researchers, businesses, local communities, and other actors, we will form a community that identifies social issues and works to solve them. In the process, we will also provide a new learning environment and new learning experiences that integrate the cyber and physical worlds.</p> |



| Action Items  |
|---|
| <ul style="list-style-type: none"> <li>● Implement measures for co-creation and digital human resources development in cooperation with inside and outside innovators in relation to OIC CONNECT and other initiatives.</li> <li>● Launch research projects related to new fields to be implemented under the new promotion framework, launch projects related to the visualization of education and research activities, utilize Digital Twins</li> <li>● Launch new education and research projects utilizing the virtual campus</li> <li>● Form large industry-university partnerships and consortia with companies and harness open innovation to pursue industry-university-government-community collaboration.</li> </ul> |

4. Developing global education and student support services in preparation for the post-SGU era

| Policy objectives  |
|--|
| <ul style="list-style-type: none"> <li>● SGU targets (students sent overseas: 3,200, international student intake: 4,500), post-SGU targets (students sent overseas: 3,500, international student intake: 4,900)</li> <li>● Support globally-minded undergraduate and graduate students and students who wish to take advantage of their specialized skills to pursue unique career paths that differ from conventional Japanese job-hunting activities.</li> <li>● Provide information to graduate students, hold events, offer advising and other support, collect information, and analyze research.</li> <li>● Provide support to achieve the basic numerical targets set in the R2030 Career and Job Placement Policy.</li> </ul> |



| Action Items  |
|---|
| <ul style="list-style-type: none"> <li>● Develop Ritsumeikan Knowledge Nodes (RKNs), open overseas hubs that will lead to the establishment of micro-campuses</li> <li>● Elaborate upon the globalization of all academic systems</li> <li>● Elaborate upon “migratory” learning offered through various hubs throughout Japan and overseas</li> <li>● Provide career support for English-basis students in cooperation with the colleges and graduate schools</li> <li>● Strengthen support for globally-minded students</li> <li>● Provide support for international students who want to work in Japan</li> <li>● Support students seeking distinctive career paths and develop career paths</li> <li>● Support students seeking employment in new specific areas in private-sector companies</li> <li>● Provide career development support starting from the first and second years in collaboration with the Division of Career Services and other divisions</li> <li>● Identify career paths for students requiring individual support (e.g., students with disabilities) and students with unique backgrounds (e.g., LGBTQ)</li> <li>● Identify career paths for international students</li> <li>● Identify new companies that can expand our students' horizons</li> <li>● Identify job openings for continuing job seekers</li> <li>● Cooperate with alumni and strengthen networks with Career Advisors</li> <li>● Provide highly usable information that leads to advancement and employment opportunities for our diverse student body</li> </ul> |



- Elaborate upon appealing support that incorporates students' strengths and takes their perspective into account
- Strengthen the functions of the Tokyo Campus to promote new forms of globalization

5. Developing new forms of education for adult learners

| Policy objectives   |
|---|
| <ul style="list-style-type: none"> <li>● Develop and operate website to serve as the Comprehensive Platform for Adult Learning and Research</li> </ul>  |
| Non-Degree  |
| <ul style="list-style-type: none"> <li>● Continue deployment of Saionji Juku programs</li> <li>● Plan and implement Academic Center of Ritsumeikan (ACR) programs<br/><small>*In addition to online courses, face-to-face courses will be offered in consideration of the COVID-19 situation.</small></li> <li>● Implement data science and other skill-based programs</li> </ul> |
| Degree  |
| <ul style="list-style-type: none"> <li>● Establish online courses for working adults in the existing graduate schools</li> </ul>  |

| Action Items  |
|---|
| <ul style="list-style-type: none"> <li>● Establish the Comprehensive Platform for Adult Learning and Research (tentative name)</li> <li>● Plan and implement non-degree programs</li> <li>● Consider development of degree programs in cooperation with the existing graduate schools and other organizations</li> <li>● Strengthen adult learner intake and advanced professional training programs in the existing graduate schools</li> <li>● Use DX to accumulate and utilize data on learning; preemptively develop individually optimized study support measures</li> <li>● Work out the details of various systems to promote adult learning (extended registration, evening and weekend courses, certificate programs and programs for developing practical job skills, flexible admission and graduation dates, etc.)</li> <li>● Elaborate upon measures to enhance our presence in the Tokyo metropolitan area</li> </ul> |

6. Implementing multifaceted open innovation

| Policy objectives  |
|--|
| <ul style="list-style-type: none"> <li>● Implement measures to support the commercialization of emerging research and establishment a system therefor</li> </ul> |

- Develop an ecosystem and networks to create value through open innovation with a focus on entrepreneurship and commercialization
- Organize and enhance entrepreneurship programs as part of integrated education
- Design a system to ensure synergy among measures

| Action Items   |
|--|
| <ul style="list-style-type: none"> <li>● Elaborate upon a framework for open innovation and co-creation</li> <li>● Elaborate upon a program to create ventures from emerging research</li> <li>● Elaborate upon entrepreneurship programs as part of integrated education</li> <li>● Develop and entrepreneur ecosystem in the affiliated schools and the university</li> <li>● Implement measures that expand the horizons of innovation-orientated entities</li> <li>● Expand cooperation with academic programs</li> <li>● Develop new funds</li> </ul> |

| Policy Category 3  |
|--|
| <p>Policies that should upgrade and accelerate the continuation and expansion of policies in the second half of R2020 with an eye on creating value for coexistence with society</p> |

1. Fundamentally expanding graduate school academics

| Policy objectives   |
|---|
| <p>As means to expand and recombine education and research toward the realization of our goal to become a next-generation research university, we will strengthen the following initiatives in cooperation with the Division of Research and the Division of Career Services.</p> <ul style="list-style-type: none"> <li>● Enhance graduate-level common education programs (curricular and extracurricular) and strengthen the training of young researchers</li> <li>● Implement measures to encourage participation of graduate students (doctoral and master's program students) in research institute and research center projects</li> <li>● Start the development of Early Specialization programs as part of integrated high school-university-graduate school education based on a two-tiered early enrollment scheme that aims to ensure early entry into the graduate schools; establish a system that guides affiliated school students to graduate school enrollment</li> <li>● Establish and implement a system to support the career development of graduate students</li> </ul> |



Action Items

- Elaborate upon a policy for wide-ranging human resources development after reconsidering the ideal candidates form our graduate school curricula
- Bring in external funding by pursuing a policy of active collaboration
- We will attract excellent students from affiliated schools by establishing a system of early specialization in a collaborative effort among our high schools, the university, and the graduate schools based on the key concept of inquiry-based learning, and we will elaborate upon an integrated education process across the high schools, the university, and the graduate schools based on a two-tiered early enrollment scheme that aims to ensure early entry into the graduate schools. Also, with a view to encouraging early entry into graduate schools based on a two-tiered early enrollment scheme, we will develop an Early Specialization program as part of our integrated high school-university-graduate school education
- Encourage participation of graduate students in research institute and research center projects and incorporate these efforts into the regular curriculum
- Elaborate upon a policy to raise the level of interdisciplinarity in our graduate schools (e.g., cooperation among graduate schools, development of interdisciplinary degree programs in cooperation with research projects led by our research institutes and centers)
- Divide labor among multiple faculty members (including TAs, ESs, and part-time lecturers), and aiming to establish hybrid classrooms that enable the management of classes that are highly effective in terms of learning outcomes, adopt new, more user friendly class support applications, accumulate know-how, and undertake FD activities.
- Offer job placement support for humanities graduate students in cooperation with the Office of Graduate Studies
- Offer job placement support for science doctoral students in cooperation with the Office of Graduate Studies, the Division of Research, and the graduate schools
- Promote and expand upon policies for the cultivation of young researchers

2.Expanding and continuing the Ritsumeikan Model of Learning and enhance active learning with the use of DX

Policy objectives

- Develop and/or adopt applications and undertake additional system maintenance:  
As a fundamental measure of R2030 Challenge Design, we will move forward with the step-wise development and/or adoption of educational DX applications (i.e., the next LMS and the Ritsumeikan Data Platform) and undertake additional maintenance on our academic management system (RISING 4G).

