

AY 2024

# Operating Plan

# 2024 | 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.

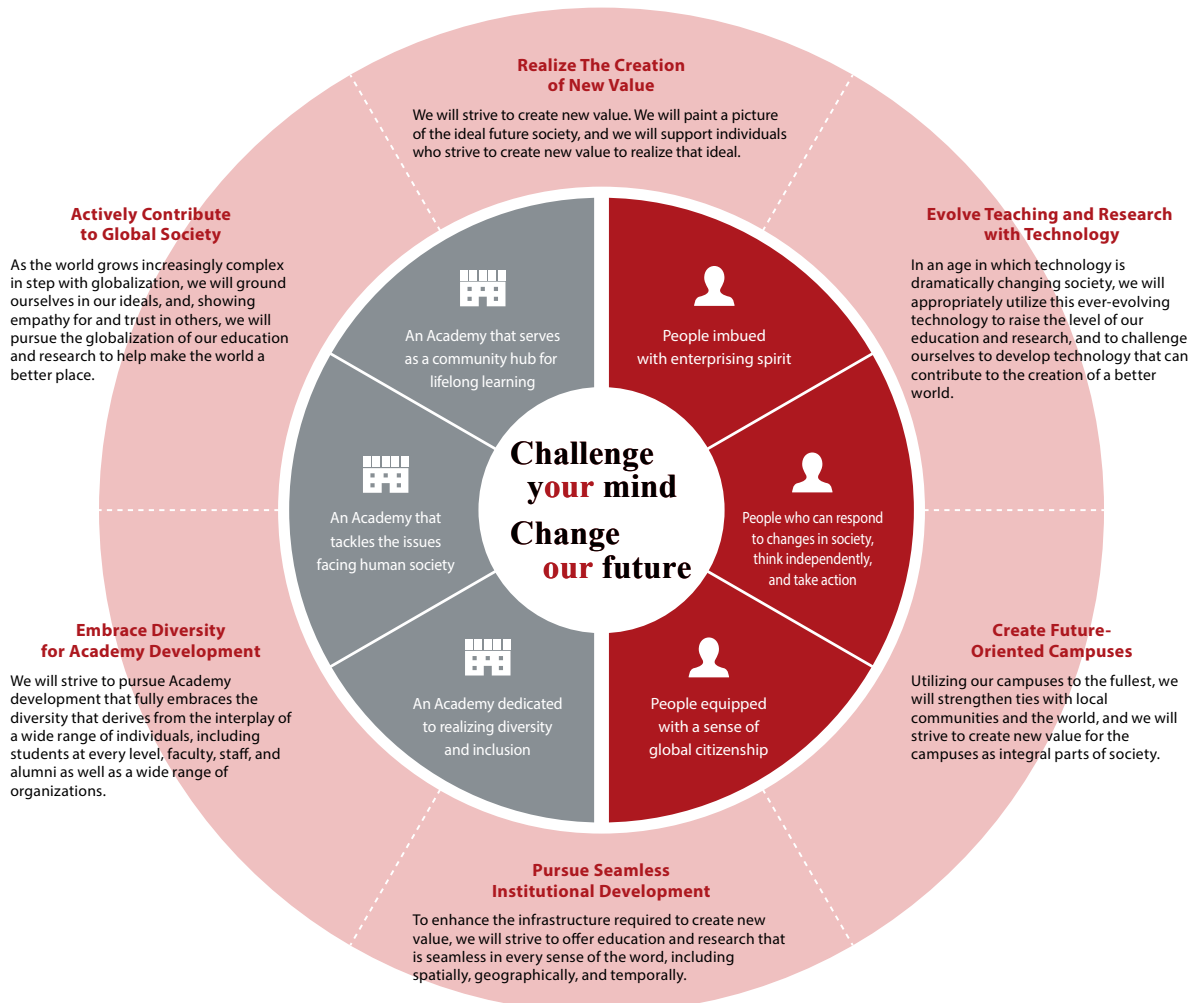
**Icon: Person** **Ideal Qualities in Our People**

**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	(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
	(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
	(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
2 Ritsumeikan Asia Pacific University	(1) From diversity/a multicultural environment to diversity and inclusion: Pursuing new growth and creating APU education that is creative and internationally competitive
	(2) Promote internationally applicable research that contributes to society and the community
	(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)
	(4) Enhance diverse lifespan careers in which graduates can take an active role in the world and contribute to society
	(5) Improve the network of graduates and organizations of graduates possessing the power to change the world as global leaders
	(6) Build a foundation for, and organization to, support a Global Learning Community
3 Integrated Primary and Secondary Education and the Affiliated Schools	(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
	(2) Designing various learning venues: Striving to produce leaders for a multicultural society
	(3) Learning for student development: Developing the Ritsumeikan version of the Future Classroom
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	(1) Improving organizational management and frameworks
	(2) Financial operations in accordance with the Basic Policy on Financial Operations

# 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 (Up though AY2025)

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

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- We will focus on developing activities that contribute to improving our reputation as a research university by aggressively promoting joint research and the dissemination of research outcomes by RARA Fellows and RARA Associate Fellows, acquiring large-scale competitive funds such as large Grants-in-Aid for Scientific Research and signature subsidies, and submitting papers to high-impact journals.
- In addition to contributing to the advancement of the graduate schools by supporting the research environment for RARA Student Fellows (doctoral students), we will further promote collaboration with RARA Fellows and Associate Fellows to produce high-impact research outcomes and improve our standing in world university rankings.
- We will work to strengthen the research networks of our researchers with overseas research institutions by continuing the International Joint Research Promotion Program and the Support Program for Publication in High Impact Journals. However, the developmental potential of these research networks will be verified through focused support based on the track record of the two years in which these systems have been implemented (e.g. co-authored papers, acquisition of external funds, status of participation of young researchers centered mainly on graduate students).

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

#### Policy objectives (Up though AY2025)

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
- Develop an online educational framework for the Ritsumeikan Global Integrated Education System in cooperation with affiliated and partner schools

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We will formulate a detailed plan for Ritsumeikan Knowledge Nodes (RKN).

- International strategy as a next-generation research university
- Achievements and issues pertaining to the internationalization of Ritsumeikan University
- Comprehensive review of overseas offices and their roles as part of our international strategy

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

#### Policy objectives (Up through AY2025)

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

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We will establish a university-wide framework for DX promotion led by the Division of DX Promotion for Education and Research.

- Clarify the roles and responsibilities of the directors and deputy directors of each division for DX promotion, appropriately operate office meetings to this end, and enhance the RDP while ensuring its appropriate management and utilization

- Enhance data linkages (incorporate data other than RIGING 4G core data, data from various systems for career support and the affiliated schools, Researcher Database, survey data, local data, etc. -> propose a data linkage plan)

- Promotion of projects:  
Enhance data analysis (initiatives to add more data analysis personnel -> propose plan) and data linkages among the RU/APU Student Portals, the RU Faculty Portal, Moodle (expand PoC targets and add linked systems for full transition in AY2026 -> propose plan for linked systems), and DX measures for alumni/parents (incorporate data other than RIGING 4G core data, data from various systems for career support and the affiliated schools, Researcher Database, survey data, local data, etc. -> propose a data linkage plan)

4. Establish a research and education center (graduate school) in the field of earth and planetary science

Policy objectives (Up through AY2025)

- 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 Earth & Space Exploration Center (ESEC) (established in AY2023)
- Materialize an educational center in the field of earth and planetary science

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<Academic>

- We will undertake further considerations on an educational center in the field of earth and planetary science, including the possible establishment of a college and/or graduate school. We will move forward with discussions in the Science Research and Education Concept Development Committee (Committee A) and the Working Groups under Committee A and undertake initiatives with an eye on establishing an Establishment Preparation Committee in or around April 2024 and an Establishment Committee in the fall of the same year.
- As part of the initiatives above efforts, we will hold detailed discussions on related issues (social needs assessment, advancement and careers, prospects for securing enrollment, prospects for faculty organization and appointment, global expansion, facility improvements, financial prospects, etc.).

<Research>

- In the Earth & Space Exploration Center, we will elaborate upon the research topics of individual researchers and activate the formation of joint research projects both inside and outside the university. We will develop new research and obtain external funding through collaboration with external research institutions and companies, both domestically and internationally.

- The Center will also consider details with regard to inviting researchers and further improving the research environment, which is necessary to further develop world-class, unique research.

