

# Top Global University Project (Type B) Ritsumeikan University

## 1. Outline

### [Name of the Project]

Bridging the World and Asia Human development to collaborate across cultures and contribute globally to Asian communities

### [Future vision of the university planned in TGU project]

Having “globalization” as the pillar of the university reform since 1980, Ritsumeikan University established western Japan’s first College of International Relations in 1988. We have carried out various international programs that have expanded the field of study for students, especially after being selected as a G30 member university in 2009. On the basis of our experiences, through implementing the TGU projects, we aim at developing our education and research as well as our organization in order to develop human resources who will collaborate across cultures and contribute globally to Asian communities. Our future visions are as follows;

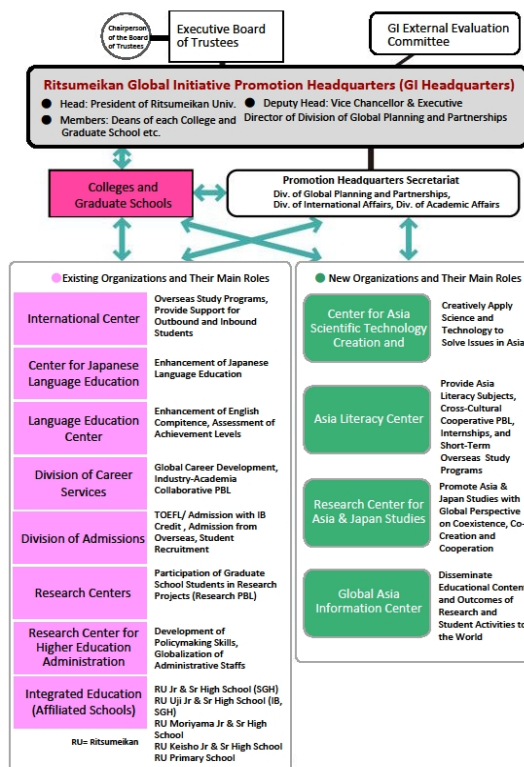
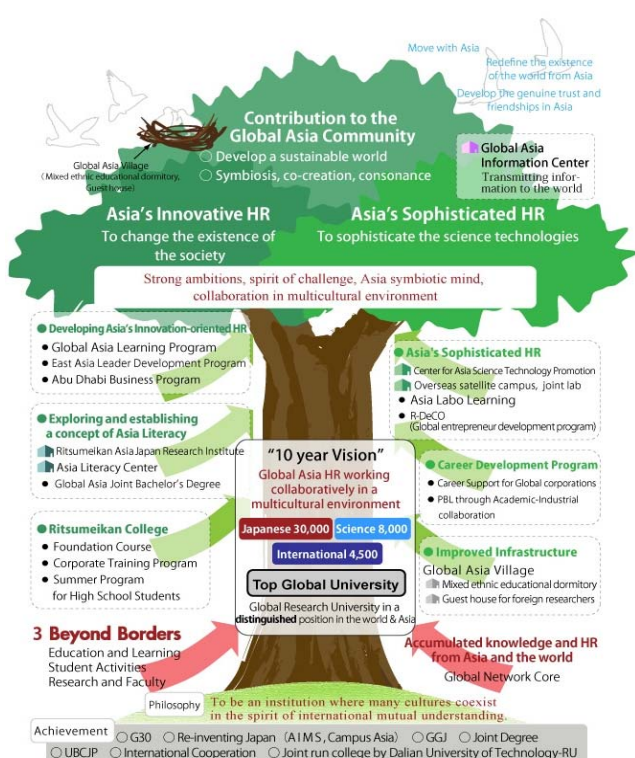
1. Enhance the partnerships with universities in Asia utilizing our strength as a comprehensive university to develop human resources who will collaborate across cultures and contribute globally to Asian communities
2. Improve the quality of education and lead the globalization of Japanese higher education system as an Asian leading university

### [Summary of project]

Through carrying out the projects mainly in the fast-developing Asian region, we will promote students’ learning experiences and interaction with people from other countries. We will develop human resources who will collaborate across cultures and contribute globally to Asian communities; someone who has a deep understanding of “Asia and Japan in Asia”, who has a high aspiration and a spirit that seeks challenge, and who contributes to forming a sustainable world through working in a multi-cultural environment.

