

Rikkyo University

Basic Policy on University Management

All Rikkyo | Approaching our 150th Anniversary

(FY2021 to FY2024)



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I. Positioning of our Basic Policy on University Management

This document is our Basic Policy on University Management for the four-year period of the university president's term in office (April 2021 to March 2025). This document clarifies the principles and objectives of this Basic Policy, indicates core policies related to the development of university education, and indicates policies for each domain (education development, research activities, student support, social collaboration & social contributions, internationalism, admission exams, public relations & branding, and the university management platform). This document is created with consideration given to declaring our basic stance on assuring external society of the quality of our university and our commitment to meeting the demands of society. Accordingly, this document also covers accreditation and the content of the Governance Code for Private Universities and Colleges.

By December 2021, we will organize the five-year plans for each program and project based on these policies into a medium-term plan based on deliberations with relevant departments. The medium-term plan outlines medium-term goals and identifies the core projects to which we will engage in strategic budget allocation. To ensure the implementation of this medium-term plan, we will also establish budgets and annual business plans. Each business and project will be subject to regular assessments to confirm said objectives, results, and issues. As seen here, the Basic Policy on University Management assumes a centralized management structure implemented in combination with the medium-term plan and annual business plans.

The Basic Policy on University Management encompasses the basic principles outlined in RIKKYO VISION 2024 | Lead the Way, which was drafted in FY2015 to promote connecting people and ideas to create a prosperous future and to create human resources capable of leading the way on a new path. Projects implemented based on the Basic Concept on Comprehensive Development for 2018 to 2024, drafted in FY2018, will be continued. These projects will be subject to reviews to confirm details of progress and results and will be reassessed and addressed in the medium-term plan as necessary. Furthermore, in the event of a significant issue related to plan implementation resulting in the need for a fundamental review of development plans, we will engage in information sharing at management meetings and conduct deliberations to assess the appropriateness of continuing said projects.

II. Philosophy and objective of our Basic Policy on University Management

1. Our founder Channing Moore Williams and our Founding Spirit

What was the mission of Episcopal/Anglican Church missionary Channing Moore Williams? In 1859 when Williams arrived in Nagasaki, there were still "No Christians" signs posted. The Anti-Christianity Ordinance was abolished in 1873, the year prior to the founding of Rikkyo. When Williams started his activities in Japan, Japan had none of the fundamental requirements for education that he hoped to instill.

When developing a school, educators of the time subscribed to a process of first researching market demands and then work to procure the educators and facilities to support those demands. This is considered the standard and unquestioned practice of today. However, history teaches us that school education begins with a person who has something to share with young people, and who believes that their mission is to teach others. In truth, Williams spent nearly seven years in Nagasaki living amid uncertainty and from there fought for years towards his mission. And without his struggles, Rikkyo University would not exist as it does today. And in 1874, Williams finally gained the support of the US Episcopal Church to establish the Rikkyo School (St. Paul's School) for teaching bible studies and English at the foreign settlement in Tsukiji. At the beginning, the school only attracted a few students.

At a time when it is common to consider even education from the perspective of market principles, perhaps people cannot understand Bishop Williams' unique way of thinking. Today, we live in an age when no one questions what educators are truly trying to teach. According to market principles, no one would make the choice to open a Christian school in a country that strictly outlawed Christianity. If Bishop Williams approached education from the perspective of modern market principles, our Rikko University would not exist today.

The Anglican Church traditionally viewed education as not only a tool for evangelism, but as a mission to be undertaken for the sake of society. This principle lies in answering the calling of God by building a place of learning and standing at the platform; a service that cannot easily be asked of others. Our mission at Rikkyo University is to inherit and pass on this duty of answering this calling in a way that best fits the current times. The continuous search for a place where we can most clearly and intimately hear the voice that called out to our founder Channing Moore Williams with as little ambient noise as possible. In the unique times of each generation, committing our hearts and souls to the struggle to reach that place. This journey sometimes causes conflicts with social norms and government. However, there is no change in the mission we embrace at Rikkyo University.

2. PRO DEO ET PATRIA | Reconfirming our Education Philosophy

In FY2016, Rikkyo launched the RIKKYO Learning Style (RLS), a new undergraduate education scheme. Discussions concerning reforming our undergraduate education program began with Article 1, Paragraph 1 of the Rikkyo Graduate School Bylaws to reaffirm the university's basic mission as the "formation of human character and contributions to the development of culture based on Christian principles." We then identified the philosophy of our undergraduate education as "To apply our founding spirit, PRO DEO ET PATRIA, towards developing expert educations capable of working towards the quest for universal truth (PRO DEO) and creating tangible connections with the world, society, and our neighbors (PRO PATRIA)." Rikkyo University has long valued the phrase PRO DEO ET PATRIA as an expression of our founding spirit, and these words are engraved in our university crest. Directly translated from Latin, this means "for God (DEO) and country (PATRIA). However, since after the war when Rikkyo resumed academic activities, we began to not only interpret this as meaning for God and country, but also to understand that these words represented the quest for universal truth (PRO DEO) and connections with the world, society, and our neighbors (PRO PATRIA).

This educational philosophy can only be realized through the collaborative efforts of university faculty, students, and staff. We use the term "college" in the English name of each faculty department. The "college" is derived from monasteries in the 12th or 13th century and refers to spaces where faculty and students prayed, lived, and studied together. University of Oxford and the University of Cambridge have their origins in colleges. Today, our university unfortunately does not have dormitories on campus but we still value the original philosophy of the college, and we strive to provide students with endless journeys in their pursuit of truth. Rikkyo University exists as a place that fosters people with a keen interest in the system of knowledge that humankind has developed and who can apply that knowledge in the real world and throughout society. Our mission at Rikkyo University is the formation of a sound universal perspective, human values, and perspectives by helping students understand the fundamentals of and links between the organic knowledge that has existed since ancient times to the present, from the present to the future. We help students identify that meaning within themselves by linking that knowledge to one's life and experiences, and then internalize that knowledge for use in the real world. While reconfirming this founding spirit, we also reinforce our commitment to future generations to being a university that transcends time and space to link people and the world.