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 (Up through AY2025)

- Consider 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 based on developments in the CVIC, which was awarded a large government subsidy

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- Based on the status of implementation of the future plans of each college at of BKC presented at the Review and the plans and progress of developments for the tentatively named Grassroots Innovation Center (GIC) and the Cross-verse Innovation Commons (CVIC) as well as the content proposed and reported in the BKC Future Plan Review Committee, the BKC 30th Anniversary Event Organizing Committee, and other meetings, we will work to elaborate upon the concept of “developing research and education that combine health, longevity, QOL, and welfare.”
- In the Science Research and Education Concept Development Committee (Committee A), we will establish a separate review committee from Committee A to elaborate upon research and academic developments in related fields as a means to work out details of the plans for the Earth & Planetary Science and the Engineering for Human Well-being fields. We will hold discussions with an eye to establishing an academic organization in or after AY2026, including the possibility of partnerships between existing colleges and graduate schools.



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

**Policy objectives (Up through AY2025)**

**Design & Art Research Field**

- Establish a Committee for the Establishment of an Academic Organization
- Open a new college and graduate school

**Digital & Communication Field**

- Implement seminars and other educational programs
- Establish new academic organization



**Action Items**

- Deliberate plan for the Design & Art Research field

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<Design & Art Research field>

- Promote preparations for establishment in the College of Arts and Design and Graduate School of Arts and Design Establishment Committee
- Hold preliminary consultations with MEXT and undertake establishment approval or notification procedures

<Digital & Communication field>

- Consider mechanisms for academic collaborations in the field

3. Developing the Socially Connected Campus concept

**Policy objectives (Up through AY2025)**

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.



**Action Items**

- 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.
- Launch and support the promotion of education and research program under the supervision of the Ritsumeikan Co-Creation Initiative
- Form industry-university-government partnerships and consortia with companies and harness open innovation to pursue industry-university-government-community collaboration

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With the relocation of the College and Graduate School of Image Arts and Sciences and the College and Graduate School of Information Science and Engineering to OIC complete, AY2024 will mark the first year of new developments on OIC. We will take this opportunity to promote various measures to create new university value by providing various Ritsumeikan Co-Creation Initiative programs and approaching actual social issues through higher-order social collaboration (co-creation and collaboration). The key Issues for AY2024 are as follows.

- By way of the Ritsumeikan Co-Creation Initiative to be established in AY2024, we will take the lead from OIC to develop new learning programs for the acquisition of new knowledge, create new research areas, and qualitatively transform learning by harnessing the capabilities of each college and graduate school as well as external human resources.
- As the pioneer of the Socially Connected Campus (SCC) concept, we will develop a variety of programs to drive the process of intellectual creation beyond the boundaries of regular and extra-curricular programs, while bringing a diverse array of players from the real world to the campus.
- We aim to increase the number of participating players from various fields and domains, while communicating these efforts to the public, and then expand this concept to the entire university.

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

**Policy objectives (Up through AY2025)**

- 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)
- We will 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.
- We will provide information to graduate students, hold events, offer advising and other support, collect information, and analyze research.
- Provide support to achieve the basic numerical targets set in the R2030 Career and Job Placement Policy.



**Action Items**

- Develop Ritsumeikan Knowledge Nodes (RKNs), open overseas hubs that will lead to the establishment of micro-campuses
- Elaborate upon the globalization of all academic systems

- Elaborate upon “migratory” learning offered through various hubs throughout Japan and overseas
- Provide career support for English-basis students in cooperation with the colleges and graduate schools
- Strengthen support for globally-minded students
- Provide support for international students who want to work in Japan
- Support students seeking distinctive career paths and develop career paths
- Support students seeking employment in new specific areas in private-sector companies
- Provide career development support starting from the first and second years in collaboration with the Division of Career Services and other divisions
- Identify career paths for students requiring individual support (e.g., students with disabilities) and students with unique backgrounds (e.g., LGBTQ)
- Identify career paths for international students
- Identify new companies that can expand our students' horizons
- Identify job openings for continuing job seekers
- Cooperate with alumni and strengthen networks with Career Advisors
- Provide highly usable information that leads to advancement and employment opportunities for our diverse student body
- 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

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- In preparation for our application to the post-SGU “Multicultural Campus Project Toward Social Impact,” we are holding discussions in the GI Division Meeting, and we will formulate a plan for AY2024 as we work out the details of our application.

5. Developing new forms of education for adult learners

Policy objectives (Up through AY2025)

- Develop and operate website to serve as the Comprehensive Platform for Adult Learning and Research

Non-Degree

- Continue deployment of Saionji Juku programs
- Plan and implement Academic Center of Ritsumeikan (ACR) programs

\*In addition to online courses, face-to-face courses will be offered in consideration of the COVID-19 situation.

- Implement data science and other skill-based programs

Degree

- Establish online courses for working adults in the existing graduate schools



Action Items

- Establish the Comprehensive Platform for Adult Learning and Research (tentative name)
- Plan and implement non-degree programs
- Establish online courses for working adults in the existing graduate schools
- Consider development of degree programs in cooperation with the existing graduate schools and other organizations
- Strengthen adult learner intake and advanced professional training programs in the existing graduate schools
- Use DX to accumulate and utilize data on learning; preemptively develop individually optimized study support measures
- 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.)
- Elaborate upon measures to enhance our presence in the Tokyo metropolitan area
- Consider establishing a co-working and learning lab

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<Non-degree>

- Initiatives in the Ritsumeikan Saionji Juku: Offer classes for the 11th cohort (about 20 participants) and further enhance the curriculum; implement 10th anniversary projects (establish an anniversary website, hold a commemorative party, hold commemorative events, and publish a book to further strengthen networks and raise the social presence of Saionji Juku)
- Plan and implement Academic Center of Ritsumeikan (ACR) programs (continuing): Expand the number and content of lectures by collaborating with internal and external organizations; consider and begin offering subscriptions in an effort to monetize activities

<Degree>

- Consider a plan to offer online courses to working adults

\* In conjunction with Policy Category 3: “Fundamentally expanding graduate school academics”

6. Implementing multifaceted open innovation

Policy objectives (Up through AY2025)

We will implement measures and create systems to support the commercialization of emerging research, and develop an ecosystem and networks to create value through open innovation with a focus on entrepreneurship and commercialization. We will also organize and improve entrepreneurship programs as part of integrated education. As part of this process, we will aim to design measures to generate synergies.

Action Items

- Elaborate upon a framework for open innovation and co-creation
- Elaborate upon a program to create ventures from emerging research
- Elaborate upon entrepreneurship programs as part of integrated education
- Develop and entrepreneur ecosystem in the affiliated schools and the university
- Implement measures that expand the horizons of innovation-orientated entities
- Expand cooperation with academic programs
- Develop new funds
- Establish a hub for open innovation at BKC in line with our selection by METI for the Development of Incubation and Industry-Academia Fusion Centers at Core Regional Universities

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- In preparation for the launch of the GIC in AY2025, we will focus on promoting open innovation by utilizing the university as a living lab. This involves practically applying research seeds to society, cultivating human resources, creating industries, and facilitating the recirculation of external funding. To achieve this, we will organize preliminary and core projects and trial prototypes.
- We will continue to improve and centralize various subsidy programs, educational programs, and event planning so that they are more connected to the initiatives above, and we will continue to promote linkages with primary and secondary education as well as efforts related to the new developments at OIC and the Umeda North redevelopment project.

Policy Category 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

1. Fundamentally expanding graduate school academics

Policy objectives (Up through AY2025)

- As a means to expand and recombine education and research toward the realization of our goal to become a next-generation research university, we will strengthen initiatives in cooperation with the Division of Research and the Division of Career Services.
- Specifically, we will enhance graduate-level common education programs (curricular and extracurricular) and strengthen the training of young researchers. We will also enact measures to increase the number of graduate students (doctoral and non-terminal master's program students) participating in research institute and research center projects
- Implement measures to encourage participation of graduate students (doctoral and master's program students) in research institute and research center projects
- 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
- Establish and implement a system to support the career development of graduate students

Action Items

- Elaborate upon a policy for wide-ranging human resources development after reconsidering the ideal candidates from 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 academic and research divisions
- 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

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- In order to realize our goal of becoming a next-generation research university, we will increase the number of graduate students participating in research institute and research center projects in cooperation with the Division of Research, and we will create an environment where graduate students can actively participate in research activities in the field.
- In particular, we will strengthen the cultivation of young researchers and support their capacity building and research activities through regular seminars and workshops. In addition, as we enhance the common graduate education program, we will invite lecturers and industry professionals from outside the university to diversify our educational offerings.
- In developing a framework for the Early Specialization scheme, we will strengthen integrated high school-university-graduate school education, and promote major education and research activities from an early stage. In particular, we will strengthen cooperation with the affiliated schools and promote initiatives to encourage students to advance to graduate school.
- We will hold discussions to work out the details of measures 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). Through these initiatives, we will promote advanced education and research activities based on the next-generation research university philosophy.

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

Policy objectives (Up through AY2025)

- As a fundamental measure of the 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).