Nearly 60 % of the entire population of the world live in Asia and we have a variety of languages, religions, manners, customs, social systems and so on. In spite of its highly anticipated economic developments, there are issues that has to be tackled together beyond countries and regions such as environmental energy, food, health, safety, and preservation of peace and order. The key to resolution of the conflicts between nations is to cultivate each individual’s understanding of different cultures and values, not to just be dependent on international politics. Through our TGU projects, students at Ritsumeikan University will actively engage with people around the world and cultivate their abilities to tackle issues and draw a path to the solution.

The Ritsumeikan Trust have designed the mid-long-term vision, “R2020”, with a message “Creating a future Beyond Borders”. We develop the future and contribute to the global society by developing the universities’ international viability, transparency, exchanges and creating opportunities beyond various borders.



## [Summary of the 10-year plan]

### 1. Contribution to the global Asian communities – Re-question the existence of the world from Asia

Through each program, we develop human resources who will connect people with people, knowledge with knowledge bidirectionally between Asia and the world and foster true trust and friendships. We present human resources to the society who will overcome conflicts and frictions between different cultures, develop the value of “Symbiosis, Co-creation and Consonance”, contribute to forming a peaceful, sustainable world, and make a global contribution to Asian communities.

### 2. Exploring, establishing, and transmitting the concept of “Asia Literacy”

We pursue exploration and establishing the “Asia Literacy” concept as basic knowledge required in order to understand and learn about Asia. Students will learn from the diversity of Asia in accord with historical, cultural, religious backgrounds and cultivate their spirits of symbiosis and multi-cultural cooperation. Ritsumeikan University Asian Research Institute (tentative title), Asia Literacy Center (tentative title), Double Degree Program with ANU are scheduled to be established.

### 3. Hub of Asian advanced human development –Contribution to Asia Science and Technology Community –

We will establish Asia Science Technology Creation Center (tentative title) and utilize our scientific technology in order to solve the problems in Asian countries and enterprises integrating our international deployment, research and educational capacity. We promote cooperation among government, industry, academia and community (internship programs/ PBL) and establishment of joint laboratories with universities overseas for development of diversified learning of students in the science and engineering field at “Asia Lab Learning (tentative title)”.

### 4. Hub of leading innovation human development –Asia Innovative Human Resources-

We will develop programs at the Asia Literacy Center (tentative title) for all students to deepen understanding of Asia. We aim at creating a hub of human development to lead innovation in Asia through designing programs targeting undergraduate students in the art and science field or social science field such as Global Asia Learning Program (tentative title), Japan-China-South Korea Campus Asia Program, East Asia Global Leader Program (tentative title), Abu Dhabi Business Competency Program.

### 5. Construction of “Ritsumeikan Learning Model”

With the objective of development of students' specialized knowledge active learning skills beyond borders, we will construct “Ritsumeikan Learning Model” centered around the committee which consists of members from each college, graduate schools, Division of Academic Affairs, Division of Student Affairs. We will offer diverse opportunities of learning outside the classroom such as English programs and multi-cultural programs for both Japanese and international students.

### 6. Expanding JD and DD program

We will expand joint degree/double degree programs at each college and graduate school with the aim of offering education specialized in each area in a globalized environment. Through partnerships with universities beyond countries, we will expand high-quality and value-added learning opportunities as well as becoming a world-class educational institution.

### 7. Development of Asian Studies as Top Global University

We will establish Ritsumeikan University Asian Research Institute as we position it one of the Top Global University's missions to make our base of Asian studies which lead to the knowledge and the practice of symbiosis in Asia.

### 8. Establishment of Global Asia Information Transmission Center (tentative title) and information transmission

We will improve our presence and branding by presenting information overseas including educational contents, research findings and student's extracurricular activities or sports activities. We might retain the services of student staff for transmission of information positioning it as extracurricular international PBL, and we will utilize it as the opportunity cultivating media literacy.

### 9. Infrastructure corresponding to globalization

With the aim of the university's thorough globalization and improvement of the quality of education and research, we will upgrade the infrastructure such as globalization of the education/learning system (global quality assurance, reform of the academic calendar, course numbering system etc.), reform of admissions (IB admissions, international admissions etc.), networking with the alumni who have global careers (+R Global Career Network), and Global Asia Village (tentative title)(Dormitory for both domestic and international students).

### 10. Active development of international cooperation projects and establishment of a global network

Our strength is the contribution to the global society through our international cooperation projects. We will utilize the strength that we have cultivated through various projects in Asia, Middle East, and Africa including bilateral projects to expand our global network.