3. Liberal Arts as defined by Rikkyo University

Channing Moore Williams was a graduate of The College of William & Mary, the second oldest university in America after Harvard. Like Oxford and Cambridge, William & Mary was an Anglican college that was rooted in the fundamentals of English liberal arts education. This is why traditional English liberal arts education is at the Rikkyo University. During its growth period when Rikkyo relocated from Tsukiji to Ikebukuro, an English liberal arts education remained at the core of the school's education policy. This was even wonderfully expressed in the design of the Ikebukuro campus, which features red brick construction that extends from the main gate.

The original purpose and goal of education rooted in liberal arts is for students to gain the ability to observe and understand the world through that education and to obtain the power to change the world. Rikkyo's commitment to this core understanding remains unchanged. However, various types of universities and colleges have begun to aggressively use the term "liberal arts", creating a need for us to clarify, both internally and externally, how Rikkyo University defines liberal arts and how we adapt this to current society. Even at Rikkyo, the term "liberal arts" has begun to take on a life of its own. It would not be an exaggeration to say that the term has evolved into an ambiguous slogan with no clear consensus on its meaning.

Liberal arts education does not simply refer to first-year education that is separated from specialized fields. We as a university must reach a common awareness of how we define liberal arts, which is so directly linked to our mission. We will discuss this topic in detail in III.1 of this Basic Policy.

4. A proactive new university model in a post-COVID-19 world

COVID-19 is a worldwide pandemic that has caused a paradigm shift. In other words, the framework of social consciousness itself has shifted. Amid such a shift, universities in both Japan and around the world must adopt dramatic shifts in the very state of what we know as a university. Our initiatives thus far included a nearly forced shift to online classes. However, once we begin to realize the potential of those initiatives, we can imagine an environment where we no longer need traditional components, the tangible constructs rooted in space and time such as the university campus, classrooms, and course times. The pursuit of online possibilities simultaneously requires the clear confirmation of the value and meaning in campus-based academics and life. Rikkyo does not view the topic of online versus onsite as a single choice between two options. We will focus on the enriched development of higher education that organically combines online and on-site functions.

As society questions the so-called building-centered university education, at Rikkyo

University our mission is proactively present a new university model and new framework for university education in a post-COVID-19 world. COVID-19 required the world to rapidly prepare infrastructure that uses online tools to enable a diverse range of students to receive higher education in diverse formats regardless of time or place. We must reevaluate existing academic policies and conceive a new university structure post-COVID-19 world.

The ongoing COVID-19 pandemic will have a significant impact on increasing the number of students sent overseas and increasing the number of foreign students who come to Japan, the two core policies in Rikkyo's globalism strategy. As such, we must widely review our existing globalism strategy. Assuming a hybrid of virtual and real-time components, we will establish a framework for expanding both students sent abroad and foreign students accepted. Through the aggressive use of online tools, we will create a domestic framework that promotes acquiring skills and knowledge that can be applied globally. Following a clear globalization strategy, we will strive to create a campus environment that cultivates a global atmosphere. Through such diverse programs, Rikkyo will lead the way towards conceiving and proposing a new global design for the COVID-19 age.

5. Becoming a campus that attracts diverse perspectives – A qualitative advance towards diversity inclusion

Today, society needs universities to disengage from the conventional model that assumes mainly accepting Japanese students who enter college at age 18 and to create systems and environments that proactively accept people with diverse attributes and of various backgrounds, including adult learners, foreign students, and students with disabilities to promote liberal learning. Efforts to create a diverse environment encompassing a diverse range of members are now being recognized as a critical issue for not only Rikkyo, but at numerous universities. Maximizing the potential of each individual and developing the capabilities needed to thrive in a global age requires diverging from the perspective of providing standardized educational curriculum and to serve as an institution of higher learning where diverse people with diverse values gather to create new values. Rikkyo will also reevaluate all existing systems, including governance, towards rapidly enabling the program restructuring to ensure we can provide the diverse and flexible education programs that will enhance the unique characteristics of each student and help foster new literacy on a campus that welcomes diverse perspectives.

Rikkyo will embrace diversity as a default stance while further advancing towards the next stage of inclusion. Inclusion means ensuring diverse groups of people are able to interact equally to form a single, organic communion. The World Education Forum held in 2015

adopted a new 2030 education development vision that outlines the goal of achieving inclusion by providing inclusive environments for all people and promoting fair and high-quality education and life learning. Advancing the transition from diversity to inclusion requires that Rikkyo take on a leading role in society on this front. We will continue to embrace inclusion as one of the key points of our constructive reforms.

6. The Rikkyo University Human Dignity Declaration and its meaning

When Channing Moore Williams founded Rikkyo University (as the Rikkyo School) in the Tsukiji area of Tokyo in 1874, he positioned Rikkyo as a place for true humanities education rooted in Christianity. This was clear separation from the prevalent trends in Japanese society at the time, which favored utilitarianism and the use of knowledge and skills as tools for achieving material prosperity and social position. Since then, Rikkyo has continued to emphasize respecting the dignity of each individual and the development of people keenly capable of empathizing with the pain of others as the backbone of our founding spirit.

In 2005, former University President Teruo Oshimi presented the Rikkyo Human Collaboration Declaration as representing the core of our founding spirit. This Declaration stresses the importance of ensuring that education is not an insular experience that begins and ends within the university, but is something that leads to proactive engagement in society and that promote collaborations with a variety of people. Furthermore, this Declaration promotes engaging with socially marginalized people, including the sick, disabled, disaster survivors, and others facing difficulties in life to ensure we do not hurt others and that we strive for the formation of a society that enables all persons to coexist.

It has been 16 years since making the Rikkyo Human Collaboration Declaration. Over that time, Rikkyo has advanced and enhanced activities related to these human collaborations. Rikkyo initiatives have included establishing Student Counseling Center, a University Chaplain's Office, a Human Rights and Harassment Response Center, a Volunteer Center, and a gender forum as well as a Support Center for Students with Disabilities, the Rikkyo Service Learning Center, the Research Center for Cooperative Civil Societies, and engaged in activities supporting Tohoku Earthquake revitalization.