- Utilize learning and student activity log data:  
As we pursue upgrades related to educational DX, we will generate data from student learning logs and logs of their activities, including extracurricular activities and student support histories, and we will utilize this for self-reflection and academic advising. (We will set user number targets and aim to roll this service out to all students in AY2025.)
- Elaborate upon academic affairs management:  
We will define a new approach to faculty member effort, and as we move forward with discussions on academic calendar reforms, we will formulate a new set of guidelines for academic affairs (to be implemented in AY2024).
- Establish educational programs:  
We will establish a degree program centered on first-year education that fosters inquisitiveness through Early Specialization and Late Specialization schemes. (Student recruitment for the Early Specialization program will begin in AY2025.)
- Evolve common education:  
Aiming to renew the Ritsumeikan Model for Common Education, we will strive to improve mathematics, data science, and AI education in the liberal arts curriculum, and we will integrate and refine our liberal arts courses.
- Evolve foreign language education:  
Amid efforts to utilize EdTech and create an environment and opportunities for students to maintain their enthusiasm for learning foreign languages, we will set goal of at least 50% in AY2023 for the number of students meeting the foreign language standard (CEFR B1 or higher) defined in the SGU Plan.



Action Items

- Elaborate upon academic management by pursuing data-driven academic reforms at the subject and curriculum level, reducing the number of courses offered, and reforming the instructor assignments system
- Develop teaching content from research data and generate data from student learning logs and logs of their activities, including extracurricular activities and student support histories; work out the details for utilizing this for self-reflection, academic advising, and job hunting activities; and develop and phase in associated educational DX applications (the next LMS, support applications, and the Ritsumeikan Data Platform)
- Realize vertical and horizontal connections centered on the degree programs; reform common education from the standpoint of Late Specialization; and consider new first-year education systems (e.g., mathematics, data science, inquiry-based seminars)
- Renew the Ritsumeikan Model for Common Education (e.g., Mathematics, Data Science, and AI Education Program, language education)

- Define a new approach to faculty member effort and revise the guidelines for academic affairs in conjunction therewith
- Generate data from student learning logs and logs of their activities, including extracurricular activities and student support histories, and undertake additional maintenance on the academic management system (RISING 4G)
- Undertake new academic developments in the existing colleges and graduate schools (implement curriculum reforms with an eye on realizing our goal of becoming a next-generation research university)

### 3. Realizing new forms of learning and student support

#### Policy objectives

By developing and producing human resources who continue to learn and take initiative to tackle challenges, and by helping students realizing their desired career paths, we aim to become the number one university in the world where students can achieve a sense of growth.

- Cultivate explorativeness and inquisitiveness among our students and other members
- Create a coordination system to encourage the development of these skills
- Realize a framework that enables students to ascertain (visualize) their own growth
- Realize new measures including a redefinition of extracurricular activities

#### Action Items

- Develop a one-stop, cross-divisional, student-centered support system
- Ritsumeikan Future Legal Professional Development Plan
- Support preparation for the bar examination in cooperation with the Law School
- Develop a student support coordination systems to encourage explorativeness and inquisitiveness
- Redefine the framework of extracurricular activities that encourage student growth
- Career-track examination for national public servants: Securing a pool of students who wish to enter the national public service career track at Ritsumeikan Kasumi Juku; implement measures to prepare students for employment examinations by offering various public service courses
- Certified public accountants: Cooperate with the colleges and hold events for lower-year students to expand the pool of examinees; provide learning support in cooperation with professional schools, accountants in the Alumni Association, and Accountants JA
- Develop a sports promotion strategy to produce value for coexistence with society by way of Ritsumeikan's athletic culture

### 4. Advancing high school-university partnerships and engage in new forms of cooperation for integrated education

#### Policy objectives

- Realize a system of 18-year integrated primary-secondary-upper secondary-tertiary-post-graduate education by engaging in cooperation that spans from the primary and secondary to the university and graduate school levels of education with an eye on becoming a next-generation research university.
- Improve satisfaction of students from affiliated schools who aspire to become creative intellectual producers after they enter the university and encourage their growth.
- Enhance and accelerate vertical learning connections between and among the primary school, junior high schools, high school schools, the university, and the graduate schools centered on inquiry-based learning.

#### Action Items

- Enhance high school-university partnerships (Visualize learning history and create linkages between high school and university)
- Provide incentives for outstanding affiliated school students to pursue intellectual inquiry
- Establish mutual penetration between regular curricula of each college and the affiliated schools
- Develop integrated education models for new forms of learning (Encourage participation affiliated school students in university-level research activities)
- Establish hubs for education and research in the Tokyo and Tokai metropolitan areas

### 5. Creating value by making the campuses more distinctive

#### Policy objectives

Undertake improvements on the Kyoto Campus (Kinugasa & Suzaku), BKC, and OIC

#### Kyoto

- We will strive to produce opportunities for student learning and growth in a history and culture-rich environment by utilizing Kyoto Community Museum Historic Corridor Project networks. We will also use our position as the secretariat of the Shizuka Shirakawa Memorial East Asian Literature and Culture Research Institute and the Kyoto Community Museum Historic Corridor Project to provide educational activities to children will become the leaders of the future, and we will heighten our presence in the local community.

- Campus improvements:  
(Kinugasa)  
Kyoto Museum for World Peace phase 2 renovations; Suekawa Memorial hall redevelopment as part of improvements centered on MLA; improvements to Jukokan Hall in line with the relocation of the College of Image Arts and Sciences (new education and research developments); improvements to Western-style buildings in accordance with campus developments, etc.

(Suzaku)

Tawawa site development; improvements to the first floor (including parking lot), etc.

BKC(Biwako-Kusatsu Campus)

- In order to realize value creation harnessing the characteristics of the interdisciplinary arts and sciences campus concept, we will proactively undertake the following projects as we aim to advance our education, research and activities that contribute to the local community: collaborative projects based on campus tours and hands-on learning sessions for nearby elementary and junior high schools; project to use the BKC Sports and Health Commons (C-Cube) to make the Front Zone livelier, and collaborative projects with local governments with which the university has concluded general cooperation agreements.
- Campus improvements:  
Infrastructure improvement in line with the relocation of the College of Information Science and Engineering; Union Square renovations, including enhancement of the dining environment; infrastructure improvements associated with the deployment of EPS and EHW; upgrades near C-Cube (for open innovation), etc.

OIC(Osaka Ibaraki Campus)

- Develop new campus services and advance education, research, and activities that contribute to the local community in conjunction with World Expo Osaka-Kansai 2025. Before, during, and after the expo, we will actively participate in Expo events (e.g., Osaka Pavilion / Team Expo 2025) as we strive to advance education, research, and activities that contribute to the local community while working to elevate the presence of the Ritsumeikan Academy.
- Campus improvements:  
Facility improvements in line with new developments at OIC

Action Items

- Kyoto Campus (Kinugasa):  
Undertake Kyoto Museum for World Peace phase 2 renovations, other initiatives

- Biwako-Kusatsu Campus (BKC):  
Consider infrastructure improvements in line with the relocation of the College of Information Science and Engineering; consider renovations to Union Square
- Osaka Ibaraki Campus (OIC):  
New facilities improvements
- Other: Developments in the Tokyo metropolitan area, etc.

6.Further promoting the SDGs and carbon neutrality

Policy objectives

SDGs

- Develop integrated research and SDG initiatives that contribute to solving social issues by approaching research from the perspective of the SDGs
- Develop the Ritsumeikan Education Program in primary, secondary, and higher education to promote the implementation of the SDGs
- Promote diversity and inclusion through SDG initiatives
- Develop social support (crowdfunding, etc.) and publicity measures for emerging research visualized from the perspective of the SDGs.
- Visualize and share examples of SDG-related community collaboration measures on each campus
- Develop integrated initiatives to change the behavior of the Academy's constituent members
- Build networks for SDG research and education with universities and research institutions around the world
- Develop initiatives to accurately and effectively publicize and disclose our contribution to achieving the SDGs.