- As we pursue upgrades related to educational DX, we will generate data from student learning and student activity logs, 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.
- In an effort to elaborate upon academic management that utilizes this data, 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.
- With regard to the curriculum, 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.
- With regard to 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.
- As we aim to realize our goal of becoming a next-generation research university, we will move forward with curriculum reforms in the existing colleges and graduate schools.

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
- 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

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<Development and adoption of educational DX applications>

- We will review our plan to adopt the next LMS at the end of AY2023, undertake pilot operations in AY2024 (continuing from AY2023), run both systems in parallel in AY2025, and aim for a full rollout in AY2026. We will a) transfer data from Manaba +R, b) develop the RISING 4G course information linkages in stages, and c) hold information sessions for faculty promote FD, and promote system usage.
- In terms of support applications, the Division of DX Promotion for Education and Research worked with the Division of General Planning and Development to establish the Next Student Portal Development Project in AY2023. We will undertake design in development work in AY2024 as we aim for a full-scale rollout in the latter half of AY2025.
- The Division of General Planning and Development completed the development of the infrastructure for the Ritsumeikan Data Platform (RDP) in AY2023. In AY2024 and AY2025, we aim to incorporate student learning logs from the next LMS and the Student Portal into RDP and begin using them.
- With regard to additional development work on the academic system (RISING 4G), we will design and develop the RISING 4G course information linkages indicated in (1)-b) above.

<Strengthen academic management>

- In addition to the new academic calendar reforms, we will develop practical academic guidelines to improve the quality of education by taking advantage of the new approach to faculty member effort.

<Reform inquiry-based education>

- Based on the educational practices in the Liberal Arts Seminar, which will be implemented on a trial basis as an inquiry-based education program, we will develop a framework for Early Specialization to promote the development of students' inquisitiveness.
- Regarding liberal arts education, we will upgrade the Mathematical, Data Science, and AI Education Program.

- In terms of foreign language education, we will establish new goals and provide support based on discussions of the post-SGU plan and English education reforms toward a university-wide rollout of English language education to serve as a bridge to research and major education.
- We will also promote the development of a new competency framework for promoting inquiry-based education.

3.Realizing new forms of learning and student support

Policy objectives (Up though AY2025)

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.

We will cultivate explorativeness and inquisitiveness among our students and other members, create a coordination system to encourage the development of these skills, and realize a framework, including a redefinition of extracurricular activities, that enables students to ascertain (visualize) their own growth.



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
- We will elaborate upon new student support systems and operational and organizational reforms centered on the Student Success Center concept.
- Graduate student career path support



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- To realize our policy objective “to become the number one university where students can achieve a sense of growth, it is extremely important for each division and office to achieve the numerical targets for the measures listed below for each action item, so this will be our utmost priority. At the same time, the Division of Student Affairs, the Division of Career Services, and the Division of International Affairs will take the lead in fundamentally defining a new kind of student support based on an understanding of Student Success. In AY2024, we plan to shift to the implementation phase for specific projects handled by the following task forces: (1)RDP, (2)office counter duties, (3)clerical duties, (4)streamlining scholarship duties, (5)human resources development, and (6)redefining peer organizations.
- Looking at difficult examinations, we have achieved a certain level of success in terms of students passing the career-track examination for national public servants and receiving unofficial job offers, so we will pattern our initiatives on what we have done thus far. Based on the AY2023 results for students passing the certified public accountant examination, we will strengthen efforts to increase the pool of examinees by implementing programs for affiliated school students to enable them to take the examination earlier than before, as well as having major auditing firms engage in awareness-raising activities. With regard to the bar examination, in AY2024, we will further strengthen written test-taking tips, including having alumni consisting primarily of recent passers provide learning consultations and answer sheet checking. In addition, we will further strengthen our efforts to increase the percentage of students who take mock examinations, which is an important issue to be addressed.

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

Policy objectives (Up though AY2025)

- 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
- 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
- Establish hubs for education and research in the Tokyo and Tokai metropolitan areas

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- While continuing initiatives in the affiliated schools to encourage students to learn about the fun of university-level learning and research, we will further explore specific ways to collaborate with the universities centered on inquiry-based learning. We will add more courses offered jointly by the affiliated schools and the colleges, promote the sharing of good practices, and design a model for 18-year integrated primary-secondary-upper secondary-tertiary-postgraduate education.

5. Creating value by making the campuses more distinctive

Policy objectives (Up though AY2025)

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 (Hard infrastructure)>

- Kyoto Museum for World Peace phase 2 renovations
- Suekawa Memorial Hall redevelopment
- Jukokan Hall improvements (in line with new college/graduate school plan)
- New building for new college/graduate school
- Improve Igakukan Hall and Zonshinkan Hall (including Yoyokan Hall)
- Improve the Tawawa site, entrance, and parking lot

<Kyoto (Soft infrastructure)>

- Kinugasa: Train student volunteer sightseeing guides for school excursions to Ninna-ji Temple and Kitano Tenmangu Shrine

- Kinugasa: Train Kanji educators and collaborate with Shirakawa Institute cultural projects
- Kinugasa: Implement activities to pass on Kyoto's traditional culture to local elementary school students and Ritsumeikan students by utilizing the Kyoto Community Museum Historic Corridor Project network.

<BKC (Hard infrastructure)>

- Renovate Creation Core
- Renovate existing facilities
- Build a hub for implementing demonstration projects based on the College and Graduate School of Science and Engineering Future Plan

<BKC (Soft infrastructure)>

- Hold campus tours and hands-on learning sessions for nearby elementary and junior high school students
- Create new services that contribute to enlivening the Front Zone by making use of the BKC Sports and Health Commons (C-Cube)
- Create services in partnership with the local governments with which we have general cooperation agreements

<OIC (Hard infrastructure)>

- Facility improvements in line with the relocation of the College of Image Arts and Sciences and the College of Information Science and Engineering
- Facility improvements in line with elaboration of the SCC concept (Creative Complex, etc.)
- Renovate existing facilities

<OIC (Soft infrastructure)>

- Hold World Expo-related events at OIC to ensure the Trust can fulfill its duties as a registered World Expo Co-Creation Partner (annual)
- Create new external cooperative partnerships (with companies and organizations, etc.) by way of initiatives tied to the World Expo Osaka-Kansai
- Create new internal cooperative partnerships (with faculty, students, etc.) by way of initiatives tied to the World Expo Osaka-Kansai

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<Kyoto>

- The Kyoto Campus Future Vision Review Committee will consider various improvements related to Suzaku and Kinugasa campuses, such as improvements to the academic and student living environment and facility renovations, and it will formulate a Basic Improvement Plan by the end of AY2024.

- In line with the relocation of the College of Image Arts and Sciences to OIC and considerations of a new college and graduate school, we will move forward with detailed design and preparations for construction with regard to the redevelopment of Jukokan Hall.
- In line with considerations of a new college and graduate school, we will consider the construction of a new building to include necessary specialized facilities at an appropriate location on the Kinugasa Campus and/or nearby land, and proceed with a specific design.
- We will proceed with discussions on issues pertaining to Kinugasa Campus in accordance with the Campus Master Plan. We will work out the details of redevelopment plans concurrent with the aging of existing facilities focused mainly on Igakukan Hall and Zonshinkan Hall. We will consider the relocation of the bus pool and the development of a new Front Zone. We will elaborate upon the MLA Plan in connection with the next-generation research university concept and consider highlighting new attractive features that connect the resources of Kinugasa Campus.

<BKC>

- Campus improvements finalized in the implementation policy:
  - Build a facility for raising and housing laboratory animals (scheduled to go into service in February 2025)
  - Renovate Union Square (scheduled to fully go into service in July 2026)
  - Facility improvements in line with College of Gastronomy Management reforms (scheduled to go into service in September 2025)
  - Grassroots Innovation Center (GIC) and the Ritsumeikan Advanced Cross-verse Innovation Commons (CVIC) (scheduled to go into service in April 2025)
  - Renovate Across Wing (in stages starting from AY2024)
  - Improve mid-size classrooms (scheduled for completion before the end of AY2023)
- Issues under consideration:
  - Utilize Creation Core
  - Build a hub for implementing demonstration projects based on the College and Graduate School of Science and Engineering Future Plan (new building)
  - Upgrade the interior, furnishings, and equipment in Union Square

<OIC>

- Elaborate upon the Socially Connected Campus as a venue for new learning and social co-creation (Try Field) in line with the relocation of the College of Image Arts and Sciences and the College of Information Science and Engineering as well as new developments on OIC
- Develop new campus services and advance education, research, and activities that contribute to the local community in conjunction with World Expo Osaka-Kansai 2025

- Open a hub for communication and exchange (in AY2024) in the core facility to be established at Grand Green Osaka (the second phase of the Umeda North redevelopment project) and use it to create value and engage in communication from Osaka
- Campus improvement issues: Consider the redevelopment and relocation of existing facilities concurrent with new developments at OIC

6. Further promoting the SDGs and carbon neutrality

Policy objectives (Up through AY2025)

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.
- Elaborate upon measures to reduce CO2 emissions in preparation for going carbon-neutral by 2030



## 2024 Annual Plan

## &lt;Initiatives in general&gt;

- Initiatives to further improve our standing in the THE Impact Ranking: We will enhance the website to serve as the foundation for initiatives related to the SDGs and carbon neutrality, and we will showcase various initiatives on the website. We will establish goals that require particular focus and strengthen efforts toward meeting those goals.
- Review and consideration of the mission and organizational structure of the Office of SDGs Promotion: We will conduct a review in the relevant divisions in conjunction with the discussion on the future shape of the Ritsumeikan Global Environment Committee, all while taking into account future trends in environmental policy.
- Enhancement of symposiums and other venues for external communications: The existing Global Environment Symposium will be redefined as the SDGs Symposium to further promote various environmental and SDGs-related initiatives and improve our name recognition.