## [Featured initiatives (Internationalization, University reform, Education reform) ]

- **Globalization** : Double degree program with Australian National University (ANU): ANU is a research-intensive university which is ranked 25<sup>th</sup> in the QS World University Rankings 2014-15. We will develop our education, research, and also quality assurance.
- **University Reform** : We have established the Ritsumeikan Academy's vision “R2020” with 8 basic strategies in order to make constituent members have the common future vision of the academy. Under the cross-item slogan of “Ritsumeikan Global Initiative”, we have been working on the globalization of the academy by constructing the system which connects reforms in various fields to our globalization tasks.
- **Education Reform** : In order to implement the slogan of “Beyond Borders” in teaching and learning, we will develop projects which improve Ritsumeikan's international compatibility (JD, DD etc.), the ones which improve its openness (expanding English courses, enhancing Japanese education), and the ones which promotes interactions with other cultures (multi-cultural cooperation projects, activities at Global Asia Village (tentative title) etc.).

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Discussion with ANU about the double degree program

We had discussions with ANU to share ideas about the double degree program and to talk about the possibilities to collaborate in research, education, and contents of the program. (December 2014, January and March 2015) .

##### 2. Concretization of JD and DD programs

We hold talks at Campus Asia Program partner universities (Japan, South Korea, and China) about permanent installation of the JD program (November and December 2014). JD and DD programs with American University had also been discussed in terms of the commencing period, framework, subjects, and the name of the degree (February and March 2015).

##### 3. East Asia Global Leaders Development Program

With the purpose of inheriting the concepts of Campus Asia and promoting globalization of education and research, Tamkang University in Taiwan, Kyung Hee University in South Korea and Ritsumeikan University will conduct "East Asia Global Leaders Development Program" in April, 2016.

##### 4. Abu Dhabi Business Competency Formation Program

It was determined to start an internship program at enterprises in Abu Dhabi, UAE, from 2016 (March 2014). Incorporating the perspective of Islamic culture and global business, students will acquire global perspectives through working with people in the cutting-edge energy industry.

##### 5. International Cooperation Projects

Special Training Program for Administrators from Chinese Universities was completed 2 years ago with the completion of the yen loan project, however, we hold a networking event in terms of medium-and long-term academic research and education which also was directed at following up the alumni (October 2014). Ritsumeikan University and Gadjah Mada University in Indonesia cohosted a symposium on disaster mitigation where students and faculty from both universities presented their research findings. Many alumni who were sent to Ritsumeikan from the Indonesian government also participated in the symposium (Photo 1, February 2015).



Photo 1: International Symposium on Disaster Mitigation held by Ritsumeikan University and Gadjah Mada University

#### University reform

##### 1. Establishment of Ritsumeikan GI (Global Initiative) Promotion Headquarters

We have established the Ritsumeikan Academy's medium- and long-term vision "R2020" with 8 basic strategies directed at the last half of the period (FY 2016-FY 2020) positioning the strategy of "Promotion of Ritsumeikan Global Initiative" as a cross-plan strategy. "GI Promotion Headquarters Committee" was set up in order to connect various reforms to the tasks of globalization and head the projects. Several discussions were held on the policy of Ritsumeikan's international development and progress report from each college and graduate school.

##### 2. Improvement of the ratio of female researchers

We have confirmed that we will work on diversity environment infrastructure which improves the ratio of female researchers (target: 25% in the FY 2023) and also allows them to work comfortably. Leveraging our education at our affiliated schools, we will implement efforts to broaden the base of female researchers and also began consideration of the framework in which the maintenance of the environment directly leads to education and research. (e.g. create more touch points between female students majoring in science and engineering at our affiliated schools and female researchers)

##### 3. Recruitment and training programs which focus on Ritsumeikan's international compatibility

Administrative staff are required to have international skills as there are more numbers of international operations. Given that there are also many opportunities for them to work on globalization projects with the faculty, we have established the leave of absence system for those who participate in the language / practical training at partner institutions overseas or obtain a degree at overseas universities (recruitment in the FY 2014, commencement in the FY 2015) We have also actively set up the opportunities to expose them to the international environment in Japan such as interaction with the staff from universities overseas (Photo 2).



Photo 2: Discussion between administrative staff from Ritsumeikan and MJIIT (Malaysia-Japan International Institute of Technology)

#### Education reform

##### 1. Concretization of Japanese foundation course concept (Ritsumeikan Pre-College \* tentative title)

With the goal of establishment in 2017, the cross-sectional organization, which consists of Division of Academic Affairs, Division of Admissions, Division of International Affairs, and Division of General Planning and Development, began discussing the curriculum, completion requirements, and the administrative structure.