Carbon Neutrality

- Achieve carbon neutrality on all campuses by 2030
- Form a carbon-neutral network in collaboration with universities and companies around the world
- Visualize decarbonization initiatives and the impact thereof through the educational and research activities and behavioral changes of our students, faculty, and staff as well as through collaboration with relevant organizations outside the university. Take additional measures to promote these initiatives to society and tie them the collaboration

Action Items

- Further promote education, research, and community partnerships rooted in the SDGs.

- Promote the Ritsumeikan Model for Carbon Neutrality (reduce energy consumption by conserving energy and diversifying energy procurement with an eye on meeting the reduction target set for AY2030)

#### 7. Implement the Ritsumeikan Academy 125th Anniversary Commemorative Project (tentative name)

##### Policy objectives

In AY2025, the Ritsumeikan Academy will celebrate the 125th anniversary of its founding. We will use this commemorative milestone as the driving force for implementing the R2030 Challenge Design, and we will enhance Ritsumeikan's brand power by fleshing out the aforementioned measures and effectively communicating our initiatives, achievements, and value for coexistence with society both inside and outside the university. The Trust, its universities, and its schools will work together to develop commemorative event while looking ahead to 2030 and beyond.



##### Action Items

- Ritsumeikan Academy 125th Anniversary Commemorative Project (tentative name) (AY2023-AY2026) (e.g., develop an implementation framework)

## 2 Ritsumeikan Asia Pacific University (APU)

### Policy Category 1

From diversity/a multicultural environment to diversity and inclusion: Pursuing new growth and creating APU education that is creative and internationally competitive

#### 1. Implementing major academic reforms (2023) supporting APU's future expansion

##### Policy objectives

- We will finalize the details of the AY2023 academic reforms, which includes the establishment of the new college, in the Implementation Guidelines for the Next Round of Academic Reforms.
- We will elaborate upon and implement the programs defined under the Global Learning On/Off-Campus concept.
- We will formulate a document called New Developments in Academic Affairs at APU to finalize the details of new DX-driven academic activities.
- We will consider and finalize the details of a framework to realize the advancement of the graduate school.
- We will utilize the two new buildings.
- We will strengthen the following initiatives to promote the APU Model for Education, which utilized the university's internal and external resources for both curricular and extracurricular programs.  
We will further strengthen regional partnership programs centered on outsourcing (to outside organizations in Beppu City).  
We will strengthen classes and programs that tap into networks of alumni and faculty members from other universities.



##### Action Items

- Open the new college and implement and verify the new curriculum in line with the Outline for the AY2023 Academic Reforms
- Implement and verify the new curriculum in line with the Outline for the AY2023 Academic Reforms (APS)
- Implement and verify the new curriculum in line with the Outline for the AY2023 Academic Reforms (APM)
- Implement and verify the new curriculum in line with the Outline for the AY2023 Academic Reforms (CLE)
- Implement and verify the new curriculum in line with the Outline for the AY2023 Academic Reforms (EDLSC)

- Deepen multicultural collaborative learning as a means to pursue Global Learning (in class)
- Pursue new DX-driven academic developments (on-demand courses, COIL classes)
- Raise the level of graduate schools (establish a Review Committee, formulate policy measures, finalize the policy for the improvement of the graduate schools)
- Undertake campus improvements centered on the two new buildings
- Fully incorporate faculty networks, collaboration with outside partners, and cooperation with alumni into APU education and develop this into the APU Model for Education; devise an educational model that brings people from around the world into APU's classrooms via online tools

#### 2. Strengthening admissions

##### Policy objectives

- The number of countries and regions represented by APU's international students reached 102 in AY2022, and we will maintain this number at 100 in AY2023 and beyond.
- By strengthening and expanding upon digital marketing for international student recruitment, the percentage of students recruited from countries where we have offices was 57.3% in AY2022, and we will keep this below 60% in AY2023.
- In terms of domestic student recruitment, the percentage of students indicating first preference for APU increased from 71.8% in AY2021 to 72.7% in AY2022, and we will aim for 80% in AY2023.
- We will strengthen cooperation with the affiliated schools, partner schools, and cooperating schools to boost the ratio of enrollment from these schools from the 10% target indicated in the Operational Plan to at least 15% in AY2023.



##### Action Items

- Strengthen international admissions (maintain the number of countries and regions represented on campus)
- Strengthen domestic admissions (strengthen ties with affiliated schools, partner schools, and high school-university partnership program schools)
- Domestic admissions strategy (strategy for the Tokyo metropolitan area)
- Public relations, branding strategy and Tokyo metropolitan area strategy for the new college and reforms to the existing colleges

**3.A learning and student support system that accepts diverse students even more than before**

**Policy objectives**

- We will transcend the barriers between the offices to discuss how to realize the establishment of the tentatively named Center for Learning and Student Support, a center that provides one-stop student support pertaining to learning, campus life issues, job placement, and advancement.
- To respond swiftly to student issues on an institutional basis, we will create a framework for soliciting a wide range of feedback from students and appropriately incorporating their opinions into university administration

**Action Items**

- Establish the Center for Learning and Student Support (e.g., undertake coordination to elaborate upon the plan)
- Build a framework for incorporating student feedback into university administration(Implement the Student Voices Project every other year)

**Policy Category 2**

Promote internationally applicable research that contributes to society and the community

**1.Formulate and implement a policy and a plan to raise the level of research**

**Policy objectives**

- Formulate a policy and plan for the advancement of research and elaborate upon efforts to contribute to the strengthening of international joint research.

**Action Items**

- Strengthen support for research activities based on the research advancement policy and promote international joint research (e.g., publish articles, obtain large external grants)

**Policy Category 3**

Contribute to the growth of local communities around the world (create a new regional development model for civil society, government, and academia with the university at its core)

**1.Unifying and strengthening collaboration between our centers and outside partners**

**Policy objectives**

With the aim of establishing it before the end of the academic year, we will move forward with preparations for opening the Center for Regional Collaboration (tentative name), which will serve as both the contact point with the local community, society, and external organizations and the coordinating body for internal organizations, to enable the creation of programs that comprehensively link external collaborations with student learning. At the same time, we will develop external partner institutions both at home and abroad to contribute to the development of off-campus educational programs.

**Action Items**

- Establish center
- Identify external partner institutions
- Develop programs with external partner institutions

**Policy Category 4**

Enhance diverse lifespan careers in which graduates can take an active role in the world and contribute to society

**1.Bolstering placement in international organizations and advancement to foreign graduate schools**

**Policy objectives**

We will develop an APU-wide system that students who wish to advance to graduate school or secure careers in international organizations can use to make independent career choices. We will work out the details of the following: strengthening initiatives led by each college (e.g., holding seminars on graduate school advancement for first and second-year students, improving the consultation framework), strengthening cooperation between the Office of the President/Career Office and alumni and external organizations, improving the homepage and utilizing social media, and strengthening individual counseling.

**Action Items**

- Strengthen support for advancement to Japanese and foreign graduate schools (hold seminars on graduate school advancement for first and second-year students in each college and seminars led by alumni and successful graduate school applicants)
- Strengthen support for placement in international organizations (hold lectures and seminars given by representatives of international organizations, etc.)

2.Strengthen support for student entrepreneurs

**Policy objectives**

We will create an APU-wide system that enables students who wish to start their own businesses while in school or after graduation to achieve their goals. We will work out the details on the following initiatives: promote cooperation between RCAP-affiliated research centers and the Career Office (e.g., encourage student participation in projects), strengthen cooperation with alumni entrepreneurs through the APU Startup Founders and other programs, strengthen ties with external organizations (e.g., Kyushu Economic Federation, local governments, and startup support institutions), and enhance public relations by establishing the Startup Program homepage.

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**Action Items**

- Strengthen publicity for the Startup Program (promote measures to increase applicant numbers)
- Use Startup Program subsidies to support students' activities (increase the number of subsidized activities)

**Policy Category 5**

Improve the network of graduates and organizations of graduates possessing the power to change the world as global leaders

1.Strengthen alumni policy

**Policy objectives**

In addition to the creation of regional chapters around the world, we will focus efforts on creating groups of alumni based on factors such as their affiliations and activities while they were enrolled, their post-graduation occupations, and their interest in social issues, and we will expand and strengthen alumni's networks with each other as well as ties between alumni and the university. Furthermore, in terms of strengthening ties with between the university and alumni, we will bolster the participation of alumni in student learning and job placement support, and we will work out the details of a lifelong learning system for alumni along with support programs for alumni seeking second and third careers (by having alumni cooperate with Career Office initiatives).