## &lt;Individual issues pertaining to the SDGs/carbon neutrality/biodiversity conservation&gt;

- Initiatives to become carbon neutral by 2030: (1) analyze current greenhouse gas emissions, (2) deliberate decarbonization methods and initiatives to change the behavior of faculty, staff, and students, (3) develop a carbon neutral roadmap, (4) elaborate upon efforts to calculate Scope 3 emissions at Biwako-Kusatsu Campus in cooperation with the relevant divisions within the university and outside vendors.
- Participation in the University Coalition for Carbon Neutrality: We will continue discussions in the Zero Carbon Campus Working Group and the Global Zero Carbon Working Group. We will promote cooperation with other universities in each of these working groups.
- Participation in projects related to Kyoto City's designation by METI as a Decarbonization Region: We will work out details as a member of the Carbon Neutral School Trip Working Group. We will proceed with deliberations in cooperation with the Kyoto City Tourism Association, related transportation/tour operators, and other partners.
- Participation in Cas-Net Japan: We will strengthen collaboration with related universities, researchers, etc. by holding general meetings and lectures or a tentatively planned annual conference at Ritsumeikan.
- Participation in the Ministry of the Environment's 30 by 30 Initiative: We will promote initiatives by way of the advancement of research activities related to biodiversity conservation, including those being undertaken by the Japan Biochar Research Center at Ritsumeikan University. We will collaborate with other member companies and organizations.

## 7.Implementation of projects to commemorate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy and promotion of donation policy

## Policy objectives (Up through AY2025)

<Implement projects to commemorate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy>

- In 2025, 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 presenting a detailed plan to society for becoming a next-generation research university.  
We have been elaborating upon various measures since AY2023, and we will boost Ritsumeikan's presence by 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 implement commemorative events while looking ahead to 2030 and beyond.

## &lt;Promotion of donation policy&gt;

- We will enhance the presence of the Academy by expanding the scope of people who identify with and support the R2030 Academy Vision from among our stakeholders and society at large by promoting the R2030 Academy Vision Challenge Design and the donation policy in conjunction with the anniversary projects.



## Action Items

- Projects to commemorate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy (AY2023-AY2026)

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- May 2024: Hold event to commemorate new developments at OIC
- May-June 2024: Implement sports events as part of the project to commemorate the 30th anniversary of BKC
- October 2024 - March 2025: Hold a ceremony to commemorate the 30th anniversary of BKC along with events implemented by each college and graduate school and the Division of Research
- October 18, 2025: Finalize ceremony to commemorate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy and coordinate participants;
- cooperate with the Office of Public Relations, Division of General Planning and Development to engage in publicity to boost Ritsumeikan's presence by way of the various commemorative events

## 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.Future Plan for the Second Half of the APU 2030 Vision

##### Policy objectives (Up though AY2025)

- 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

- Advanced D&I human resources development (New)
- Reforms to existing colleges and centers (APS)
- Reforms to existing colleges and centers (APM/GSM)
- Reforms to existing colleges and centers (ST) (New)
- Reforms to existing colleges and centers (CLE)
- Reforms to existing colleges and centers (EDLSC)
- Reforms to existing colleges and centers (MRC)
- Deepen multicultural cooperative learning -> Pursue Global Learning (in class)
- Pursue new DX-driven academic developments
- Graduate School Advancement Policy

- Expansion into science and technology (new)
- Harness internal and external resources to pursue new developments at a high level, realize the APU2030 Vision, and establish the APU Model for Education

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- Regarding the numerical targets related to academic activities, the current projections will be shared within the Division of Academic Affairs by the first half of AY2024. We will then discuss strengthening initiatives to achieve these targets and promote initiatives aimed at reaching the numerical goals before the end of the academic year.
- In order to further enhance the presence of APU as a global university, it is essential to elaborate upon initiatives with a view to the post-SGU era, and we will proceed with working out the details of the post-SGU concept. Specifically, we will work with the Office of Planning to elaborate upon the collaboration plan that we have begun discussing with Kyushu Institute of Technology, and we will implement policies in accordance with the roadmap.

#### 2.Strengthening admissions

##### Policy objectives (Up though AY2025)

- 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
- Strengthen domestic admissions (strengthen ties with affiliated schools, partner schools, and high school-university partnership program schools)
- (Special promotional budget) Domestic admissions strategy (strategy for the Tokyo metropolitan area)

- (Special promotional budget) Public relations, branding strategy and Tokyo metropolitan area strategy for the new college and reforms to the existing colleges

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- For undergraduate students, we will strengthen our digital marketing (social media publicity and SEO measures, etc.) to strengthen our online approach to those living in underrepresented countries, and after obtaining their personal information, we will direct them to Slate, our application system, to promote the flow of applications. For graduate students, we will strengthen publicity for students on external scholarships from JICA and other organizations (improving our special website and holding webinars, etc.) to strengthen the acceptance of graduate students from countries where it is difficult to accept them as privately funded international students.
- In addition to strengthening digital marketing (mentioned above), we will avoid excessive reliance on overseas offices by strengthening agent management in countries where agents are located and maintain the ratio of overseas offices at 60% or less.
- From AY2023, we will strengthen the CRM function for domestic student recruitment and provide information and events to develop potential applicants before applying.
- We will gradually expand the number of partner schools to strengthen relationships with high schools that have a high affinity with APU and lead to a stable supply of applicants. In addition, in order to make the agreement more substantial, we will implement the high school-university partnership programs that were scaled down due to the COVID-19 pandemic and connect these to securing applicants and enrollees.

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

Policy objectives (Up though AY2025)

- 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

- Build a framework for incorporating student feedback into university administration

- Advance academic and student support

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- Based on the discussions by the Divisions of Student Affairs, Academic Affairs, and Careers about strengthening student and academic support functions, we will establish a center for one-stop academic and student support early in AY2024 and commence center operations. We will undertake initiatives to promote organic cooperation among divisions related to academic and student support and implement measures to strengthen support functions.
- We will begin the operation of the APU Student Future Visionary Vice President system. Based on the activities and annual schedule of the APU Student Future Visionary Vice President, we will recruit and select students from April to May 2024, and they will begin their activities in June. The system for collecting a wide range of student voices, which has been implemented on a trial basis in past years, will be carried on by incorporating it into the activities of the APU Student Future Visionary Vice President.

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 (Up though AY2025)

- 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

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<Detailed implementation of the Research Advancement Plan>

- We will establish a new internal research subsidy system to promote the acquisition of large Grants-in-Aid for Scientific Research and to promote international joint research.

- We will promote international joint research and joint research with other universities, including Ritsumeikan University, to develop APU's strategic focal research areas, clarify our research profile, and communicate this to the world as APU's distinctive research.
- By implementing the Research Advancement Plan, we will increase the values of the two relevant KPIs from AY2024 onward as we work to achieve the KGIs.

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 (Up through AY2025)

We will begin operating the Center for Regional Collaboration, 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

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We will implement the following three measures at APU to promote strategic community outreach and regional partnerships.

- Recognize academic contributions to community outreach and regional partnerships: Based on the "Guidelines for Strengthening Joint Research through Industry-Academia-Government Collaboration" (June 2020 expanded version) formulated by MEXT and METI, we will set appropriate compensation for academic contributions to community outreach and regional partnerships activities involving APU faculty and staff members, and we will establish a framework that feeds back into internal human and physical resources. Specifically, the cost of strategic partnerships and intellectual contributions will be included in the expense items of projects that are commissioned or subsidized by external organizations, and funds will be reinvested in the university's internal resources, thus creating a cycle of expanded reproduction.

- Build networks with new attributes and in new domains: We will focus on developing networks with embassies in Tokyo, Japanese ambassadors in ASEAN, India, the Middle East, and Africa, educational and administrative agencies in these countries, and commerce and industry representatives. In parallel with this, we will continue developing existing industry-university-government-community networks.