##### 2. International Admissions

We planned effective admission strategies and marketing also including the new regions leveraging our overseas offices. We received applications from new regions which led to the creation of a global environment at undergraduate schools.

## ■ University's own indicators and targets

### 1. Construction of Ritsumeikan Learning Model

With the purpose of concretization of "Ritsumeikan Learning Model" (page 2 [Summary of our 10 Year Plan]), globalization of education and learning, reform of English education, reform of the educational system including academic calendar, and the development of students' active learning in the specialized disciplines beyond borders have been discussed.



Photo 3: Participants of the Indonesia disaster mitigation training program visiting the disaster area

### 2. Cooperation through reconstruction assistance projects

We have been sending students on a continuing basis to the stricken Tohoku area where mid- and long term support is required after the Great East Japan Earthquake. 18 students from Ritsumeikan, students from Taiwan and some volunteer students built a makeshift meeting place in the football ground in Laos. This is the same type of the building, called ODENSE, which students from Ritsumeikan built in Miyako City, Iwate. We have also carried out projects which people learn from disasters beyond nations such as a training program we conducted in Tohoku for Indonesian participants (Photo 3).

### 3. Global Human Resource Development Program

We have conducted the program with the assistance of 28 organizations in the FY 2014 aiming at developing global leaders through cooperation among government, industry, and academia. The participants aspire to work in a global environment in the future and they address the issues which the enterprises face with in a team consists of students from different colleges and countries.

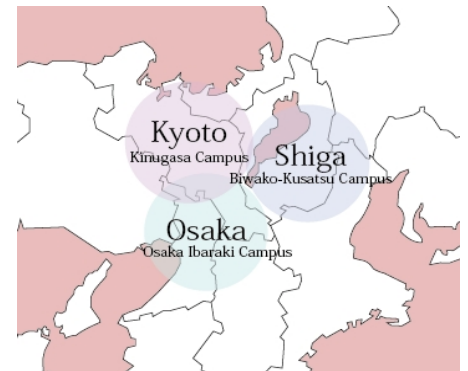
## ■ Featured initiatives based on the characteristics of the university

### 1. Promotion of globalization of all the campuses, colleges, graduate and schools utilizing its comprehensibility

We have three campuses and each campus has its own characteristic as follows;

- Kyoto (The campus for arts and humanities through traditions and creation)
- Biwako Kusatsu in Shiga (The campus of innovation through the fusion of natural science and social science)
- Osaka Ibaraki (The campus of problem-solving mind under the concepts of creation of the communities, regional/social cooperation, and the Asia gateway)

As we fully use the locations and characteristics of each campus, we connect their strengths organically to promote the globalization of the university as a whole.



〈 Ritsumeikan University's 3 campuses 〉

### 2. Education development through cooperation among government, industry, and academia and our research capabilities

We carry out research PBL programs in collaboration with the cutting-edge hub of research such as Ritsumeikan Global Innovation Research Institute (R-GIRO), Digital Humanities Center for Japanese Arts and Cultures (Art Research Center), Institute of Disaster Mitigation for Cultural Heritage, Research Centre for Paleoclimatology, Ritsumeikan International Research Center for Gastronomic Science. We also promote global education and research programs with graduate students through research projects.

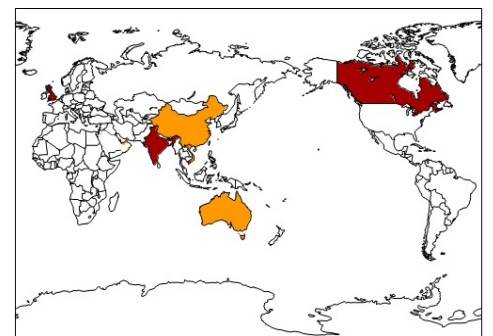
### 3. Globalization of administrative staff which leads to globalization of Ritsumeikan University

We position it as one of the pillars of globalization of Ritsumeikan University to globalize our administrative staff. In the FY2014, we sent 4 staff from different divisions to University of York in U.K. for the training program. We will increase the number of staff who have internationally compatible skills and encourage them to utilize their learnings from the training to their operation when they come back to Ritsumeikan in order to promote globalization of Ritsumeikan University and staff development.

## ■ Free description

### 1. Global Asia Village (tentative title) Concept

We have been working on the arrangement of the environment which allows our students to have experiences that are "Beyond Borders". As we clarify the position of the dormitory as a place for education, we will make it a place for multi-cultural cooperation for both international students and domestic students.