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**Action Items**

- Lifelong learning programs (Offer programs for all interest alumni on a regular basis)
- Lifelong career support programs (Offer programs every year on a regular basis)
- Support the formation of groups based on occupations and programs
- Conduct survey with alumni 5, 10, and 15 years after graduation

**Policy Category 6**

Build a foundation for, and organization to, support a Global Learning Community

1.Promoting globally applicable governance

**Policy objectives**

- We commence reforms to meetings, the faculty executive framework, and the administrative framework to enable the involvement of a diverse array of faculty and staff in university administration.
- Based on the office reorganization plan, we will begin a trial operation of the executive functions for the management of the three colleges and the administrative framework to support the colleges, and we will strengthen staff and the staff organization.
- To further promote diversity and inclusion among APU's faculty and staff, we will establish the Faculty and Staff Diversity and Inclusion Promotion Office (tentative name) and pursue initiatives thereunder.

▼

**Action Items**

- Deliberate approaches to university administration
- Consider faculty roles
- Consider staff roles
- Establish the D&I Promotion Office
- Respond appropriately to university evaluations (undergo the third-round accreditation by the Japan University Accreditation Association, respond appropriately to the third-round accreditation results, implement self-assessments and improvements based on the Assessment Policy)

2.Strengthening the financial base

**Policy objectives**

- Undertake steady financial management based on the tuition revisions undertaken in AY2020.
- Consult with the Division of Financial Affairs to formulate a schedule that includes proposals for major initiatives for fiscal restructuring and target years for each initiative

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**Action Items**

- Consider a policy for long-term fiscal restructuring (e.g., Ratio of tuition to total expenses)
- Donation policy (formulate and implement a donation policy)



### 3 Integrated Primary and Secondary Education and the Affiliated Schools

#### Policy Category 1

From affiliated schools to integrated education schools:  
Integrated education where the primary school, junior high schools, high schools, universities, and graduate schools work together to cultivate students

#### 1. Developing integrated primary school-junior high school-high school-university-graduate school education

#### Policy objectives

- Realize a system of 18-year integrated primary-secondary-upper secondary-tertiary-post-graduate education with an eye on becoming a next-generation research university
- Enhance and accelerate vertical learning connections between and among the primary school, junior high schools, high school schools, the university, and the graduate schools centered on inquiry-based learning

#### Action Items

- Enhance and accelerate vertical learning connections between and among the primary school, junior high schools, high school schools, the university, and the graduate schools centered on inquiry-based learning (e.g., early enrollment)
- Use online tools to promote partnership education for students and their guardians
- Develop an individually optimized education model aimed to instill students with basic academic ability
- Consider an information sharing mechanism and framework to promote high school-university-graduate school partnerships
- Work out the details of a system that allows students to take university courses online
- Work out the details of a system to encourage affiliated school students to advance to graduate school
- Study learning management systems (LMS) with an eye on visualizing learning records

#### 2. Developing 12-year integrated primary, secondary, and upper secondary education

#### Policy objectives

- Consider the development of 12-year integrated primary-secondary-upper secondary education for a new era
- Elaborate upon an elementary-junior high school partnership education framework in cooperation with Tanaka Gakuen Ritsumeikan Keisho Elementary School

#### Action Items

- Consider the development of 12-year integrated primary-secondary-upper secondary education for a new era (enhance demonstrations of 12-year (4-4-4) integrated education in Kyoto and Hokkaido)
- Elaborate upon an elementary-junior high school partnership education framework in cooperation with Tanaka Gakuen Ritsumeikan Keisho Elementary School (successfully implement elementary-junior high school partnership education when the first cohort enrolls in AY2025)

#### Policy Category 2

Designing various learning venues: Striving to produce leaders for a multicultural society

#### 1. Guaranteeing diverse learning opportunities and developing new forms of learning both inside and outside Japan

#### Policy objectives

- Realize diverse learning opportunities by developing online learning.
- Enhance the reputation of Ritsumeikan's integrated education.

#### Action Items

- Directly accept outstanding international students from the primary and secondary levels
- Elaborate upon a plan for learning at overseas hubs including foreign partner schools
- Create a hub for integrated education in the Tokyo metropolitan area as part of our regional strategy
- Consider the establishment of EdTech-driven online courses both inside and outside Japan

#### Policy Category 3

Learning for student development: Developing the Ritsumeikan version of the Future Classroom

#### 1. Developing hybrid education that realizes the Future Classroom

#### Policy objectives

- We will realize the Future Classroom concept and cultivate self-esteem in our students by developing online learning that transcends the boundaries of the school and allows students to freely choose their own learning path.

- We will promote the shared use of educational resources among the affiliated schools while emphasizing the unique character of each school.



### Action Items

- Develop individually optimized and collaborative education models
- Develop online learning programs in cooperation with companies and foreign partner schools
- Consider online learning offered collaboratively by the affiliated schools
- Consider the establishment of EdTech-driven online courses both inside and outside Japan
- Consider using online tools to offer hybrid styles of academic, cultural, and athletic activities

### Action Items

- Formulate a new Affiliated School Teacher Training Program; assist teachers with obtaining degrees
- Cultivate future school managers and administrators
- Promote work style reforms for teacher (e.g., reduce overtime hours worked)

### 2. Growth through extracurricular and self-directed activities

#### Policy objectives

Expand opportunities for student growth in all activities both curricular and extracurricular



### Action Items

- Create venues for curricular and extracurricular growth through primary-secondary-upper secondary-tertiary-post-graduate collaboration (Development of extracurricular and self-directed activities undertaken in cooperation with the university)
- Create hubs for culture and sports in cooperation with the local community (develop new scheme)
- Reform club activities to create time for affiliated school teachers to focus on educational development (reduce time spent by teachers on club activities)

### 3. Improving the educational infrastructure and developing teachers' capabilities

#### Policy objectives

We will work with the university to cultivate inquisitiveness, expertise, facilitation skills, and management skills in our teachers who will handle education in the era of the Future Classroom.



## 3-1 Ritsumeikan Primary School

### Policy Category1

Major policies for Ritsumeikan Primary School in the first half of the R2030 Challenge Design period

**1.Establishment of a Ritsumeikan Primary School mode for inquiry-based learning: The cross-curricular inquiry project [Supervising Trustee: Trustee Kuno]**

### Policy objectives

To realize the creation of values for coexistence with society through integrated primary-secondary-upper secondary-tertiary-post-graduate education, we will develop active learning guided by a spirit of inquiry from the primary school level. Specifically, we will roll out inquiry-based projects and classes for the first through sixth grades based on the level of students' development, and we will establish the Ritsumeikan Primary School Model for Inquiry-based Learning while also creating linkages to the inquiry-based learning at Ritsumeikan Junior and Senior High School.

### Action Items

- Develop the Ritsumeikan Primary School Model for Inquiry-based Learning with an eye on cultivating researchers for a next-generation research university by way of integrated primary-secondary-upper secondary-tertiary-post-graduate education
- Elaborate upon a plan to establish a teachers' lounge to serve as a base for the development of the model

**2.New developments in global education: Normalizing the International Class concept and collaborative learning with the world**

### Policy objectives

- Instead of narrowing our scope to the International Class that we were considering during the pandemic, we will promote more advanced, comprehensive school-wide internationalization that reflects the post-COVID-19 social landscape and new educational issues, and we will transform the school into one where students are constantly exposed to a diverse array of nationalities and cultures, there they can overcome the language barrier to meet diverse arrays of people, and where we search for ways to coexist and collaborate.

- We will expand opportunities for collaborative learning with primary school students from around the world in both the real and virtual spheres.
- We will open the door to foreign and returnee students whose mother tongue is not Japanese and consider new systems to welcome them as valuable embodiments of the world's diversity, such as a Reverse Gap Term Study Abroad Program.