- Establish a problem-solving community:

We will establish a fixed hub in Beppu City where various practical activities and test marketing can be conducted in order to develop human resources by way of solving social and regional issues. We will design and develop programs to organize students, alumni, working adults, and local residents into groups who will engage in ongoing activities at the hub.

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 (Up through AY2025)

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
- Strengthen support for placement in international organizations

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- We will develop the graduate school support events implemented in AY2023 in collaboration with the undergraduate colleges and support the creation of a system in which the undergraduate school can proactively support and guide students towards graduate school advancement, while developing the Division of Careers' own events.

- We will take measures to make it easier for students to visualize their own careers from the early years, such as presenting role models for non-traditional career paths using the web and social media.
- A career path to an international organization usually requires a master's degree or higher, and we will work with faculty, alumni, and external organizations to implement measures that allow students to take ownership of their own career plans—such as [undergraduate -> employment -> graduate school -> career advancement] or [undergraduate -> graduate school -> international organization)]—via various opportunities, deepen their undergraduate learning, and become aware of the importance of having expertise.
- Based on the reform of the staff organization, we will work with the Activities, Research, and Liaison Office and the Institutional Planning Office to further enhance the alumni cooperation system for career support for current students and will begin a survey on the career support needs of graduating students and alumni, and we will proceed with considering specific measures.
- The APU International Affairs Network (Neo SAIA) on LinkedIn will continue to encourage participation from students, alumni, faculty and staff, and we will aim for this to be run by students.
- With regard to the career survey in collaboration with the colleges, which was started on a trial basis in AY2023, we aim to increase the response rate (information provision rate) from seminar instructors in each college and to improve the rate and accuracy of career path understanding.

**2.Strengthen support for student entrepreneurs**

Policy objectives (Up though AY2025)

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 proceed with elaborating upon the following initiatives: cooperation with regular curriculum entrepreneurship education, cooperation between the RCAPS-affiliated centers and the Career Office (to encourage participation of students in variety projects), strengthening of cooperation with alumni entrepreneurs including APU Startup Founders, strengthening of cooperation with external institutions (e.g., PARKS, economic federations, local governments, and startup support agencies), strengthening of publicity by improving the Startup Program and startup support website and enhancing the content thereof.



Action Items

- Strengthen publicity for the Startup Program
- Use Startup Program subsidies to support students' activities

2024 Annual Plan

The APU Startup Program has begun its sixth cohort, with 34 groups from 15 countries. In 2023, we will take the following steps to lead to entrepreneurship, based on the concrete goals of establishing a support system through external entrepreneurial support organizations, launching the Startup Program website, and acquiring external funding by becoming a Platform for All Regions of Kyushu & Okinawa for Startup Ecosystem (PARKS) cooperating organization. We will also set up dedicated space for this purpose (including the consideration of a virtual space).

- Enhance the support system, including considering and testing a system for supporting startup preparation by external support organizations
- Enrich the content of the Startup Program website and work to present model cases that lead to entrepreneurship and provide information that will contribute to CXO (executive level) human resource development
- Promote preparations to acquire GAP funds in collaboration with PARKS-participating universities in science and engineering, by working with PARKS's initiatives and funds, collaborating with entrepreneurship education faculty, and enhancing linkage with startup support.

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 (Up though AY2025)

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 not only bolster the participation of alumni in student learning and job placement support, we will also 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).





Action Items
<ul style="list-style-type: none"> <li>● Lifelong learning programs</li> <li>● Lifelong career support programs</li> <li>● Support the formation of groups based on occupations and programs</li> <li>● Implement measures in cooperation with alumni funded by Support Change Makers donations</li> <li>● Build a network of alumni to provide support for startups and business development</li> <li>● Conduct survey with alumni 5, 10, and 15 years after graduation</li> </ul>

2024 Annual Plan

- Based on the operation of the new alumni system and the maintenance and utilization of alumni data commenced in AY2023, we will elaborate upon a policy for the use of the APU Alumni Association Support Change Makers Scholarship Fund (a new alumni donation category), begin soliciting donations, and strengthen cooperative ties between the APU Alumni Association and APU. Specific measures will include the development of off-campus study programs, the launch of a projects to support students' extracurricular activities, and the creation of a network to support startups and business development. The APU Alumni Association Support Change Makers Scholarship Fund will be used as a source of funds to support the aforementioned activities and further stimulate the solicitation of donations.

Policy Category 6

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

1.Promoting globally applicable governance

Policy objectives (Up though AY2025)

- We will define and clarify the roles and jurisdiction of faculty members in executive positions and proceed with reforms to official meetings.
- In addition to the stable operation of the restructured administrative organization, we will reform the organizational culture to continuously promote the development of professional skills among staff members, cross-divisional collaboration, and operational efficiency.
- Based on the Diversity, Equity & Inclusion Promotion Committee established in AY2023, we will implement an internal DE&I policy and work to transfer our know-how to the local community.



Action Items
<ul style="list-style-type: none"> <li>● Deliberate approaches to university administration</li> <li>● Consider faculty roles</li> <li>● Consider staff roles</li> <li>● Development of inclusive environments by the Diversity, Equity &amp; Inclusion Promotion Committee</li> <li>● Respond appropriately to university evaluations</li> </ul>

2024 Annual Plan

<Review official meetings and the roles of faculty members in executive positions>

- In AY2024, APU executives and the staff members in the secretariat will participate in various executive-level meetings and provide other kinds of support to ensure that the reforms actually function.

<Reforms to the administrative organization>

- In AY2023, we collected approximately 300 ideas for improving operational efficiency from each division, integrated ideas from similar work fields and related ideas, and worked to consolidate issues into larger categories. In the first half of AY2024, we will develop a roadmap for these work reform measures and assign implementation teams in each division. The progress of each measure will be managed at the Administration Meeting, and we will accompany and support the implementation until the effects are derived.
- In light of the introduction of the High School Student Future Visionary Vice President system in AY2024, we will proceed with the consideration of an operating plan that actively incorporates the opinions of a wide range of stakeholders.

<Promotion of DE&I>

- Measures for the university include raising awareness of DE&I, inspecting campus facilities for reasonable accommodation, considering policy proposals to realize a DE&I environment in the faculty organization (discussions with the Faculty Councils of each college and graduate school), and identifying support needs for DE&I.
- For those outside the university, APU will provide the know-how it has cultivated about creating a DE&I environment to companies, local governments, etc., and will develop and provide DE&I human resource development programs in collaboration with the Center for Inclusive Leadership.

## 2.Strengthening the financial base

### Policy objectives (Up through AY2025)

- We will promote initiatives for comprehensive circular development with the aim of strengthening our medium-to long-term financial base. Specifically, based on the APU2030 Challenge Design, we will increase our presence both inside and outside the university by improving the quality of education and research on a university-wide basis and promoting public relations and branding. At the same time, we aim to provide comprehensive support to students by way of support for student activities and careers and to further improve the learning environment.
- By actively utilizing external resources and introducing various revenue-generating measures, we aim to secure diverse funding sources that do not rely solely on tuition revenue and to strategically allocate the budget backed by these revenue streams. As part of this, we will approach the ongoing optimization of the gap between forecasted and actual budgets, the formulation of the APU Policy Budget, and the review and consideration of scholarship budgets.
- Based on medium-term financial simulations, we will formulate a proactive financial plan (for AY2024-AY2026) aimed at realizing the tentatively named Yoneyama Vision, and this will support the R2030 APU Challenge Design from the dual perspectives of financial and human resources.



### Action Items

- Consider a policy for long-term fiscal restructuring
- Donation policy

### 2024 Annual Plan

- We will analyze our medium-term financial structure and formulate a financial plan that secures new sources of revenue and thoroughly scrutinizes our expenditure budget.
- In order to increase dormitory fee revenue, including for the new AP House 5, we will implement new measures to recruit additional domestic students and successful applicants who did not request dormitory housing at the time of application, and we will continue to work with the relevant divisions and offices to increase donations from both Japanese and foreign companies.
- Regarding subsidy revenue, the Institutional Planning Office will form an internal task force and coordinate with the relevant divisions and offices in an effort to secure our selection for the competitively awarded Comprehensive Support Project for Private University Reform.

### 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 (Up though AY2025)

- 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

2024 Annual Plan

- While continuing initiatives in the affiliated schools to encourage students to learn about the fun of university-level learning and research, we will further explore specific ways to collaborate with the universities centered on inquiry-based learning. We will add more courses offered jointly by the affiliated schools and the colleges, promote the sharing of good practices, and design a model for 18-year integrated primary-secondary-upper secondary-tertiary-postgraduate education.