In 2008, Rikkyo outlined the Campus Harassment Prevention Declaration, through which the university declared its stance against discrimination and harassment related to the unique attributes or character of an individual. This includes speech or behavior that serves to harm others, acts that disadvantage or cause damage to or infringes on the human rights of others, and any other forms of campus harassment between all members of the university, which is comprised of students, faculty, and staff. These individual attributes include gender, gender

identification, sexual orientation, age, capabilities, physical condition, birthplace, family relations, religion, nationality, ethnicity, race, occupation, or any attributes related to social standing. Campus harassment refers to the significant interference with the learning or workplace environment during university educational, research, or work-related activities, or the use of the power dynamic related to academics or occupation, to engage in speech or behavior that goes against the will of the other person to cause that person disadvantage or discomfort. Typical examples of this include sexual harassment, academic harassment, and power harassment.

Striving to achieve the UN Sustainable Development Goals (SDGs), which aims to achieve a world in which no one is left behind, Rikkyo University must also contribute to work that values dignity, particularly in a world facing the COVID-19 pandemic. The word "dignity" comes from the Latin word *dignitas*, which means for something to have value in its existence. There is value in the existence of all living things, and we must never work to harm that value. This is very much the core principle of Christianity that Rikkyo University has embraced since its founding.

Based on the two declarations mentioned above, in April of this year the university released the Rikkyo University Human Dignity Declaration. This Basic Policy reaffirms this Declaration and it is our hope that this Declaration will serve as ongoing guidelines for all conduct and behavior by the students, faculty, and staff who comprise the Rikkyo community, and as a point of reference when implementing new reforms and programs in the future.

It is important to note that the concept of value in all living things also applies to nature, plants and animals, and the global environment. Rikkyo University will continue to promote initiatives related to the SDGs and initiatives to become carbon neutral. These topics will be touch on again later in this document.

Rikkyo University Human Dignity Declaration

[1] Grounded in Christian principles, Rikkyo University fosters character and teaches respect for the dignity of others.

Rikkyo University strives to be a place of liberal learning and education in an environment that respects the dignity each individual and allows each person to fulfill their maximum potential. We pursue proper education and extra-curricular activities that promote human rights awareness and respect for the perspective of others.

[2] Rikkyo University fosters the development of people who convey their academic discoveries and

experiences to others and who have the sensitivity and intelligence to coexist with others.

We foster the development of open-minded intellectuals, members of society who are able to accurately convey their discoveries and experience to individuals, but also to the greater society. We strive to provide a campus where people inspire and interact with others, a campus that supports coexistence with others, including the less fortunate.

[3] Rikkyo University takes a firm stance against campus harassment and works to prevent and eliminate all forms of harassment.

Campus harassment is the act of harming the dignity of other individuals and infringing on the human rights of others. Campus harassment also harms the environment that supports university education and research. Rikkyo University stands firm against such acts and will work to maintain an environment that is free of harassment.

7. Governance reforms focused on the balance between “completely optimal” and “partially optimal”

Universities are expected to go beyond simply maintaining and enhancing their current strengths. Universities are expected to engage in widespread reforms towards continuously developing new strengths while also continuously creating new value that contributes to future societies. To achieve this, absolutely required of universities is the creation of a structure that transcends the organizational borders existing between each college and graduate program to enable rapid and flexible program creation based on the changing times. Further required is a governance structure that ensures transparency and accountability. The university must also reevaluate the strengths and unique traits of each college and graduate program. Unlike the time when we had five colleges, today Rikkyo University is a comprehensive university consisting of ten colleges with preparations to further expand our new colleges. To further enhance the strengths and superiority of each college and graduate program, we must abandon conventional parallel structures for a shift to a broad and flexible governance structure that vastly increases the freedom of each colleges. At the same time, it is critical that each college not only act autonomously, but also share a clear mission and vision as a single academic institution.

Moving forward, we will establish flexible yet sturdy university management by achieving a balance between "total optimization" and "partial optimization". Where we must achieve total optimization is in the creation of a comprehensive scenario design for adherence to our

founding spirit and the realization of our mission and vision. Conversely, where we will take advantage of partial optimization is in the detailed policies related to curriculum, human resources, budget management, and other areas that differ between each department and graduate program. In these areas, we will work to maintain as much flexibility as possible. We will strive for stable governance by achieving the appropriate balance of this "total optimization" and "partial optimization".

8. All Rikkyo | Approaching our 150th anniversary

Achieving our vision of fostering the development of people capable of engaging to the pursuit of universal truth and contributing to an ever-evolving world and society requires we engage in constructive reforms. While reconfirming this founding spirit, we at Rikkyo University boldly declare our commitment to being a university that remains rooted in the now while also transcending time and space to link people and the world. Let's create a university in which all involved, faculty, students, and the staff who help maintain the campus environment, can be proud. And, let's reform into a university that is chosen by all. Such a university is a source of pride not only for university employees and students, but also for alumni, the local community, and the wide range of stakeholders associated with the university. As a university that is chosen by all is one that is chosen not only by prospective students in Japan and overseas, but is also chosen as a partner institution by the world's researchers, communities, and corporations.

In dramatically changing times, those associated with the university, including our past presidents, have engaged in various reforms amid the turbulent times, and some of those reforms have produced results. This is seen in the recognition Rikkyo University has gained as a Metropolitan private comprehensive university as well as in our reviews and recruitment figures for Rikkyo students. On the other hand, we also must recognize the risk of not fully embracing our uniqueness and not working to distinguish ourselves from other universities. What makes Rikkyo unique and what are our strengths? These are questions we must answer by making new discoveries through the reevaluation of the events of our past. This will enable us to implement reforms that are truly representative of Rikkyo.

What Rikkyo must pursue is to become a university that is "profoundly unique". Achieving this requires that each college not only maximize their respective advantages, but that all our colleges collaborate to form a unified university. While affirming our founding spirit, we also work to create a university that provides tremendous value to the world. We will undertake the missions that other universities will not. Even amid the COVID-19 pandemic, we will create a

new Rikkyo model to present to the world.