### Action Items

- Develop and implement EdTech-driven international exchange programs
- Conduct research with an eye on developing the International Class (tentative name) concept

**3.Developing EdTech-driven free learning styles**

### Policy objectives

Based on our achievements in the progressive deployment of ICT education and aiming to enable our students to more freely utilize ICT, we will create an environment where our students can learn from anywhere, at any time, with anyone. We will enrich EdTech-driven cooperation with the university and companies and international collaborative learning as part of inquiry-based learning. We will improve educational effectiveness and improve operations through the use of simultaneous online class delivery and on-demand classes and online independent study materials.

### Action Items

- Implement adaptive learning through the advanced use of ICT and AI materials in multiple subjects
- Develop and implement programs that utilize EdTech to create connections with and allow students to experience authenticity in the real world (e.g., Future Innovative Learning) and new career education programs
- Develop 12-year digital portfolios (conduct research in preparation for development)

### 4. Education ventures: Providing a place for learning produced by Ritsumeikan Primary School

#### Policy objectives

We will organize the Ritsumeikan family (EARTH) in Kyoto, by expanding on the existing extracurricular after school program for our students and offering an early childhood development program for pre-school-aged children and recurrent education for senior citizens. We aim to attract potential students to Ritsumeikan Primary School by providing lifelong education that runs the gamut from pre-school-aged children to adult learners.



#### Action Items

- Implement after-school, pre-school, primary school, and recurrent education programs as part of our in-house educational venture (EARTH).
- Consider expanding to multiple locations while gradually increasing the size of programs (consider classroom hubs outside of the primary school)

#### Action Items

- Conduct data-driven empirical research (e.g., measure non-cognitive skills) on the strengths of our 12-year integrated education.
- Build 12-year digital portfolios
- Conduct empirical research on 12-year primary-secondary-upper secondary integrated education and consider initiatives for a new era, consider how to create linkages with the English-basis courses at Ritsumeikan Uji and the other affiliated schools, and hold discussions to determine guidance methods in line with the establishment of multiple destinations for our students.

### 5. New style of 12-year integrated education (Common issue for the primary school, junior high schools, and high schools)

#### Policy objectives

We will raise the level of cooperation between Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School and implement truly valuable 12-year integrated education in order to develop children with wide range of educational and practical skills that will enable them to realize their aspirations and who are fully able to promote their own growth and continue learning.



## 3-2 Ritsumeikan Junior and Senior High School

### Policy Category 1

Major policies for Ritsumeikan Junior and Senior High School in the first half of the R2030 Challenge Design period

**1. Education for self-reliance: Encouraging a diverse range of personalities and fostering an ability for personal growth that contributes to a sustainable society**

### Policy objectives

We will develop a style of education for self-reliance unique to Ritsumeikan Junior and Senior High School with an eye on cultivating human resources who can support our goal to become a next-generation research academy. We will advance education that raises awareness of the importance of social issues through diverse challenges and collaboration and allows students to discover their potential. We aim to develop education for self-reliance centered on efforts to develop creative classes and cultivate self-directed learners.

### Action Items

- Reflect a respect for diversity and the maturation of our democratic school culture in our school goals (evaluation of the advancement and career education by students and parents)
- Work out details for the introduction of the new curriculum (parent satisfaction level, Student Class Survey)
- Elaborate upon the Ritsumeikan Challenge Week concept (increase the number of candidate programs)

**2. Toward the permanent establishment of a multicultural environment through the development of hybrid-style global education**

### Policy objectives

Aiming to instill in students the attitude and multicultural collaboration skills needed to create a society that allows people to express their individuality in the midst of diversity with an eye on developing human resources who can support us in achieving our goal to become a next-generation research Academy, we will promote new forms of globalization and develop a DX-driven hybrid online and offline learning experience.

### Action Items

- Consistently implement hybrid exchange sessions with foreign schools and offer online collaborative classes with foreign partner schools

- Work out the details of the International Topic-based Research Center, which will develop a model for international human resources development in the sciences as the torch-bearer of the SSH outcomes

**3. Raising the level of STEAM (Science, Technology, Engineering, Art & Mathematics) education**

### Policy objectives

With an eye on developing human resources who can support us in achieving our goal to become a next-generation research Academy, we will implement STEAM (Science, Technology, Engineering, Art, & Mathematics) education, raise the level of our inquiry-based learning and topic-based research, and instill in our students the motivation to learn independently, a robust set of academic skills, and a desire to solve social issues.

### Action Items

- Realize an environment in which students have their own devices and utilize them for learning and school activities
- Work out the details of the tentatively named STEAM Center

**4. A new style of 12-year integrated education (Common issue for the primary school, junior high schools, and high schools)**

### Policy objectives

With an eye on developing human resources who can support us in achieving our goal to become a next-generation research Academy, we will realize appealing integrated primary-secondary-upper secondary-tertiary-post-graduate education that allows students to develop their individuality and expand their potential.

### Action Items

- Conduct data-driven empirical research (e.g., measure non-cognitive skills) on the strengths of our 12-year integrated education.
- Measures the effective of the Second Stage and conduct a survey to track the post-graduation career paths of our alumni.
- Conduct empirical research on 12-year primary-secondary-upper secondary integrated education and consider initiatives for a new era, consider how to create linkages with the English-basis courses at Ritsumeikan Uji and the other affiliated schools, and hold discussions to determine guidance methods in line with the establishment of multiple destinations for our students.

## 3-3 Ritsumeikan Uji Junior and Senior High School

### Policy Category 1

Major policies for Ritsumeikan Uji Junior and Senior High School in the first half of the R2030 Challenge Design period

**1. Creating an energetic school that students and parents are proud of: Invigorating a variety of activities**

### Policy objectives

We will foster a sense of school unity by encouraging students to proactively participate in activities. Specifically, we will put an infrastructure in place that enables students to engage in a wide range of activities, including sports, cultural activities, and academics, on their own accord, and we will systematize out-of-class learning in cooperation with various groups and international organizations including networks formed under the WWL project, the alumni association, the parents' association, and the supporters' association.

### Action Items

- Create venues for inquiry-based learning, formulate a new sports policy, and formulate a policy to strengthen cultural and academic activities.
- Diversify and expand Student Council activities and enhance events organized by the Student Council.
- Make progress on strengthening ties with related organizations (strategically expand the activities of the Hohokai, the Guardians Association, and the Parents Association for Student Education Assistance)
- Expand and enhance networks formed under the WWL project to raise the level of learning
- Cooperate with internationally-minded elementary schools and expand cooperation with foreign institutions and student exchange orientations to attract more international students.

**2. Becoming a school where students learn independently: Education that only the affiliated schools can provide and integrated education up through the graduate level**

### Policy objectives

We will pursue world-class inquiry-based learning and the utilization of ICT. Specifically, we will consider establishing a learning commons to provide effective learning support making proactive use of ICT. We will also expand IB Course learning school-wide by enhancing core courses, inquiry-based courses, inquiry-based learning, and topic-based research and develop partnership education with university and graduate school students for this purpose.



### Action Items

- Enhance the usage of ICT in education; hold discussions on the development of a learning commons
- Raise the level of inquiry-based learning; evolve and enhance Core Inquiry, SDGs, and Cultural Inquiry courses
- Involve university students, including international students, and graduate school students in school education
- Enhance the environment for individually optimized learning; improve the tutorial system and self-directed study spaces

**3. Education that paves the way for Society 5.0: Aiming to be the best in Japan**

### Policy objectives

We will implement the best educational practices in Japan by further promoting internationalization. Specifically, taking advantage of the expansion of integrated education into the IB Course with the establishment of the IP Course in the junior high school, we will internationalize and enhance the entire school, and we will consider the functions of various programs and centers with the aim of becoming a top level learning hub.

### Action Items

- Work out plans for the establishment of various education centers including the WWL-AL Network Center, the Online Education Center, the Center for Inquiry-based Learning Center, the Center for Entrepreneurship Education, Foreign Language Education Center, and the Center for Japanese Culture Education.

- Establish a dormitory based on the new concept of the dormitory as a center for learning equipped with a Seminar House and Learning Commons and elaborate upon a plan for the intake of international student athletes.
- Consider a framework to attract Japanese students residing overseas to the Boarding School Course (using part of the existing capacity).
- Consider methods to ensure the mutually effective usage of resource among the high school IB, IM, and IG Courses.