〈 Location of our overseas offices and potential locations 〉

### 2. Expanding our overseas offices

As of the academic year 2013/2014, we operate Ritsumeikan India Office and Ritsumeikan UK Office. We also have established UBC Office at the University of British Columbia which handles operations related to the joint program. We will open new offices in Australia, ASEAN countries (Vietnam or Indonesia), the Middle East and so forth to build a network and improve our presence through presenting the research findings and student recruitment.

### 3. FY2015 Progress

#### ■ Common indicators and targets

##### Internationalization

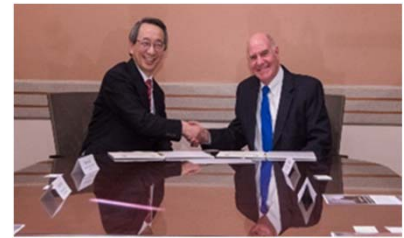
#### 1. Exploring the Possibility of a New Collaboration

##### -Joint Undergraduate Degree Program with American University-

The College of International Relations signed an agreement to cooperate and develop a Joint Undergraduate Degree Program (JUDP) with the School of International Service at American University.

We have already set up Japan's first DMDP (Dual Master's Degree Program) and DUDP (Dual Undergraduate Program) with American University, which has produced over 400 accomplished graduates in various fields such as the Ministry of Foreign Affairs of Japan, Department of State and various international organizations.

Based on our 25-year proven track record, we are launching a plan to establish JUDP in 2018, the first such bachelor program by a Japanese university.



Provost Bass (American University) and Vice President Ichikawa (Ritsumeikan)

#### 2. Establishment of the “Asia-Japan Research Institute” and “Asia-Japan Research Center ”

The Ritsumeikan Asia-Japan Research Institute and Asia-Japan Research Center were established in December 2015 to produce and promote future academic research throughout Asia.

#### 3. Newly-built International Dormitory “I-House Taishogun”

In September 2015, I-House Taishogun was built to accommodate the increasing number of students and researchers coming to Ritsumeikan University. The dormitory is home to students from 32 different countries and regions.

Student volunteer staff and Resident Mentors live with international students to promote a cooperative and internationally minded study environment while also helping to internationalize the local community through special events.



I-House Taishogun

##### University reform

#### 1. Creation of an Action Plan for the Second Stage of R2020 (2016-2020)

In May 2016, an action plan for the next stage of R2020 was formulated under the direction of the Ritsumeikan Global Initiative Promotion Head Office, led by President Mikio Yoshida. Having set our key challenge to promote Ritsumeikan's Global Initiatives, we aim to rapidly accelerate the development of our education and research with global competency.

#### 2. Enhancing the Global Capabilities of Staff Through a Personnel Development System

Since 2016, we have taken steps to enhance the skills of our staff. Skill development is approached in 4 ways, language study support, short-term study abroad programs, mid-term study abroad programs and on-the-job training, in order to help staff improve language proficiency and global knowledge to excel in their work. Such efforts have already resulted in a steady improvement in staff TOEIC scores.

##### Education reform

#### 1. New Multi-Lateral Educational Model (Campus Asia)

This is a trilateral program operated by partners in Japan, China and South Korea, designed to allow students from those countries to learn on-site about each other's history, culture and society.

In 2015, this program produced 30 graduates from across the three universities. It will be offered on a regular basis to students to foster a new generation of humanities leaders in East Asia. Since 2016, students have also been able to take a yearly “Asian Community Leadership Seminar”.



Pilot students of Campus Asia Program

## ■ University's own indicators and targets

### 1. Career Support Program -Creating Talented Global Individuals-

We conducted an academic-industrial alliance program, in which domestic and international students learned together for 7 months and had internships in international companies.

### 2. Go Match Between 4 Universities

In August 2015, an International Go Match was held at OIC. The participants consisted of students from 4 universities; BeiHANG University (China), Myongji University (South Korea), Tamkang University (Taiwan) and Ritsumeikan (Japan). They played exciting matches and were able to strengthen cultural ties through the game of Go.



Competitors from 4 countries; Japan, China, South Korea and Taiwan.

## ■ Featured initiatives based on the characteristics of the university

### 1. Asia Future Session

In November 2015, an Asia Future Session was held at OIC, inviting Lim Kah Wai (film director), Tamako Mitarai (Representative Director, Kesennuma Knitting Co., Ltd), and Kazunari Taguchi (Social Entrepreneur, Borderless Japan Corporation).