Our mission will be to foster future generations and link those minds with Rikkyo values. With an ALL RIKKYO mindset, we head towards our 150th anniversary with a unified commitment to creating a Rikkyo that serves as a place for all to pursue their dreams and ideals.

III. Core policies

1. Developing the RIKKYO Learning Style

Liberal arts education at Rikkyo aims to develop cultured individuals with expertise and promote character education that strives for intellectual, sensitivity, and physical balance. Through this type of liberal arts education, we are confident that students will be able to acquire the ability and strength to listen to, understand, and change the world. Over the next four years, we will proactively promote a liberal arts education experience that is unique to Rikkyo University (see II.2 and II.3).

The framework for promoting this liberal arts education is called the RIKKYO Learning Style (RLS). Launched in FY2016, RLS is both pioneering and revolutionary as a tool for undergraduate education in Japan for its comprehensive approach to academic and extra-curricular education. As RLS heads into its sixth year, we will advance initiatives towards the completion of the RLS system. This means we must reconfirm our approach to RLS fundamentals and ensure system understanding and sharing by the University Faculty Committee and the University Curriculum Committee. Furthermore, we must also reassess the meaning of RLS in terms of both academic and extra-curricular activity results. Additionally, we must fully take advantage of the functions provided by the University Education and Support Center to engage in continuous educational skills development. We will also evaluate expanding Media Center functions towards further pursuing the possibilities of a mixed class structure that combines in-person classes with the online classes launched provisionally in response to COVID-19. For example, gaining proactive involvement in these initiatives from instructors is likely to increase the potential for creating a platform for adopting and promoting mathematics, data sciences, and AI education through curriculum created for all students in both humanities and the sciences. Of course, we will also consider alliances and collaboration between existing organizations. This type of education is certain to result in helping learners, teachers, and supporters all maximize their skills and potential. This system will be validated by providing society talented human resources who are able to pioneer new fields.

To ensure the development of RLS, we must consider the permeation education that enables everyone to exert their own form of leadership, one of the goals we aspire to here at Rikkyo

University. Our approach to this type of education can also be seen through the Leadership Program launched by the School of Business Management and in the career support programs developed and offered by our Career Center. We will learn from these creative initiatives to evaluate which schemes will we adopt school-wide. Through the gradual adoption of these programs, we will make substantive improvements to our liberal arts education. To take advantage of exiting RLS initiatives and progress, we will further enhance the Rikkyo Global Minor Program (for example, increase disciplines) and increase the number of alumni, expand on introductory education such as the Rikkyo First Term Program, and take advantage of social service education and experiential learning programs such as Rikkyo Service Learning (RSL) to further develop the RLS.

Rikkyo must also broadly disseminate information regarding these initiatives, both internally and externally, to fulfill our accountability and also to continuously receive feedback from society. This will enable us to proactively fulfill our social responsibilities related education, research, and social contributions.

2. New education concepts

Achieving the sustainable development of people capable of pioneering a new age requires that we realize a new college and graduate school concept. Fostering such minds is the role of Rikkyo University, and we believe our constant evolution is critical to fulfilling this role.

Specifically, we will use university's history of education and research as a foundation for the create of new colleges on our Ikebukuro and Niiza campuses. On the Ikebukuro campus, we will create a new college for fostering the development of people able to contribute to evidence-based social reforms by providing a comprehensive education that combines both science and the humanities. At the Niiza campus, we will establish a new college for developing people able to contribute to the realization of a wellness-based society. This is an expansion of our ongoing education and research conducted through the Faculty of Sports Wellness in the College of Community and Human Services, and will be restructured into the College of Community Welfare. The creation of these new colleges represents the core of initiatives that will drive us towards our 150th anniversary.

Developing people capable of acquiring specialized skills and applying those skills in society will require that we further expand the collaboration between colleges and graduate school. In particular, we will constantly review curriculum, including evaluating the need for graduate school restructuring, to create a better visual representation of the educational effect of our schools. This will enable us to further elevate the educational potential of our graduate schools.

We will also expand on graduate school content for adult learners. As is evident from the

attention being given to the importance of recurrent education, it is important that we provide opportunities for continuing education after graduation from university. This is why the importance of graduate schools for working adults is likely to increase moving forward. However, continuing education for adults at the graduate school level must not simply be an extension of college education. This education must be aligned with the skills and capabilities of working adults, and also be aligned with the needs of society. As such, we will not only consider curriculum, but also ensure the appropriateness and efficacy of our administrative systems.

IV. Education development

1. Developments in undergraduate education – State of classes held amid new norms

Outlining a new, proactive university model in a post-COVID-19 age is a common issue for all higher learning institutions. The initiatives in which we will aggressively engage to achieve such a model for Rikkyo are as discussed in II.4 and III.1. In light of the university's overall experience with online education and the results of the report from the "1st Working Group for Evaluating Remote Learning" (5th Education Reform Promotion Committee (FY2020)), we recognize the need to confirm the value and meaning of on-campus learning amid the new normal created as a result of COVID-19. We will engage in deliberations evaluating the future state of university courses.

As a new format for university education, we will broadly explore the possibilities of a mixed class structure that effectively combines in-person classes with online classes. We will also validate various types of course formats as well as evaluate and prepare the necessary systems (including infrastructure). We are striving to create a framework that contributes to a greater selection of options for students while also increasing the educational impact of teachers and improving education quality provided by university staff. Amid these initiatives, it is also important that we substantiate credit certification based on a unit system. We must also confirm the adequacy of course work volume as we move forward with the adoption of online classes. Similarly, we must also evaluate the ability of students to secure adequate study time, both on campus and away from campus. We will focus on ensuring consistency between these three policies and continue evaluating the appropriate measurement benchmarks for measuring the efficacy of our undergraduate education programs.

2. Developments in graduate school education

Critical to enhancing graduate school education is a platform for forming a researcher community within the university as a connected entity for the developmental learning of undergraduate education. We will revalidate the graduate school and minor studies programs of our university graduate school to fully ascertain the vectors for each entity and support efforts to further distinguish and invigorate each program.