#### 4. Developing a rewarding workplace that understands the organization

##### Policy objectives

We will create a workplace that realizes diversity and inclusion. To this end, we will consider the school administration system, mutual evaluations and other means of recognition for those who work hard, curriculum reforms, and review of course offerings to create a new educational program that will motivate teachers as we aim to become a school where all teachers and staff are bilingual.



##### Action Items

- Establish an office to prepare for new developments by reorganizing staff and the division of duties (Deliberate the school administration system, mutual evaluations, and other factors for the sake of D&I)
- Hold regular meetings on the division of duties; visualize duties throughout the school
- Establish a training system for teachers to become bilingual in Japanese and English.

## 3-4 Ritsumeikan Keisho Junior and Senior High School

### Policy Category 1

Major policies for Ritsumeikan Keisho Junior and Senior High School in the first half of the R2030 Challenge Design period

#### 1.The GL concept: New developments in global education

### Policy objectives

Prepare for the enhancement of global education that will resonate with applicants in the year 2030

### Action Items

- Elaborate upon educational content, curricula, and infrastructure improvements to realize the GL and SP plans in the first half.
- Deepen ties with RU and APU, train teachers who can achieve the school's plans, undertake recruitment, and improve the ICT environment.
- Discuss the educational content, the curriculum, social outreach, teacher recruitment, dormitory policy, and tuition policy for the GL plan.
- For the SP plan, undertake reforms to achieve our target of 50 students advancing to the University of Tokyo, Kyoto University, or medical schools, promote the achievement of outstanding students to RU and APU, and optimize the learning environment using ICT.
- Develop relationships with government agencies, companies, and research institutions (increase the number of school-designated subjects taught by outside lecturers)

#### 2.The SP concept: Cultivating leaders who will create new value and bring about change in society

### Policy objectives

Strengthen individualized and/or small-group learning as part of our preparatory school-liked services for junior high school applicants in the greater Sapporo region

### Action Items

- Elaborate upon educational content, curricula, and infrastructure improvements to realize the GL and SP plans in the first half.

- Deepen ties with RU and APU, train teachers who can achieve the school's plans, undertake recruitment, and improve the ICT environment.
- Discuss the educational content, the curriculum, social outreach, teacher recruitment, dormitory policy, and tuition policy for the GL plan.
- For the SP plan, undertake reforms to achieve our target of 50 students advancing to the University of Tokyo, Kyoto University, or medical schools, promote the achievement of outstanding students to RU and APU, and optimize the learning environment using ICT.
- Develop relationships with government agencies, companies, and research institutions (increase the number of school-designated subjects taught by outside lecturers)

#### 3.Offering integrated primary school-junior high school-high school-university-graduate school education in collaboration with our partner primary schools

### Policy objectives

- Utilize elementary-junior high school partnership program to promote a partnership education inducement policy.
- Assist Tanaka Gakuen Ritsumeikan Keisho Elementary School with school operations.

### Action Items

- Cooperate with the opening of Tanaka Gakuen Ritsumeikan Keisho Elementary School (offer continuing experiential learning programs for the elementary school, support Board of Trustees operations)
- Elaborate upon a cooperative elementary-junior high school curriculum in preparation for the intake of elementary school graduates in AY2025(formulate educational content and curriculum)



## 3-5 Ritsumeikan Moriyama Junior and Senior High School

### Policy Category 1

Major policies for Ritsumeikan Moriyama Junior and Senior High School in the first half of the R2030 Challenge Design period

- Undertake research in preparation for the adoption of a high school credit system.
- Explore changing the name of the junior high school Frontier Course and further developing its content.

### 1. Curriculum reforms

#### Policy objectives

- Create a two-pronged curriculum based on Core Courses and Inquiry-based Courses.
- Develop a matrix of the educational objectives (the 4 Cs) that form the basis of skills-based learning.
- Promote the adoption of individually optimized learning.
- Eliminate final examinations.
- Study credit systems and the quarter system



#### Action Items

- Out of the four learning styles (individualized, collaborative, project-based, and applied), utilize AI learning materials to provide individually optimized and collaborative learning.
- Review regular tests toward the adoption of 360-degree evaluation and develop a matrix of the educational objectives that form the basis of skills-based learning.
- Study credit systems and the quarter system.

### 2. Reorganizing departments and courses

#### Policy objectives

- Revise the timetable.
- Explore changing the name of the junior high school Frontier Course and further developing its content.
- Elaborate a plan for the adoption of a four-term (quarter) system.
- Undertake research in preparation for the adoption of a high school credit system.



#### Action Items

- Revise the timetable and elaborate a plan for the adoption of a four-term (quarter) system.

### 3. Student government and extracurricular activities

#### Policy objectives

- We will define the school as “the real world with a safety net” and treat students and independent individuals. We will guarantee that students are free to make their own choices and free to make mistakes.
- We will develop systems to enhance student self-government, independence, and leadership through the Student Council, clubs, and extracurricular activities. We will provide various opportunities such as offering lectures by working adults active in various fields, presenting role models through interactions with university students, and cultivating a sense of ownership by establishing a School Discussion Meeting composed of the members of the Student Council Executive Committee and the Principal.



#### Action Items

- Consider mechanisms to encourage self-government and independence in the Student Council and other groups

### 4. Restructuring the faculty organization and redefining the roles of teachers

#### Policy objectives

- Hold teacher training sessions led by the Inquiry-based Learning Advisor, hold in-house training sessions to develop the next generation of teachers, and conduct research on PBL and social projects.
- Upgrade the team teaching system; consider eliminating the homeroom teacher system and adopting a mentor system.
- Consider outsourcing club advisor duties: Review the role of club activities and consider how to reform the clubs.
- Provide training on basic skills for handling bullying as well as diversity and inclusion.
- Enhance the specialization of the student support framework: Establish the Comprehensive Support Counter; Nurse's Office staff, SC, SSW, etc.

- Increase school support staff: Promote the specialization of teachers' roles.
- Promote operational reforms using DX.



### Action Items

- Hold teacher training sessions led by the Inquiry-based Learning Advisor, hold in-house training sessions to develop the next generation of teachers, conduct research on PBL, social projects, and guidance methods.
- Upgrade the team teaching system; consider eliminating the homeroom teacher system and adopting a mentor system; review the role of club activities and consider how to reform the club advisor system.
- Provide training on basic skills for handling bullying as well as diversity and inclusion.

- Upgrade all classrooms (i.e., install microphones and cameras) to enable hybrid online and face-to-face classes.
- Research learning management systems (LMS)

### 5.Rebuilding learning spaces

#### Policy objectives

- Replace desks and chairs in the regular classrooms.
- Employ open design in the regular classrooms in Building 1.
- Upgrade all classrooms (i.e., install microphones and cameras) to enable hybrid online and face-to-face classes.
- Start making step-by-step improvements to spaces in the first half, including improvements to the learning commons for the implementation of individually optimized and collaborative learning.
- Research learning management systems (LMS)
- Upgrade the junior high and high school teacher's rooms by shifting to an open office layout



#### Action Items

- Start making step-by-step improvements to spaces in the first half, including improvements to the learning commons for the implementation of individually optimized and collaborative learning.

## 4 The Ritsumeikan Trust

### Policy Category 1

Improving organizational management and frameworks

#### 1. Deliberating and elaborating upon organizational and governance reforms

##### Policy objectives

- Foster an organizational culture where each member of the Academy can fully demonstrate their individuality and their abilities; improve the education, research, and work environment; enhance diversity throughout the Academy to improve the quality of education and research
- Comply with the Private University Governance Code
- Consider and elaborate upon approach to governance in response to the revisions to the Private School Act



##### Action Items

- Raise awareness to ensure a thorough understanding of D&I (implement seminars and other awareness-raising activities)
- Raise the female faculty ratio.
- Raise the female manager ratio.
- Raise the percentage of male employees taking days off or leave for childcare
- Explain and ensure compliance with the basic principles of the Private University Governance Code.
- Consider and elaborate upon approach to governance in response to the revisions to the Private School Act.