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

Policy objectives (Up though AY2025)

- 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
- Elaborate upon an elementary-junior high school partnership education framework in cooperation with Tanaka Gakuen Ritsumeikan Keisho Elementary School

2024 Annual Plan

- In the AY2025 curriculum reforms for Ritsumeikan Primary School, we will develop a new vision for 12-year integrated primary-junior high-high school education as well as educational programs and a teacher system centered on inquiry-based learning.
- We will develop a curriculum for internal advancement from Tanaka Gakuen Ritsumeikan Keisho Elementary School to Ritsumeikan Keisho Junior High School.

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 (Up though AY2025)

- 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
- Deploy integrated education and create hubs as part of our regional strategy



- Consider the establishment of EdTech-driven online courses both inside and outside Japan

2024 Annual Plan

- We will advance the introduction of individually optimized learning programs using online tools and AI, and we will consider new styles of subject classes, such as the introduction of flipped classrooms. We aim to improve the reputation of Ritsumeikan's integrated education by shifting from a school centered on subject classes to one centered on inquiry-based learning.

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 (Up though AY2025)

- 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

2024 Annual Plan

- We will elaborate upon the Online High School concept.
- As part of this process, we will develop teaching materials that enable flipped classrooms that can also be used in the affiliated schools, and we will consider learning platforms equipped with LMS functions.
- To develop teaching materials, we will consolidate the educational resources of the affiliated schools to date and promote their implementation.

2. Growth through extracurricular and self-directed activities

Policy objectives (Up though AY2025)

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
- Create hubs for culture and sports in cooperation with the local community
- Reform club activities to create time for affiliated school teachers to focus on educational development

2024 Annual Plan

- We will develop a scheme to address beneficiary burden in preparation for club activity reforms. In addition, we will review the club activity advisor system and develop a scheme to conduct activities in collaboration with Ritsumeikan University clubs. In particular, we will consider collaboration with university-level primary clubs and the nature of club activities themselves, which are a heavy burden on the affiliated schools.

3. Improving the educational infrastructure and developing teachers' capabilities

Policy objectives (Up though AY2025)

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.

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

2024 Annual Plan

- We will promote work style reforms for teachers and consider school management with the aim of making each school self-sufficient from AY2026 onwards. We will work to develop attractive educational programs for affiliated schools by promoting the financial independence of each school along with Ritsumeikan's unique inquiry-based learning.

## 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 (Up though AY2025)

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

### 2024 Annual Plan

- In terms of group building and organizational development, we will consider the concept and specific methods for building safer and more secure classrooms, grade levels, and teacher and staff organizations. On this basis, we will consider the curriculum for subject-based learning and Community Time, as well as specific measures for thematic learning and project-based learning, aiming for reciprocal movement between basic learning and inquiry-based learning.



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

### Policy objectives (Up though AY2025)

- 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

### 2024 Annual Plan

- In AY2023, we compiled a policy on the new directions of global education as part of future school development with an eye toward comprehensive school internationalization. Based on these guidelines, the goal is to separate what all students will work on from "top-up" opportunities for specific purposes and levels. Specifically, we will implement initiatives to realize the following.

<For all students>

- "I Grew up in Kyoto" (Kyoto Studies): Visualize and systematize learning about the authenticity of Kyoto culture

- Develop structures and teaching materials for conceptual learning to enhance DE&I-oriented cross-cultural sensitivity
- Consider student intake on Reverse Gap Term Study Abroad Programs
- Interact and collaborate with international students at RU and APU

<For top-up program students>

- Diversify term-based study abroad (resume TAS) programs and destinations, establish a scholarship
- Build networks with foreign partner schools
- Hold cooperative events with the College of Letters
- Hold cooperative events (e.g., Global Gateway Program) with the College of Global Liberal Arts

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

#### Policy objectives (Up though AY2025)

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)

#### 2024 Annual Plan

- We aim to pursue and realize optimal learning for students, such as implementing online collaborative learning with overseas schools and utilizing online self-study materials for individual optimized learning.
- To achieve this, keeping in mind the overall picture of the ICT infrastructure, we will make improvements to bottlenecks in the system, and in particular, we will consider measures for platform-building and cloud management. In addition, we will continue to consider the creation of digital portfolios that allow students to check their individual learning histories, while visiting progressive schools and receiving advice from external advisors.

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

#### Policy objectives (Up though AY2025)

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

#### 2024 Annual Plan

- We will work to firmly establish projects such as the EARTH program, which provides early childhood education for preschool children and recurrent education for senior citizens.
- We will plan new projects in collaboration with companies and develop new projects that are open to society and the community.
- Utilizing the know-how gained at Ritsumeikan Primary School, we will consider creating multiple hubs, including the possibility of expanding into other regions, in order to attract more prospective students.

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

#### Policy objectives (Up through AY2025)

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.



#### 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.

#### 2024 Annual Plan

- We aim to further enhance the cooperation between Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School, track the subsequent growth of students and monitor their situation. Based on this evidence, we will consider necessary measures.
- We will also consider the possibility of establishing multiple tracks to meet diverse needs.

## 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 (Up though AY2025)

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
- Work out details for the introduction of the new curriculum
- Elaborate upon the Ritsumeikan Challenge Week concept

#### 2024 Annual Plan

- The new curriculum (2022 curriculum) will enter the final year of its first full cycle as we aim to foster talent who will be key players in supporting our goal to become a next-generation research academy. The new curriculum aims to cultivate a spirit of independence and self-reliance and to foster inquisitiveness through the improvement of the guidance system for problem-based research and the increase in the number of credits for problem-based research as well as through the expansion of research in fields that integrate the humanities and sciences. In addition, we aim to operate individualized optimized learning initiatives more effectively based on the practices and comprehensive review of the past two years.
- Ritsumeikan Challenge Week will be re-examined from various perspectives, including the further uncertainty of the international situation and compatibility with work style reforms, and we will implement it as the Overseas Challenge Program (AA Training) from AY2025 as an initiative aimed at cultivating a spirit of independence and self-reliance and inquisitiveness.

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

#### Policy objectives (Up though AY2025)

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

#### 2024 Annual Plan

- The 22nd Japan Super Science Fair (JSSF) and the 11th Rits Super Global Forum (RSGF), which are organized by Ritsumeikan Junior and Senior High School and which invite students from numerous countries and regions and from schools throughout Japan, will be the pillars of the initiative. We will further expand and strengthen our network and mutual trust with many foreign partner schools, which has been backed by many years of practice. Through this, we will strengthen our educational foundation for understanding diversity and acquiring multicultural collaboration skills, and we will further promote the development of hybrid learning that also harnesses the digital transformation (DX).
- In order to develop talent for international science, we will secure the participation of many students and schools in international joint research with foreign schools, disseminate the know-how to other affiliated and partner schools and other schools in Japan, and promote initiatives based on our designation by MEXT as a Science and Technology Human Resources Development Core School.
- We will promote the creation of a school that is trusted and loved by the local community and contribute to the development of the region.

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

Policy objectives (Up through AY2025)

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

2024 Annual Plan

- We will elaborate upon the plan to establish and operate the tentatively named Next Generation Multipurpose Lab. We will further emphasize collaboration with the College of Science and Engineering at Ritsumeikan University as we aim to become a cutting-edge educational facility that contributes to inquiry-based learning, problem-based research, and advanced design for high school-university partnerships as a center of Science, Technology, Engineering, Art, & Mathematics (STEAM) education. At the same time, we will undertake preparations based on the fact that the school will also function as a center for entrepreneurship education.
- We will move forward with preparations for the shift to BYOD in the high school starting in AY2025.
- We will promote the creation of a school that is trusted and loved by the local community and contribute to the development of the region.

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

Policy objectives (Up through AY2025)

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 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.

2024 Annual Plan

- In order to discover and develop talent that will support our goal of becoming a next-generation research academy in the process of providing integrated primary-secondary-upper secondary-tertiary-postgraduate education, we will promote educational practices that foster individuality and potential from two perspectives: discovering and developing outstanding talent and the need for daily individualized learning support for some students with learning difficulties who advance internally from the primary school.
- In addition to junior high school-university partnerships and high school-university partnerships, we will place emphasis on career education and further strengthen our collaboration with the Ritsumeikan Seiwakai Alumni Association, an organization composed of school graduates boasting a network of approximately 35,000 people.
- The 120th anniversary commemorative projects (to be implemented in AY2024 and AY2025) will also serve as symbolic efforts for an attractive integrated education and will be a driving force for future developments.
- In collaboration with the Division of Integrated Primary and Secondary Education, we aim to build a platform that will smoothly accumulate portfolios and learning data by unifying the 12-year primary-junior high-high school data system and enable the promotion of a utilization plan.



## 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 (Up though AY2025)

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
- 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.