Malaysian Film Director-Lim Kah Wai talked about the importance of connecting with others and trying to understand other people's feelings as a means to find clues for various issues in Asia.

Following the lecture presentation, speakers held lively discussions with students about how to tackle and solve issues in Asia.



Active discussions with audience

### 2. Ritsumeikan Co-hosts Symposium with Embassy of Japan in the UK

In March 2016, we held an international symposium at the Embassy of Japan in the UK, titled "UK-Japan Collaboration, The past and Future Earth – Climate Change and Co-existing Sustainably with Nature", with about 75 participants including Mr. Keiichi Hayashi, Japanese Ambassador to the UK. Various intriguing presentations and speeches were enthusiastically received and followed by a question and answer session with the audience.

As always, Ritsumeikan University will strive to continuously deliver fruitful achievements in the areas of education and research, and promote various projects in collaboration with other universities and organizations.



UK-Japan Collaboration Symposium

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. Concept for the Australian National University (ANU) Double Degree Program

RU worked towards the establishment of the "College of Global Liberal Arts (tentative name)", set to open in April 2019, and hammered out the concept for the ANU Double Degree Program. Both RU and ANU will continue to discuss and develop this program together.

##### 2. Campus Asia Program

From this year, the Campus Asia Program became a permanent program and was selected for the "MEXT FY2016 Re-Inventing Japan Project" for the second consecutive term. A total of 240 students from Japan, China, and South Korea are expected to participate in this program during the next 4 years. At the core of this program is the effort to expand exchange between Japan, China, and South Korea both on and off campuses and disseminate academic research resulting from this program.

##### 3. Asian Community Leadership Seminar

The Asian Community Leadership Seminar, an international education (study abroad) program jointly operated by Kyung Hee University (South Korea), Tamkang University (Taiwan), and RU, was offered. A total of 26 participants from the 3 universities participated in the program, developing their ability to think creatively, critically, and independently from an international perspective based on the concepts epitomized in the keywords of "Peace", "Asia", and "Future". Students from various countries came together to build relationships of peace and sustainable development in Asia and the wider world.



(Asian Community Leadership Seminar Completion Ceremony at Tamkang University)

#### University reform

##### 1. Recruitment and training programs which focus on Ritsumeikan's international compatibility

In order to improve the ability of staff to do international work on a daily basis, we offer many opportunities such as the leave of absence system to allow them to obtain a degree at an overseas university and participate in international cooperation projects. A demonstrable result of these efforts is participants' ability to improve their TOEIC scores.

##### 2. Ritsumeikan Global Initiative External Evaluation Committee Meeting

With regards to Ritsumeikan's efforts to promote internationalization, we held an External Evaluation Committee meeting made up of outside experts. The external committee members consisted of 2 industry professionals and 2 university professors, 1 from Australia and 1 from Japan. They actively exchanged their opinions with about 20 executive staff and faculty members working under President Mikio Yoshida. At the meeting, although a few things were pointed out that we have yet to achieve, the university received high praise for its current state of internationalization.

#### Education reform

##### 1. Establishment of the Information Systems Science and Engineering (ISSE) Program

With the start of the ISSE program in 2017, we conducted the admissions test for the program's inaugural term. This program allows students to receive their undergraduate degree while receiving instruction completely in English.

##### 2. Initiatives to improve students' language abilities

All colleges (14 in total) are involved in English language education that is rooted in each college's aim to develop individuals of great talent. We investigated methods to clearly verify students' level of achievement in accordance with each college's aim.



(ISSE class environment)

##### 3. Graduate school career paths

In addition to students utilizing skills and knowledge gained through research in a variety of fields, we offer seminars that cover the general skills and fundamental knowledge necessary to help them develop and achieve their desired career. We also actively invite undergraduate students to participate in these seminars to encourage them to further their education.

## ■ University's own indicators and targets

### 1. Global Human Resource Development Program

This extra curricular program aims to enhance the abilities and qualities needed in a global society through industry-academia collaborations. We have received support from numerous large and medium-sized enterprises, and have overcome the barriers between humanities and science students, undergraduate and graduate students, and Japanese and international students. In the program, students from various countries study together in teams for roughly 7 months. Up until this point, 7 different classes of students have completed this program, sending many talented individuals out into the world.