#### 2. Deliberate and elaborate upon a staff policy

##### Policy objectives

- Led by the Staff Policy Review Committee, we will deliberate and elaborate upon the following matters as we aim to raise the level of the staff organization and foster staff who can promote the R2030 Challenge Design.
  1. Enhance staff responsibilities and capabilities
  2. Consider a staff organization for the DX era
  3. Enhance staff specialization and adopt a multiple-track personnel system
  4. Consider evaluation and compensation based on the new staff personnel system
  5. Consider the staff quota policy and mandatory retirement system

- Contributing to the development of an organization in which staff can enjoy their work, we will connect organizational and individual purposes as we strive to enhance both the diversity of the organization and the capabilities of individual staff members, and in turn, enhance organizational capacity.



##### Action Items

- Led by the Staff Policy Review Committee, deliberate and elaborate upon a policy for staff who can support R2030 initiatives
- Encourage new appointments of female staff to management positions
- Elaborate a policy to encourage staff to obtain a master's degree or higher
- Proactively hire staff with disabilities throughout the university

### Policy Category 2

Financial operations in accordance with the Basic Policy on Financial Operations

#### 1. Realizing a budget design with an eye on securing a positive net

##### Policy objectives

- We will establish a budget design based that ensures a positive net income/loss from educational activities in the first half of the R2030 period (up through AY2025) based on the general (basic) budget.
- We will secure resources to fund new projects by optimizing projects and budgets based on a review of their effective (scrap and build).



##### Action Items

- Discuss student numbers and tuition policies with each school before formulating tuition policies.
- Refine the non-personnel expenditures budget
- Set goals for increasing revenue and budget optimization (in Operating Plan Planning Committee and other venues)

2. Maintaining, strengthening, and diversifying the revenue base

Policy objectives

- We will maintain and strengthen the revenue base by steadily accepting students at all levels base on the respective tuition policies.
- We will secure resources to fund new projects by diversifying and enhancing revenue streams.



Action Items

- Discuss student numbers and tuition policies with each school before formulating tuition policies
- Develop and manage a diversified portfolio of financial assets
- Set goals for increasing revenue and budget optimization (in Operational Plan Planning Committee and other venues)

3. Using DX to promote operational streamlining and cost-cutting

Policy objectives

We will promote DX and digitalization to undertake operational streamlining and cost-cutting and reduce the general (basic) budget.



Action Items

- Secure resources for new projects through operational improvements
- Reduce procurement costs and indirect costs
- Reduce overtime work by promoting the digitalization of duties in each division

4. Building assets through advanced asset management

Policy objectives

- We will improve the efficiency of facility and equipment asset management by reviewing inactive assets and their maintenance and management, while creating a safe and comfortable environment for learning, education, research, and other activities.
- We will enhance asset management while diversifying financial risks according to fund characteristics.



Action Items

- Develop methods to monitor facility user satisfaction levels and facility usage rates
- Develop and manage a diversified portfolio of financial assets

5. Gaining the understanding of our members by visualizing the budgeting and accounts settlement processes

Policy objectives

We will strive to gain the understanding of our members with the Academy's financial affairs, and we will promote budget optimization for each division and budget category.



Action Items

- Develop a method to monitor the level of understanding of financial disclosures
- Set goals for increasing revenue and budget optimization (in Operational Plan Planning Committee and other venues)
- Optimize the general (basic) budget

| Policy Categories  | No. | KGI  | Current Situation | Target Standard      |
|--|-----|--|-------------------|----------------------|
|  |     |  | (AY2021)          | (AY2025)             |
| 1 Ritsumeikan University   |     |  |                   |                      |
| (1) Policies that should be undertaken to achieve our goal of becoming a next-generation research university that are directly linked to the improvement of research capacity and aim for a world university ranking in the 200s as one of the main indicators | 1   | Overall rank in the QS World University Rankings   | 751-800           | 301-400              |
|  | 2   | Overall rank in the THE Impact Ranking   | 201-300           | 101-200              |
|  | 3   | Top 10% in number of international joint publications (per year)   | 44 articles       | 160 articles         |
|  | 4   | Number of grant-in-aid / large grants awarded (Type A or higher)(per year)   | 7                 | 10                   |
|  | 5   | Amount of external funding secured (per year)  | JPY 3.23 billion  | JPY 5 billion        |
|  | 6   | Indicators for DX promotion (set by METI)  | —                 | Level 5              |
| (2) Policies that should be undertaken to connect the improvement of research capacity to the advancement of education and to address the development of emergent human resources  | 7   | Establishment of degree programs (Undergraduate)   | 30% progress      | At least one program |
|  | 8   | Establishment of degree programs (Graduate)  | 20% progress      | At least one program |
|  | 9   | Satisfaction with job placement / advancement (Undergraduate)  | 94.1%             | 90%+ (maintained)    |
|  | 10  | Satisfaction with job placement / advancement (Graduate)   | 93.5%             | 90%+ (maintained)    |
|  | 11  | Job placement rate*1   | 95.8%             | 95%+ (maintained)    |
|  | 12  | Advancement rate*2   | 87.1%             | 85%+ (maintained)    |
|  | 13  | Known advancement rate   | 98.4%             | 98%+ (maintained)    |
|  | 14  | Number of current graduate students  | 3,677             | 5,000                |
|  | 15  | Graduate school advancement rate (Science and engineering)   | 46.8%             | 70%                  |
|  | 16  | Graduate school advancement rate (Humanities)  | 6.3%              | 10%                  |
|  | 17  | Number of international students in the graduate schools   | 1,018             | 1,300                |
|  | 18  | Number of doctoral degrees granted   | 90                | 150                  |
|  | 19  | Number of people experiencing learning at RU (excluding undergraduate and graduate students)   | approx. 41,000    | 500,000              |
|  | 20  | Number people involved in startups   | approx. 1,000     | 4,000                |
|  | 21  | Total value / valuation of companies involved in startup support   | —                 | JPY 30 billion+      |
|  | 22  | Number of companies started via diversified commercialization efforts  | 87 companies      | 150 companies        |
| (3) Policies that should upgrade and accelerate the continuation and expansion of policies in the second half of R2020 with an eye on creating value for coexistence with society  | 23  | Number of international students in the undergraduate colleges   | 1,602             | 2,300                |
|  | 24  | Number of students passing difficult examinations (Bar examination final success rate)   | 19.2%             | 40%                  |
|  | 25  | Number of students passing difficult examinations (Number passing the Certified Public Accountant essay examination)                   | 49                | 55                   |
|  | 26  | Number of students passing difficult examinations (Number passing the career-track examination for national public servants)           | 45                | 60                   |
|  | 27  | Number of students passing difficult examinations (Number of unofficial job offers for career-track national public servant positions) | 16                | 10                   |
|  | 28  | CO2 emissions  | -4.7%             | -18%                 |
|  | 29  | Achievement of educational objectives  | 76.5%             | 86%                  |
|  | 30  | Internal advancement   | 75.3%             | 77%                  |
|  | 31  | Percentage of affiliated school graduates who are satisfied with having chosen RU/APU  | —                 | 90%                  |

\*1: Ratio of students reporting job placement decisions to the number of job-seeking students

\*2: Ratio of students reporting job placement decisions and graduate school advancement to the number of graduates