##### 2024 Annual Plan

- The 2024 academic year marks the 30th anniversary of Ritsumeikan Uji and the 60th anniversary of Uji Gakuen. We plan to hold anniversary events (e.g., opening the renovated grounds to the public, tea ceremonies in the renovated Japanese garden, special commemorative lectures by renowned speakers) in collaboration with the Parents Association and the Parents Association for Student Education Assistance.
- We will further develop inquiry-based learning with AL Network partner schools and companies, increase the number of international students accepted from around the world, and strengthen collaboration with local organizations such as Uji City, the Uji Chamber of Commerce and Industry, and Urban Design Center Uji, further enriching the connections we have cultivated to date and creating a positive feedback loop in the school's educational activities.

#### 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 (Up though AY2025)

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 problem-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

##### 2024 Annual Plan

- We will begin designing a system to make inquiry-based activities self-sustaining while improving the quality of the activities that have been implemented based on temporary funding from the Mitsubishi Mirai Foundation and the Grassroots Program.
- In terms of individual optimization, we will verify the implementation of AI teaching materials and tutorials that were trialed in 2023.
- As for guidance on entering overseas universities, we will further develop the Overseas University Advancement Fair held in AY2023, develop the connections created by it, and concretely implement university advancement guidance by the counseling team.
- Turning to the development of the learning commons, we will not only improve the library, we will also improve the learning environment in the student lounge and expand the connection to the study space in the new dormitory scheduled for completion in AY2026.

- With regard to high school-university partnerships, we will continue to offer various lectures as part of the "Humanities Inquiry" elective for the 3rd-year high school students in the IG Course with a view to creating connections with various colleges. In addition, we will continue to implement projects that allow students to experience university learning, such as campus tours, laboratory experiences, and one-off lectures, and we will undertake partnership programs that consider the possibility of students advancing to international universities and colleges like APU and GLA.

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

Policy objectives (Up though AY2025)

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.

2024 Annual Plan

- The first cohort of junior high school IP Course students will advance to the high school IB Course, and further improvements will be made to ensure the completion of their six years of IB education.
- The center establishment plan will be worked out with an eye toward the possibility of sustainable mid- to long-term development within the respective policies of the International Center and the Career Education Division.



- The new dormitory plan will be finalized with the selected vendor, with construction to begin in 2025 and conclude in April 2026.

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

Policy objectives (Up though AY2025)

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
- 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.

2024 Annual Plan

- The new curriculum to be implemented in 2025 will be finalized, and the teacher organization will be improved accordingly.
- We will further develop the teacher training system based on the system organized by the Career Education Division in AY2023.
- In conjunction with work style reforms, we aim to improve operations in other ways such as by reviewing the nature of meetings.



## 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 (Up though AY2025)

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

### 2024 Annual Plan

- We will finalize the GL concept by the end of AY2023, and we will ask various parties to join in discussions and reviews concerning the GL concept in AY2024. We would like to consider feasibility and conduct market research, starting with RU and APU.
- We will finalize the dormitory policy by the end of AY2024 in preparation for the expiration of the existing dormitory contract in 2025.

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

##### Policy objectives (Up though AY2025)

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

### 2024 Annual Plan

- As the top preparatory school in Hokkaido, we will place the highest priority on meeting the expectations of applicants, students, and parents regarding our track record of advancement, while reconsidering and establishing teaching styles, involvement and support for home learning, and training policies in order to meet the demands of self-study and individual optimization.
- We will consider and trial work styles and working environment improvements in order to move forward with the sharing of know-how among SP teacher teams, daily information exchanges, and the improvement (cultivation) of the expertise of young teachers.

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

##### Policy objectives (Up though AY2025)

- 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
- Elaborate upon a cooperative elementary-junior high school curriculum in preparation for the intake of elementary school graduates in AY2025

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### 2024 Annual Plan

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- Continuing from AY2023, we will hold a discussion meeting with the parents of elementary school students, send invitations to the Ritsumeikan Festival (junior high and high school festival), and offer an experiential learning session for elementary school students. In addition, we will send Keisho Japanese and mathematics teachers to the elementary school to give on-site lessons that contribute to school integration.
  - We will clarify the system for accepting students in AY2025. The relevant teachers will work with Tanaka Gakuen Ritsumeikan Keisho Elementary School to ascertain those students scheduled to be accepted.
  - We will summarize discussions in the first half of AY2024 regarding curriculum reforms, course reforms, and timetable reforms for AY2025 and beyond.
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## 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

#### 1. Curriculum reforms (stepwise implementation from AY2022)

##### Policy objectives (Up though AY2025)

- 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 (the 4 Cs) that form the basis of skills-based learning
- Study credit systems and the quarter system.

##### 2024 Annual Plan

- Finalize a two-pronged curriculum based on Core Courses and Inquiry-based Courses
- Finalize a matrix of the educational objectives (the 4 Cs) that form the basis of skills-based learning
- Enter phase two of the deployment of individualized optimized learning, consider the incorporation of this into the Internal Recommendation System, and conduct preliminary research on the Moriyama special recommendation system (Game Changer quota) to establish multiple tracks for college selection and the selection of outstanding students with special characteristics, while sharing information with the colleges
- Evaluate educational effectiveness in relation to the reduction of regular examinations
- Conduct research on the credit system

#### 2. Reorganizing departments and courses

##### Policy objectives (Up though AY2025)

- 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.
- 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.

##### 2024 Annual Plan

- Conduct research in preparation for the adoption of a high school credit system
- Conduct research on the semester system

#### 3. Student government and extracurricular activities

##### Policy objectives (Up though AY2025)

- 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

2024 Annual Plan

We will place further emphasis on the development and evaluation (self-analysis) of non-cognitive abilities.

- Student Council self-government: Rule-making, a complete review of current school rules led by students
- Student Council events: Undertake operational reforms to the Culture Festival and Sports Festival, consider the establishment of owned media
- Raise the level of and diversify extracurricular club activities (via outsourcing and educational partnerships)
- Consider measuring non-cognitive abilities
- Create a diverse array of opportunities to enhance student self-government, independence, and leadership

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

Policy objectives (Up though AY2025)

- 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.
- Provide training on basic skills for handling bullying as well as diversity and inclusion.
- Increase school support staff: Promote the specialization of teachers' roles

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.

2024 Annual Plan

- Implement teacher training that incorporates social and educational conditions
- Promote specialization of teachers hired under the Adult Quota, utilize a diverse array of experts
- Reflect on and formalize the team teacher system in its fifth year
- Second stage of club reforms (diversification and sophistication, consideration of issues regarding operating costs)
- Promote specialization of the student support system (e.g., establishment of a School Concierge position)
- Add more school support staff
- Promote operational reforms using DX

5. Rebuilding learning spaces

Policy objectives (Up though AY2025)

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

2024 Annual Plan

- Execute the First Action Plan Second Half Plan
- Employ open design in the regular classrooms in Building 1
- Improve the learning commons for the implementation of individually optimized and collaborative learning
- Formulate the Second Action Plan
- Research learning management systems (LMS)

## 4 The Ritsumeikan Trust

### Policy Category 1

Improving organizational management and frameworks

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

##### Policy objectives (Up through AY2025)

- We will foster an organizational culture where each member of the Trust can fully demonstrate their individuality and their abilities as we strive to improve the education, research, and work environment. We will work to 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.
- Operate the Trust with a governance framework established in response to the revisions to the Private School Act

##### 2024 Annual Plan

- With regard to compliance with the Governance Code in AY2023, we will check the status of compliance with Version 1.1 of the Private University Governance Code issued by the Japan Association of Private Universities and Colleges and disclose the results by the end of May 2024.

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

##### Policy objectives (Up through AY2025)

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 contribute to the promotion of 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

- [AY2023 onwards] Deliberate and elaborate upon a policy for staff who can support R2030 initiatives with the Staff Policy Development Committee taking the lead
- 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 (stricter legal standards have resulted in lower employment rates for universities taking no measures)

##### 2024 Annual Plan

- In order to reform the staff organization, it is important not only to implement systems and policies, but also to enrich the diversity of the organizational culture of its members and develop emergent talent. Since improving symbolic numerical values that embody these will lead to the permeation of the mission throughout the entire Academy, we will continue to work to improve the female employment ratio, disabled employment ratio, and male childcare leave acquisition rate throughout the Academy and use these as indicators to measure improved diversity.
- To make the staff organization reforms a reality, it is essential to improve the ability of staff themselves to respond to policy issues, so we will work to encourage the acquisition of master's degrees and increase the ratio of female managers.

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 (Up through AY2025)

- 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

2024 Annual Plan

- In preparing the AY2024 budget, we aim to achieve a positive net income/loss from educational activities in the General (Basic) Budget.
- We will optimize the budget for projects based on effectiveness verification, and we will optimize both income and expenditures.