To promote graduate school education and research, we will evaluate flexible limits on academic program length (early graduation program, establishing a 5-year combined bachelor's and master's program and combined bachelor's through doctoral program, a two-year or shorter pre-doctoral program for working adults, and long-term refresher programs for recurrent education), participating in fellowships for doctoral program students, and evaluate similar frameworks for student support. We will also evaluate policies concerning accepting graduate school students and measures to mitigate teacher and graduate school workload. We will also highlight graduate school matriculation options when introducing our campus to undergraduate students as well as disseminate information on our graduate student career education programs, engage in graduate school recruitment, and promote the appeal of our graduate school to the world.

We are also entering a period in which we must evaluate the consolidation and reorganization of similar and overlapping departments and academic minors. By more organically aligning and stimulating the superior expertise of our researchers and the human and intellectual resources spread out between the various graduate departments, we can expect to engage in collaborative research that better enables us to respond to the needs of society. Stimulating graduate school will involve pursuing qualitative enhancements. Beyond simply increasing enrollment and improving our financial status, we will outline a medium-term plan that enables us to increase Rikkyo's research capabilities and our recognition as a research institution. This will improve the overall appeal of Rikkyo and solidify Rikkyo's position as a chosen university, which will in turn further our ability to enhance the graduate school experience we provide.

3. Providing a global liberal arts program (GLAP)

The Global Liberal Arts Program we launched in FY2017 was completed in FY2020 to send off the first graduates of the program. This program allows students to graduate based on coursework provided only in English. This program is one of the core elements of the Top Global University Development Support Program (TGU) introduced later in this document

(see VIII for details).

We will look back on the four years leading up to the completion of the GLAP to identify matters that need evaluation, including admissions, curriculum, career support, and human source and organizational structure. Based on the approach to liberal arts education outlined in II.3, we will in our medium-term plan we will include concrete proposals concerning the above matters for evaluation. This will enable us to present, both internally and externally, a single model for the future of liberal arts education at Rikkyo University.

4. Enhancing uniform education

In February 1998, the Rikkyo Educational Corporation Goals and Concepts for Consistent and Collaborative Education were released. This represented a shift from the term "consistent education" to "consistent and collaborative education". Since releasing this statement, the Rikkyo Educational Corporation Goals and Concepts for Consistent and Collaborative Education have served as our core principle for consistent and collaborative education. However, over 20 years have passed since releasing this statement and now is the time when we must assess these goals and concepts to ensure the direction of our path moving forward. One of the key issues here is ensuring that consistent and cooperative education continues to be a significant strength for the university. We will engage in meaningful deliberations with the Ikebukuro Junior and Senior High School, the Niiza Junior and Senior High School, and the Primary School to evaluate a framework for better promoting a consistent and cooperative education experience that is unique to Rikkyo schools.

5. Enhancing university collaboration

Over the years, Rikkyo University has participated in alliances with numerous local national universities. This includes alliances with Fukushima University (2011, concluded in 2014), Yokohama National University (2016), Iwate University (2016), Tokyo Gakugei University (2018), and Kanazawa University (2021), among many others. These alliances with other universities have been individual agreements based on the specific needs addressed at the time. However, if we can apply the educational and research resources of these collaboration partners towards furthering our educational goals, then we can create opportunities for learning and research activities that Rikkyo University might otherwise not be able to provide on its own.

We will examine our relationships with the various universities with which we have formed alliances to reevaluate the types of educational and research resources we can mutually provide with our collaboration partners. At the same time, we will evaluate specifically how we can distribute those resources to our students, faculty, and staff [see II.4 and II.5 for details].

6. Enhancing and expanding education support functions

(1) Promoting FD & SD

Rikkyo University applies best practices to a diverse range of numerical benchmarks. To share these best practices throughout the university and promote an organizational approach to achievement, we also prioritize our faculty development (FD) and staff development (SD) functions. We will evaluate budget measures and other support for the unique initiatives of each college related to FD/SD workshops, exchange courses, and new operating methods. These simple efforts related to sharing are critical to the development of new educational methods.

In recent years, Rikkyo University has been advancing the development of English language courses and we are expanding the courses that will enable students to obtain their undergraduate degree solely through English language courses. The world is also examining the possibilities of new course formats for language education in standard curriculum. It is also expected that schools will adopt required literacy as a part of college curriculum for both science and humanities students based on the Mathematics, Data Sciences, and AI Smart Higher Education Programs Certification System (Literacy Level) created by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Amid such budding initiatives, we will apply our FD/SD programs to promote initiatives related to education technology and research activities that enables Rikkyo University to establish a position as an internationally recognized leader in higher education.

(2) Enhancing library functions

A future issue of importance will be the enhancement of university library functions, what some would consider the heart of education and research. We will alter the content and quality of library holdings based on societal changes and the needs of the times to ensure we maintain a structure that supports required functions. As a part of this movement, in FY2020 the Rikkyo University library outlined its basic policy based on the university's mission and is engaged in sustainable and developmental activities in various domains. In response to those activities, we will gather opinions from a wide range of college and graduate school faculty and staff concerning new model for our library.

7. Other initiatives

(1) Evaluating our assessment methods for academic results

Ensuring there is meaning in the pursuit of Rikkyo's concept of liberal arts education, not only requires that teachers and supporters collaborate towards providing high-quality education, this also requires the broad-based three-way cooperation that includes the learners themselves. Rikkyo has numerous issues we must resolve through cooperation and collaboration. In addition to course evaluation surveys and an e-portfolio to create a visual representation of academic performance, we must also confirm the results of off-time study and extracurricular activities, confirm career formation to support the development of talented people, and to pursue the possibilities for post-graduation current education. Understanding how Rikkyo students go on to form their careers is important to for performing long-term evaluations of learning outcomes, and is something society expects of our university. We will evaluate information gathering and evaluation methods.