\*3: Ratio of positive responses to questions on the achievement of educational goals in the student survey (Learning and Growth Survey)

| Policy Categories  |   | No. | KGI   | Current Situation | Target Standard |
|--|---|-----|---|-------------------|-----------------|
|  |   |     |   | (AY2021)          | (AY2025)        |
| <b>2 Ritsumeikan Asia Pacific University</b>                                   |   |     |   |                   |                 |
| (1)  | From diversity/a multicultural environment to diversity and inclusion: Pursuing new growth and creating APU education that is creative and internationally competitive  | 32  | Withdrawal rate (Undergraduate)   | 1.3%              | Under 1%        |
|  |   | 33  | International student ratio   | 46.5%             | 50%             |
|  |   | 34  | Number of countries and regions represented by current students   | 95                | 100             |
|  |   | 35  | Sense of student growth (at graduation)   | 76%               | 95%             |
|  |   | 36  | Percentage of students studying for at least two hours  | 42.2%             | 70%             |
| (2)  | Promote internationally applicable research that contributes to society and the community   | 37  | QS World University Rankings: Institution Classification/Research Intensity                                 | Moderate          | High            |
|  |   | 38  | Amount of external funding received   | JPY 85 million    | JPY 125 million |
| (3)  | Contribute to the growth of local communities around the world (create a new regional development model for civil society, government, and academia with the university at its core)                              | 39  | Overall rank in the THE Impact Ranking  | 1000+             | 201-300         |
|  |   | 40  | Number of external partner institutions   | 56                | 80              |
|  |   | 41  | Number of academic programs offered with external partners (Curricular)                                     | 4                 | 20              |
| (4)  | Enhance diverse lifespan careers in which graduates can take an active role in the world and contribute to society  | 42  | Level of satisfaction with career path the time of graduation (Students with a decided career path)         | —                 | 90%             |
|  |   | 43  | Percentage of students advancing to employment or higher education by unconventional means                  | 6.1%              | 10%             |
| (5)  | Improve the network of graduates and organizations of graduates possessing the power to change the world as global leaders  | 44  | Number of alumni who maintain ties to APU after graduation (Cumulative annual total)                        | 1,000             | 2,500           |
| (6)  | Build a foundation for, and organization to, support a Global Learning Community  | 45  | Percentage of non-Japanese permanent staff members  | 5.4%              | 8%              |
|  |   | 46  | Number of nationalities of permanent faculty staff (excluding Japan)  | 5                 | 4-6             |
|  |   | 47  | Percentage of permanent staff with degrees (master's or higher)   | 17%               | 20%             |
|  |   | 48  | Ratio of tuition to total expenses  | 81.6%             | 75%             |
| <b>3 Integrated Primary and Secondary Education and the Affiliated Schools</b> |   |     |   |                   |                 |
| (1)  | From affiliated schools to integrated education schools: Integrated education where the primary school, junior high schools, high schools, universities, and graduate schools work together to cultivate students | 49  | Internal advancement  | 75.3%             | 77%             |
| (2)  | Designing various learning venues: Striving to produce leaders for a multicultural society  | 50  | Percentage of current students with diverse backgrounds   | 100%              | 10%             |
|  |   | 51  | Percentage of students involved in inquiry-based learning   | 100%              | 80%             |
| (3)  | Learning for student development: Developing the Ritsumeikan version of the Future Classroom  | 52  | Level of satisfaction with sense of student growth  | 89.5%             | 95%             |
|  |   | 53  | Level of satisfaction with learning that accommodate individual interests (Individually optimized learning) | 75.1%             | 90%             |
| <b>3-1 Ritsumeikan Primary School</b>  |   |     |   |                   |                 |
| (1)  | Major policies for Ritsumeikan Primary School in the first half of the R2030 Challenge Design period  | 54  | Level of student satisfaction / Level of guardian satisfaction  | 97%               | 98%             |
|  |   | 55  | Number of foreign exchange partner schools  | 9 schools         | 12 schools      |
| <b>3-2 Ritsumeikan Junior and Senior High School</b>                           |   |     |   |                   |                 |
| (1)  | Major policies for Ritsumeikan Junior and Senior High School in the first half of the R2030 Challenge Design period   | 56  | Level of student satisfaction / Level of guardian satisfaction  | 93%               | 95%             |
|  |   | 57  | Internal advancement rate   | 77%               | 80%             |
|  |   | 58  | Level of satisfaction with inquiry-based learning   | 88%               | 90%             |
|  |   | 59  | Faculty organization reforms: Female faculty ratio; permanent   | 39%               | 45%             |
|  |   | 60  | Faculty organization reforms: Female faculty ratio; management  | 33%               | 37.5%           |

| Policy Categories  | No.  | KGI  | Current Situation              | Target Standard |                |
|--|--|--|--------------------------------|-----------------|----------------|
|  |  |  | (AY2021)                       | (AY2025)        |                |
| <b>3-3 Ritsumeikan Uji Junior and Senior High School</b>   |  |  |                                |                 |                |
| (1) Major policies for Ritsumeikan Uji Junior and Senior High School in the first half of the R2030 Challenge Design period      | 61   | Level of student satisfaction / Level of guardian satisfaction   | 95.4%                          | 97%             |                |
|  | 62   | Internal advancement rate  | 86%                            | 88%             |                |
|  | 63   | Number of students advancing to foreign universities   | 16                             | 25              |                |
|  | 64   | Students with international backgrounds  | 351                            | 400             |                |
|  | 65   | Percentage of students surpassing 430 on TOEFL in 3rd year of IG Course  | 74%                            | 70%             |                |
| <b>3-4 Ritsumeikan Keisho Junior and Senior High School</b>  |  |  |                                |                 |                |
| (1) Major policies for Ritsumeikan Keisho Junior and Senior High School in the first half of the R2030 Challenge Design period   | 66   | Level of student satisfaction / Level of guardian satisfaction   | 93%                            | 95%             |                |
|  | 67   | Internal advancement rate  | 50%                            | 50%             |                |
|  | 68   | Number of students accepted to University of Tokyo / Kyoto University / medical schools                                    | 38                             | 50              |                |
|  | 69   | Number of students accepted to University of Tokyo / Kyoto University / medical schools (while still enrolled)             | 20                             | 30              |                |
|  | 70   | Number of students accepted to foreign universities  | 2                              | 7               |                |
| <b>3-5 Ritsumeikan Moriyama Junior and Senior High School</b>  |  |  |                                |                 |                |
| (1) Major policies for Ritsumeikan Moriyama Junior and Senior High School in the first half of the R2030 Challenge Design period | 71   | Level of student satisfaction (high school study support)  | 5.75                           | 7.0             |                |
|  | 72   | Level of guardian satisfaction   | 74.4%                          | 80%             |                |
|  | 73   | Internal advancement rate  | 83%                            | 90%             |                |
|  | 74   | Faculty organization reforms: Female faculty ratio; permanent  | 23%                            | 45%             |                |
|  | 75   | Faculty organization reforms: Female faculty ratio; management   | 10%                            | 30%             |                |
|  | 76   | Spaces created to accommodate new learning styles  | 360 seats                      | 720 seats       |                |
|  | 77   | Spaces created to accommodate new learning styles (LC %)   | 25%                            | 50%             |                |
|  | 78   | Game changer indicator (Number of social projects implemented)   | 7                              | 14              |                |
|  | 79   | Game changer indicator (Number of projects attempted)  | 112                            | 1,440           |                |
|  | 80   | Enhancing and diversifying on-site extracurricular activities: Number of premier clubs advancing to national competitions) | 3 clubs                        | All clubs       |                |
|  | 81   | Enhancing and diversifying on-site extracurricular activities: Number of activity groups                                   | 44                             | 100             |                |
| <b>4 The Ritsumeikan Trust</b>   |  |  |                                |                 |                |
| (1) Improving organizational management and frameworks   | 82   | Female faculty ratio (including non-tenured)   | RU<br>APU                      | 24.1%<br>31.9%  | 26.7%+<br>35%+ |
|  | 83   | Female manager ratio (Assistant Manager and above)   |                                | 22.7%           | 30%+           |
|  | 84   | Ratio of employees with disorders (entire Ritsumeikan group)   |                                | 2.81%           | 2.86%          |
|  | 85   | Staff sense of fulfillment with work   |                                | 79.1%           | 90%+           |
|  | 86   | Percentage of employees with master's degree or higher (Staff)   |                                | 11%             | 15%+           |
|  | (2) Financial operations in accordance with the Basic Policy on Financial Operations | 87   | Ordinary net income/loss ratio |                 | 2.2%           |
| 88   |  | Ratio of tuition to total expenses   |                                | 71.6%           | 75% or lower   |
| 89   |  | Educational activities balance ratio   |                                | -2.6%           | 0%+            |
| 90   |  | Percentage of Specified Assets I held  |                                | 100%            | 100%           |
| 91   |  | Percentage of Specified Assets II held   |                                | 76.3%           | 50 - 100%      |
| 92   |  | Liquidity ratio  |                                | 103.3%          | 100%+          |
| 93   |  | Net asset ratio  |                                | 86.7%           | 85%+           |