2. Maintaining, strengthening, and diversifying the revenue base

Policy objectives (Up through AY2025)

- 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

2024 Annual Plan

- We will work to secure more revenue, including reviewing existing per-unit revenues, and we will bolster revenue sources other than tuition fees, such as subsidies.

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

Policy objectives (Up through AY2025)

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

2024 Annual Plan

- With the release of the new purchasing system in August 2024, we will promote digital transformation, including paperless operations for everything from purchase orders to fund withdrawal requests.

4. Building assets through advanced asset management

Policy objectives (Up through AY2025)

- 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

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2024 Annual Plan

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- We will conduct a trial to ascertain and measure facility user satisfaction levels and facility usage rates, and we will consider improvements to the measurement methods in preparation for rollout in AY2025.
  - We will set the AY2024 ratios while using the basic portfolio as a medium-term guide. We will then carefully construct the portfolio, taking into account the operating environment at each time and the overall operating efficiency and risk of the operating funds. We will also conduct monitoring that includes evaluation by specialized institutions.
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5.Gaining the understanding of our members by visualizing the budgeting and accounts settlement processes

Policy objectives (Up through AY2025)

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
- Optimize the general (basic) budget

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2024 Annual Plan

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- We will scrutinize the contents of the financial disclosure website and strengthen communication.
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Policy Categories	No.	KGI	Current Situation	Target Standard
			(AY2022)	(AY2025)
<b>1 Ritsumeikan University</b>				
(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	701-750	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)	66 articles	160 articles
	4	Number of grant-in-aid / large grants awarded (Type A or higher)(per year)	4	10
	5	Amount of external funding secured (per year)	JPY 4.97 billion	JPY 5 billion
	6	Indicators for DX promotion (set by METI)	Level 2	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)	95.4%	90%+ (maintained)
	10	Satisfaction with job placement / advancement (Graduate)	93.8%	90%+ (maintained)
	11	Job placement rate*1	97.0%	95%+ (maintained)
	12	Advancement rate*2	89.7%	85%+ (maintained)
	13	Known advancement rate	98.5%	98%+ (maintained)
	14	Number of current graduate students	3,731	5,000
	15	Graduate school advancement rate (Science and engineering)	50.8%	70%
	16	Graduate school advancement rate (Humanities)	5.8%	10%
	17	Number of international students in the graduate schools	1,124	1,300
	18	Number of doctoral degrees granted	107	150
	19	Number of people experiencing learning at RU (excluding undergraduate and graduate students)	approx. 55,706	500,000
	20	Number people involved in startups	approx. 1,700	4,000
	21	Total value / valuation of companies involved in startup support	JPY 25 billion	JPY 30 billion+
	22	Number of companies started via diversified commercialization efforts	111 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	Students choosing distinctive career paths	9%	12%
	24	Number of international students in the undergraduate colleges	1,949	2,300
	25	Number of students passing difficult examinations (Bar examination final success rate)	25.3%	40%
	26	Number of students passing difficult examinations (Number passing the Certified Public Accountant essay examination)	54	55
	27	Number of students passing difficult examinations (Number passing the career-track examination for national public servants)	63	60
	28	Number of students passing difficult examinations (Number of unofficial job offers for career-track national public servant positions)	13	10
	29	CO2 emissions	-6.20%	-18%
	30	Achievement of educational objectives	76.10%	86%
	31	Internal advancement	75.40%	77%
	32	Percentage of affiliated school graduates who are satisfied with having chosen RU/APU	88%	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
				(AY2022)	(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	33	Withdrawal rate (Undergraduate)	1.5%	Under 1%
		34	International student ratio	47.3%	50%
		35	Number of countries and regions represented by current students	103	100
		36	Sense of student growth (at graduation)	76.4%	95%
		37	Percentage of students studying for at least two hours	35.4%	70%
(2)	Promote internationally applicable research that contributes to society and the community	38	QS World University Rankings: Institution Classification/Research Intensity	Moderate	High
		39	Amount of external funding received	JPY 75 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)	40	Overall rank in the THE Impact Ranking	1000+	201-300
		41	Number of external partner institutions	63	80
		42	Number of academic programs offered with external partners (Curricular)	8	20
(4)	Enhance diverse lifespan careers in which graduates can take an active role in the world and contribute to society	43	Level of satisfaction with career path the time of graduation (Students with a decided career path)	90.5%	93%
		44	Percentage of students advancing to employment or higher education by unconventional means	6.2%	10%
(5)	Improve the network of graduates and organizations of graduates possessing the power to change the world as global leaders	45	Number of alumni who maintain ties to APU after graduation (Cumulative annual total)	718	2,500
(6)	Build a foundation for, and organization to, support a Global Learning Community	46	Percentage of non-Japanese permanent staff members	5.4%	8%
		47	Number of nationalities of permanent faculty staff (excluding Japan)	4	4-6
		48	Percentage of permanent staff with degrees (master's or higher)	17%	20%
		49	Ratio of tuition to total expenses	77.3%	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	50	Internal advancement	75.4%	77%
(2)	Designing various learning venues: Striving to produce leaders for a multicultural society	51	Percentage of current students with diverse backgrounds	100%	10%
		52	Percentage of students involved in inquiry-based learning	100%	80%
(3)	Learning for student development: Developing the Ritsumeikan version of the Future Classroom	53	Level of satisfaction with sense of student growth	88%	95%
		54	Level of satisfaction with learning that accommodate individual interests (Individually optimized learning)	77.7%	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	55	Level of student satisfaction / Level of guardian satisfaction	98%	98%
		56	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	57	Level of student satisfaction / Level of guardian satisfaction	96%	95%
		58	Internal advancement rate	78%	80%
		59	Level of satisfaction with inquiry-based learning	73%	90%
		60	Faculty organization reforms: Female faculty ratio; permanent	40%	45%
		61	Faculty organization reforms: Female faculty ratio; management	30%	37.5%

Policy Categories	No.	KGI	Current Situation	Target Standard
			(AY2022)	(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	62	Level of student satisfaction / Level of guardian satisfaction	96%	97%
	63	Internal advancement rate	85%	88%
	64	Number of students advancing to foreign universities	17	25
	65	Students with international backgrounds	331	400
	66	Percentage of students surpassing 430 on TOEFL in 3rd year of IG Course	71%	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	67	Level of student satisfaction / Level of guardian satisfaction	93.2%	95%
	68	Internal advancement rate	48%	50%
	69	Number of students accepted to University of Tokyo / Kyoto University / medical schools	63	50
	70	Number of students accepted to University of Tokyo / Kyoto University / medical schools (while still enrolled)	41	30
	71	Number of students accepted to foreign universities	1	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	72	Level of student satisfaction (high school study support)	6.57	7.0
	73	Level of guardian satisfaction	77.7%	80%
	74	Internal advancement rate	85.8%	90%
	75	Faculty organization reforms: Female faculty ratio; permanent	26.6%	45%
	76	Faculty organization reforms: Female faculty ratio; management	0%	30%
	77	Spaces created to accommodate new learning styles	392 seats	720 seats
	78	Spaces created to accommodate new learning styles (LC %)	27%	50%
	79	Game changer indicator (Number of social projects implemented)	7	14
	80	Game changer indicator (Number of projects attempted)	252	1,440
	81	Enhancing and diversifying on-site extracurricular activities: Number of premier clubs advancing to national competitions)	3 clubs	All clubs
	82	Enhancing and diversifying on-site extracurricular activities: Number of activity groups	50	100
<b>4 The Ritsumeikan Trust</b>				
(1) Improving organizational management and frameworks	83	Female faculty ratio (including non-tenured)	RU APU	26.7%+
	84	Female manager ratio (Assistant Manager and above)		35%+
	85	Ratio of employees with disorders (entire Ritsumeikan group)		30%+
	86	Staff sense of fulfillment with work	2.91%	2.86%
	87	Percentage of employees with master's degree or higher (Staff)	80.5%	90%+
(2) Financial operations in accordance with the Basic Policy on Financial Operations	88	Ordinary net income/loss ratio	15.8%	15%+
	89	Ratio of tuition to total expenses	1.5%	0%+
	90	Ratio of tuition to total expenses	71.6%	75% or lower
	91	Educational activities balance ratio	-2.0%	0%+
	92	Percentage of Specified Assets I held	100%	100%
	93	Percentage of Specified Assets II held	70.4%	50 - 100%
	94	Liquidity ratio	104%	100%+
		Net asset ratio	86.9%	85%+

# Regarding the disclosure of information on our homepage

To fulfill our social responsibility with regard to administration, education and research, realize fair and highly transparent management, and contribute to improving the quality of administration and other activities at the Ritsumeikan Trust, we formulated the Ritsumeikan Trust Personal Information Protection Regulations and strive to proactively disclose information.

<https://en.ritsumeikan-trust.jp/>

HOME