(2) Developing the Rikkyo Second Stage College (RSSC)

The Rikkyo Second Stage College (RSSC) will continue to promote lifelong learning in this age of 100-year lifespans. With the future goal of developing recurrent education that responds to the demands and needs of our university communities and all of Japan, we will continue to engage in curriculum development and create a sustainable operating structure.

(3) Responding to accreditation programs

With the increase focus on internal quality assurance ahead of inspections for our next accreditation evaluation are scheduled for FY2024, we must engage in university-wide validation work to substantiate the efficacy of the degree programs and credit systems adopted by each college department and major.

In the four years that have passed since our previous accreditation evaluation, each college has established new courses to reflect the shift towards globalization, and we have evaluated the creation of new colleges. As a result, our university environment has changed dramatically since our last accreditation evaluation in FY2017. We will continue to assess changes in social situations and initiatives undertaken at other universities as we conduct sweeping validation work for all systems related to university education.

V. Stimulating research activities

1. Qualitative improvements and enhancements to all academic research activities

It goes without saying that it is critical that we reflect and incorporate the knowledge accumulated by our university instructors, and their expertise rooted in a diverse range of curiosities and problem awareness, into our educational activities. In other words, the pursuit of educational curriculum and methods that produce a synergetic effect between education and research results in qualitative improvements in overall academic and research activities.

To promote research at Rikkyo, we will continue to develop the environments required to support the creative research activities of individual researchers while also establishing core research domains and engaging in the school-wide commitment to academic study in flagship research domains and creative academic research. To address the balance between research and education, we will promote autonomy for teachers and the faculty of each college and graduate school when setting academic themes. We will also work to reduce workloads to help teachers focus on educational and academic activities. We will engage in creative activities to publicize and commercialize research results, as well as aggressively support joint research with external research institutions and private companies. In our medium-term plan, we will outline the following points as reforms related to the abovementioned research promotion.

- (1) Create a support structure for increasing applications and securing grants that can be applied towards research and education

- (2) Create a framework for applying a portion of indirect expenses (education and research promotion capital) as a strategic fund by designating as special-purpose assets

- (3) Create a framework for aggressively supporting budding internal research and supporting the creation of a positive spiral that leads to the (re-)stimulation of research labs and research centers, and helps improve the education environment.

2. Expanding research support systems

We will enhance systems for supporting creative research activities by researchers in order to promote research that creates new value aligned with the Rikkyo spirit, to aggressively promote research-based educational and social collaboration, and to reflect research-backed

specialized knowledge in education to generate a synergetic effect.

In light of the fact that only science and technology related to the humanities was added to funding eligibility for the 6th Basic Plan for Science & Technology Innovation (2021), we will support the creation of academic knowledge centered on the humanities and sociology, areas in which Rikkyo is particularly strong.

We will also further enhance support for the application processes for scientific research grants and other competitive funding. We will create a framework for supporting research activities by aggressively soliciting and supporting research themes from our colleges and graduate school programs, including as academic research combining humanities, sociology, and natural sciences, research related to creative budding domains, and cross-domain research.

3. Promoting industry-academic-government collaboration

The fundamental roles of a university are education, research, social cooperation, and social contributions. In a society rooted in knowledge, the creation of "knowledge" and a framework for the use of that knowledge have great value. And today, the trend of collaborations between industry, academia, and government are increasing. Industry-academic-government collaborations help stimulate universities and help develop the educational environment. As a result, universities today not only serve as a source of workers, but also have come to be recognized as an outsourcing option for corporations for R&D as well as workforce development. Research has become more convenient thanks to creation of laws enabling joint research based on industry-academic-government collaborations. In addition to conventional academic research, we are seeing social collaboration aimed at resolving social issues and the application of research results. In light of this trend, Rikkyo will also develop an environment to serve as a platform for such collaborations. With a focus on the following points, we will promote research based on industry-academic-government collaborations [see II.5 for details].

(1) Broad-based social cooperation including external capital procurement through collaborations with corporations.

(2) Investment and PR for the standardization of industry-academic-government collaborations, including charity-based research products, specified donations, charitable seminars.

(3) Creation of framework for supporting equipment and digital infrastructure aimed at fostering of internal incubation and the visualization of human and intellectual resources.

VI. Student support

1. Direction of student support

As described in III.1, the RIKKYO Learning Style (RLS) represents our concept of what learning should be that takes into account both academic pursuits and extra-curricular learning. Rikkyo student support must be the support of autonomous student learning based on this RLS. We must also embrace a universal effort within the university to adopt and apply this content.

Looking specifically at the details of this support, there will be times when students require assistance related to their academic pursuits and times when support is needed in addition to academics. The former includes activities such as support to help students face the individual problems they encounter, specifically scholarship support and support for students with disabilities through the Student Counseling Center. The latter may include activities such as career support, support for sports activities, and support for official and unofficial club activities.

Over the next four years, amid this new environment brought about by COVID-19, we will make sure that this support is appropriately reaching students, create plans for building a well-balanced support structure, as well as enhance and increase the support we already provide.

2. Expanding scholarships

Rikkyo University has established a scholarship framework that includes scholarship economic support-based scholarships, scholarships to support study abroad, and scholarships to support graduate school student research activities. However, the impact of COVID-19 and many large-scale disasters have created an environment in which economic and societal conditions can change rapidly. This means we must ensure flexibility in our scholarship framework. And with the advance of internationalism, we may see the need for new types of scholarships.

We will continue to evaluate the direction of how we enhance our scholarship framework by confirming whether or not we have established the scholarships our students need.

3. Developing student support structure

(1) Promoting peer support

In this "new normal," it is important that students regularly support each other to promote a mutually creative and enriched campus life. We will look to establish a peer learning bank, a framework for consolidating the university's existing efforts to promote mutual cooperation

and help students find learning partners.

We have also received broad-based recognition in society for our unique student support efforts, which include our Student Counseling Center, Support Center for Students with Disabilities, Human Rights and Harassment Prevention Center, and a gender forum. The role of these organizations towards helping enhance student lifestyles will continue to grow. We will evaluate the necessary frameworks for cooperation between these organizations towards promoting mental and physical health, and providing a motivating and connected environment that helps individuals find their own value.