### 2. Malaysia-Japan International Institute of Technology (MJIT)

Entrusted by the Japan International Cooperation Agency (JICA), we conducted training for 10 young faculty and staff members from MJIT. This being the 4th time we conducted such training, we have received a total of 40 Malaysian faculty and staff thus far. Through this training, participants were able to gain a deeper understanding of education, research, and student support work.



(MJIT on-the-job training)

### 3. Global Leadership Training Program

The leadership training program was co-hosted with Nagoya University. This program was conducted in both Japanese and English, and had

students working together in search of solutions to the various issues that they presented to each other, allowing them to think about what it means to be a global leader.

## ■ Featured initiatives based on the characteristics of the university

### 1. Establishment of the Beyond Borders Plaza (BBP)

We had numerous discussions regarding initiatives to promote exchange and cooperative study between Japanese and international students of RU, and from the next academic year we will establish an "international exchange commons" on every campus called Beyond Borders Plaza. It will be a place that combines the best aspects of language education and cultural exchange.

### 2. Increasing the number of exchange students and expanding partnerships

A total of 556 international students (as of March 29) plan to enroll as regular students (363 undergraduates, 193 graduate students) at RU in the coming academic year, a significant increase from the 407 international students (224 undergraduates, 183 graduate students) the previous year. In addition, a total of 1,730 students from RU have been sent abroad on programs for which they will receive university credit, a remarkable increase from the 1,598 students sent abroad in the previous year. As of September 2016, we have increased our partnerships with overseas universities and institutions by 7, which also included an additional country, making for a total of 445 partner universities and institutions across 68 countries and regions.

### 3. International Industry-Academic Collaborative PBL Program

RU is conducting a program with the Indian Institute of Technology (IITH), one of India's premiere technical institutions, in which teams consisting of students from both universities work together to investigate water, environmental and energy issues in India. In addition, engineering professionals participate in the program, allowing students to propose solutions to such issues from a practical technological and engineering standpoint. This program gained attention and was featured in a show broadcast on the BS Japan network.



(RU and IITH students preparing for their presentation)

## ■ Free Description

### 1. Abu Dhabi Business Competency Formation Program

Oil business internships were setup in the Middle East. We sent 2 students this year, and we will work to continue this program in cooperation with the host company, producing many talented individuals with an international perspective.

### 2. Establishment of New Overseas Offices

As of 2016, we have overseas offices based in New Delhi (India), London (England), and Vancouver (Canada). Two new overseas offices will be established in Peking (China) and Hanoi (Vietnam) from the following academic year. Each overseas office actively promotes various integral activities and is in charge of exchange program development and recruitment, as well as collecting information for our university regarding higher education in each country. These offices are a powerful driving force for the internationalization of Ritsumeikan.



## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### 1. American University - Ritsumeikan University Joint Degree Program



(Signing ceremony in September, 2017)

(Photo by Jeff Watts, courtesy of American University)

The agreement was signed with American University (Washington, D.C., USA) for implementation of “American University - Ritsumeikan University Joint Degree Program,” the first of its kind in Japanese undergraduate schools. The student recruitment, admission, curriculum, administrative structure, counseling and student-support system were coordinated and developed jointly between the two universities. The new program officially began in April, 2018.

##### 2. Dual Degree Program with Australian National University (ANU)

We signed the undergraduate dual degree agreement with ANU (Canberra, Australia), which enables students from each institution to graduate with two degrees. The program will be operated by our newly-established College of Global Liberal Arts (GLA) and ANU Coral Bell School of Asia Pacific Affairs. GLA will offer Japan's first bachelor's course incorporating a college-wide dual degree program, and the agreement will lead to Australia's first undergraduate dual degree with a Japanese partner.



(Signing ceremony in October, 2017)

##### 3. Opening of new International House Dormitory (I-House)

Located near Osaka Ibaraki Campus, the new I-House opened in March, 2018, for both international and domestic students. The dormitory is comprised of 168 individual rooms with shared units. Each unit has a kitchen, living-dining space, and six individual rooms, and is designed to respect the residents' privacy as well as to enhance cross-cultural exchange on a daily basis in the common area.



(Individual rooms)



(Shared unit area)

#### University reform

##### 1. Admission officer

We established the Office of Admissions Strategic Planning in Division of Admissions in April, 2017, with the aim of strengthening our global admission structure. In order to analyze current information related to High School/University Articulation Reforms as well as to properly respond to the increasing number of international applicants, an admission officer on a permanent employment contract is assigned to the Division of Admissions

##### 2. Training of administrative staff at International Network Universities (INU)

As a part of capacity development training for staff to incorporate advanced cases of foreign universities into building future administrative structure, we conducted shadowing program for four staff members. They learned how the administration is organized in various divisions and offices at INU member universities in Spain and the U.K.