(2) Expanding support for students with disabilities

In recent years, support for students with disabilities has advanced, both in terms of type of support available and the range of students eligible for support. Learning from the teachings of neuro diversity, which works towards education and lifestyle support that respects diversity in cerebral and cognitive function, we will continue with university-wide efforts towards developing a universal design that extra-curricular activities, and campaigns that promote social inclusion [see II.5 for details on inclusion].

It is important to note that the neuro diversity approach is something that applies not only to students, but is also widely applied to faculty and staff.

(3) Creating a healthy campus

Rikkyo University provide a clinic (medical institution) and a health office that work to ensure the mental and physical health of our students, faculty, and staff. It is impossible for students, faculty, and staff to enhance university education and research activities without their health. As such, increasing well-being (being in a physically, mentally, and socially positive state) and quality of life (QOL) are essential and a value that should be equally pursued by all.

While enhancing the facilities needed to provide well-being and QOL, also incredibly important are the policies that promote well-being and QOL. Rikkyo is already engaged in initiatives to increase wellness, promotes stress reduction, and has the research seeds to promote increased health. Through these measures and initiatives, we work to ensure not only physical health, but also mental health and a healthy social environment (providing security and a feeling of prosperity through human connections). We will apply these new initiatives and existing research seeds towards the evaluation of model projects that can be applied universally across campus as a health promotion program.

4. Expanding career support

Rikkyo University has outlined a policy on student support that focuses not on the ability of students to get hired, but on supporting student career formation. We develop and implement various programs based on the three phases outlined in the RLS, the introductory phase, the formation phase, and the completion phase. COVID-19 has brought about many significant changes. We have entered into a seller's market, are seeing an increase in online recruitment and internships, and there is a shift towards job-specific and full-year hiring. To enable flexible responses to such environmental changes, we will continue to enhance existing programs and promote new program development to achieve innovation in our career support. These initiatives have gained recognition in recent years, and have helped gain Rikkyo a reputation as a university for careers. We will continue to promote this brand image by broadly disseminating information to a wide range of stakeholders.

Based on the above, we will focus on the following three key points during the evaluation and development of career support policy. The first is increasing collaboration with college education. Specialized education and career support at our colleges is designed not as independent functions, but as an interactive framework that works together to contribute to student growth. At the same time, career outlooks and desired career support will vary depending on the college. As such, we will strengthen collaborations between colleges to provide career support suited to the characteristics of each college.

The second is a focus on detailed support that matches the profiles of each student. Something that immediately comes to mind is support for foreign students. Rikkyo has always proactively engaged in support for foreign students. Moving forward, we will expand on this support and also provide English-based support as necessary based on student needs and the environments in which the students are studying. Another area is the expansion of job search and career support for graduate school students. While we currently offer job search support for graduate school students, we will expand on this support by advocating for employment for graduate students as well while also expanding career support for graduate students. We will collaborate with graduate school departments, whose students include working adults, to provide support students seeking new employment options after the completion of their graduate research. We will also collaborate with relevant departments to expand existing career support for students with disabilities.

The third area is fact-based support. Our career center evaluates individual programs and ascertains student behavior patterns to evaluate optimal program paths for students. We will work to enhance this support by developing evaluation benchmarks that can be applied towards career support and job search support.

5. Expanding support for extra-curricular activities

We will implement measures to further invigorate our sports activities in a way that is representative of Rikkyo University values. Specifically, we will make further improvements to our admissions program for student athletes. We will evaluate the functions achieved through our existing admissions program for student athletes to identify latent issues and implement improvements to improve efficacy.

We will also improve our sports activities promotion fund and the special visiting instructor system. These programs have thus far served an important role in supporting sports activities. However, today the needs of each club are more diverse than ever. We will evaluate improvements to create a system capable of responding to the detailed and diverse needs of various sports clubs.

We will also establish a structure for supporting sports. We will continue to value our past while establishing a highly transparent support structure to provide support for a wide range of student athletic activities. As part of those efforts, we will evaluate establishing a system that takes advantage of the strengths of consistent and collaborative education.

Additionally, we will work to invigorate extra-curricular activities outside of sports. We will identify issues related to supporting the activities that fulfill important roles in student growth to provide the support that is suited for this new age. In particular, we will evaluate support policies that enable detailed responses to the needs and activity conditions of each group.

VII. Social collaboration & social contributions

1. Direction of social collaboration and social contributions

Historically, the role of the university has been the advancement of education and research. However, over the past 20 years, even the Central Council for Education has emphasized that the social contributions of universities should include broad-based contributions to societal development, including local society, the economy, and international society. Additionally, recent years have seen the threat of critical climate change lead to an increased awareness of environmental contributions as not only an aspect of social contribution, but also a part of social responsibility.

Rikkyo University is expected to fulfill a mission that responds to these changing times [see II.1]. And it goes without saying that, now more than ever, we must embrace our mission of fostering the development of people capable of engaging to the pursuit of universal truth and

contributing to an ever-evolving world and society. Beyond only education and research, we must sincerely recognize that social collaboration and social contributions are also roles to be fulfilled by the university. We must proactively engage in related initiatives and also widely disseminate information on those activities via the internet and other means to promote further collaborations.

Here, "social collaboration" refers to collaboration and cooperation with external individuals, organizations, and communities towards promoting our primary mission, which is education and research. "Social contribution" refers to using Rikkyo education, research, and our organizations to make multilayered contributions to the community, society, Japan, the international society, and the Earth. To fulfill our mission, we will engage in multi-faceted collaborations with various stakeholders, including local municipalities, national government, the United Nations, economic and industrial organizations, other universities and educational institutions, and NGOs and NPOs.