#### Education reform

##### 1. New English-based course launched (College of Information Science and Engineering)

“Information Systems Science and Engineering Course (ISSE)” has begun with 16 enrolled students, including two Japanese, as the first English-based course in our College of Information Science and Engineering.

##### 2. Conference on Test of English for Academic Purposes (TEAP)

As a partner university, we held a conference on TEAP with Eiken Foundation of Japan on our campus. This helped participating high schools and universities deepen their understanding of utilizing private-sector English tests as well as our efforts to utilize them for English assessment. The participants could learn the characteristics of different private-sector tests, and think about the future potential of utilizing them together with high school teachers.

## ■ University's own indicators and targets

### 1. Global Human Resource Development Program

This extracurricular program aims to enhance the abilities and qualities needed in a global society through industry-academia collaborations. In FY 2017, the 8th batch of students consisting of 20 Japanese and 20 international students, participated in the program. Divided into teams of diverse countries, they learned with/from each other for 7 months to formulate solutions to the problems presented by companies. One student commented: "It was a wonderful opportunity to interact with motivated students from various countries and faculties." The average number of students from the last batch of the program who were employed by well known companies is higher than that of the whole university; this adds another significance to the program.



(Presentation session in Global Human Resource Development Program)

### 2. Extracurricular activity in Micronesia

An overseas interactive activity of a student group, as a part of Ritsumeikan Project in Globalization (RPG), took place in Micronesia. 12 students, accompanied by a university staff member, participated and interacted with students of College of Micronesia. It became an opportunity for them to deepen their understanding of environmental preservation problems and globalize their extracurricular activity.

## ■ Featured initiatives based on the characteristics of the university

### 1. Global Fieldwork Project

Mainly targeting freshmen without a requirement of language skills, this short-term project enhances the students' abilities to learn independently. The first courses were held in FY 2017 at Ho Chi Minh City University of Social Sciences and Humanities and University of Science Malaysia for 30 participants each. The unique point of this project is the number of applicants from College of Information Science and Engineering is the largest among all of our overseas programs, which shows the project attracts students in the science field, and it significantly appeals to their motivation to study abroad. In the next FY, we will expand the project and organize 4 courses for totally 120 students, which newly includes a course at Pannasastra University in Phnom Penh, Cambodia. Furthermore, we will concretize the development and establishment of a new assessment method particularly for the participants of this project.



(Global Fieldwork Project in Malaysia)

### 2. Expanding overseas offices

#### 1) Beijing, China

In September, 2017, Ritsumeikan University Beijing Office was established inside JSPS Beijing Research Office in order to further deepen people-to-people exchange and mutual understanding between the two countries. The office provides information about the advantages of studying in Japan through Chinese SNS such as Weibo, work on public relations and support activities of the Ritsumeikan Alumni Association.

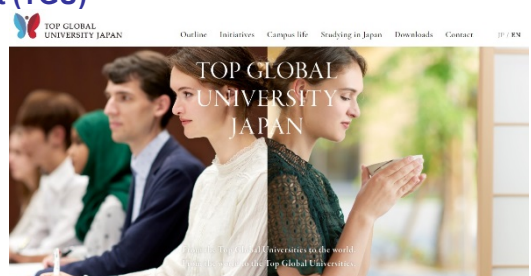
#### 2) Hanoi, Vietnam

In March, 2018, we opened Ritsumeikan University Vietnam Office inside Foreign Trade University. The purpose of this office is to engage in recruitment of Vietnamese students, creating partnerships with Vietnamese universities, and enforcing the network with Japanese-affiliated companies and members of the Ritsumeikan Alumni Association in Vietnam. We aim to improve our presence and branding in ASEAN region.

## ■ Free Description

### 1. Development of core website of Top Global University Project (TGU)

As the university in charge of operating the core website of TGU, we have expanded its content with new topics such as "studying abroad", "campus life" and "interviews with students who studied abroad", as well as "8 core points of the project" and "specific programs of TGUs" in the Outline/Initiatives pages. In addition, We have developed a new feature that allows the universities to individually post news and event announcements. Furthermore, we opened the website in English to widely transmit information of the project outline, campus life, each university's programs. We also created two digital flyers of the project in Japanese and English, which can be downloaded for promotion of TGU.



(Top page of TGU core website)