Specific details on social collaboration and social contributions will be outlined in our medium-term plan. As an example of local collaboration, we will work to further strengthen relations with Toshima Ward and Niiza City, where our Ikebukuro and Niiza campuses are located. At the same time, we will explore collaborations with the municipalities, universities, and organizations in Tokyo, Saitama Prefecture, and regions outside Tokyo Metropolitan area. These collaborations will include evaluating support for Tohoku Earthquake Restoration efforts, future initiatives for the disaster response and support headquarters, the effective utilization of the Rikuzen Takada global campus at the Rikuzen Takada Satellite Office, and the proactive solicitation of programs related to collaborations with overseas universities. We will also try new collaboration styles such as local collaboration workshops lead by students to address local issues.

2. Enhancing SDGs collaboration

The Sustainable Development Goals (SDGs) [see II.6] represent initiatives that attach contemporary meaning to the initiatives outlined above. The SDGs, which emphasize leaving no one behind, are highly relatable to the Rikkyo founding spirit. We will establish an SDGs promotion structure, including creating a university-wide network, to promote the 17 goals outlined in the SDGs.

Understanding that contributing to the local environment is one of the duties of a university, through RSL-based education and other initiatives we will foster the development of students capable of making contributions to carbon neutral initiatives, which we believe leads to fostering positive members of society, while also promoting collaborative research with

corporations.

VIII. Internationalism | Development of internationalism projects

As discussed in II.1, the history of Rikkyo University dates back to 1874 when American Episcopal Church missionary Channing Moore Williams established the Rikkyo School (St. Paul School) in Tsukiji. Taught at the school were Christian studies and English. As this suggests, Rikkyo, its founder, and the education we provide have always had an element of internationalism. The focus on foreign language education has been a Rikkyo tradition since our founding and the university's promotion of internationalism is equally a part of our tradition. This more than anything represents our belief that the liberal arts education provided by Rikkyo helps students acquire the ability and strength to read, understand, and change the world [see II.3 and III.1].

In 2014, Rikkyo was selected to the TGU Program funded by the MEXT. Since then, through this TGU Program we have promoted initiatives related to internationalism. While Rikkyo has engaged in numerous types of internationalism initiatives, our main focus has been on three initiatives: 1) Send Rikkyo students to foreign countries to gain experience in foreign cultures, 2) Accept foreign students into Rikkyo to provide cultural exchange opportunities on campus between Japanese students and foreign students, and 3) Significantly increase opportunities for the above students to study in foreign languages at Rikkyo. Through this TGU environment, we have aggressively pioneered collaborative relationships with other schools to secure study abroad opportunities Rikkyo students. In addition to establishing an international exchange dormitory, we have continued to develop the Rikkyo Study Project (RSP), a framework for foreign students to study at Rikkyo University. To increase opportunities for studies in foreign languages, an addition to GLAP, we have also promoted initiatives such as increasing the number of classes offered in English. While we must remain mindful of the new environment created by COVID-19, we will continue to advance initiatives related to internationalism [see II.4 and III.1].

As part of internationalism initiatives, we will address the matters identified as core issues in "Developing an Internationalism Strategy", the October 2019 report issued by the Rikkyo Cross Functional Team (R-CFT). These four issues were: (1) Cultivating an awareness of internationalism through the RIKKYO Learning Style-Global (RLS-G), (2) Enhancing sharing and implementation between internal organizations, (3) Human resource system for developing and placing staff who contribute to internationalism, and (4) promoting international exchange that does not rely on study abroad.

An interim assessment was conducted for the TGU program in FY2020. From FY2021, we

must engage in initiatives to complete related projects by the final year of the program in FY2023. We will confirm goals from initial plans that have not yet been achieved to create plans for how we can work towards achievement of those goals by the final year of the program. Additionally, from FY2024 onward, we will continue to evaluate the content of our medium-term plan based on the state of Rikkyo internationalism after the end of the TGU program.

IX. Entrance exams | Continuously reviewing our admissions system

College entrance exams aim to acquire students who fit our Admissions Policy with consideration given to three elements related to academic ability ((1) Knowledge and skills, (2) Intellect, judgment, expressiveness, and (3) Independence and cooperativeness). We will continue to our review entrance exam categories and methods to ensure our ability to respond to new learning guidance parameters set to start in FY2022 (applied from FY2025 entrance exams). This will also ensure the appropriate evaluation of these three elements related to academic ability when creating new colleges and when reorganizing colleges. Furthermore, plans concerning the reevaluation of student athlete admissions is as outlined in VI. 5.

In addition to promoting an integrated educational experience, we will also promote collaborative education between high school and college for affiliate schools and partner schools to enhance mutual understanding between high school and college. We will also evaluate appropriate admissions systems for educational connections after admission. We believe the importance of integrated high school and university education will increase moving forward. We will carefully evaluate the appropriate admissions system for increasing the effect of our educational programs and then conduct a review of our existing systems.

We will also engage in continuous reviews of our graduate school admissions systems to increase consistency with our Admissions Policy.

X. Public relations & branding | Enhancing our PR

Rikkyo will reevaluate its brand image based on the policies newly outlined in this document and then work aggressively to promote this brand image in Japan and overseas. The Brand Image Creation Report issued by the R-CFT in October 2019 involved the confirming and analyzing Rikkyo's current brand image to identify the strengths and characteristics of our brand as leadership and liberal school governance, a combination of modern and traditional concepts. We also have proposals from consulting firms that provide an external perspective. We will evaluate these resources as we work to improve our brand image and recognition of Rikkyo University by aggressively engaging in activities to disseminate our mission and vision. Thus, we will proactively conduct public relations campaigns as we work to enhance our liberal

arts education, global education, and leadership education [see II. 3, III. 1, and VII].

Specifically, each college and school will collaborate on PR activities. Of course, the Public Relations office will take the leading role in PR activities. However, university departments will also engage in information dissemination. While information dissemination by each department is important, there will be time when greater efficacy can be achieved through collaboration between departments. The cycle of awareness, sharing, and dissemination based on internal branding outlined in the R-CFT Report mentioned earlier is particularly applicable to the brand permeation strategy and brand image sharing.

We will also work to build even more effective media relations. Positive media relations are critical to conducting efficient PR activities. Proactively engaging in PR activities through the media will help elevate the Rikkyo brand image.

We will also strengthen our risk response capabilities. In an age of increasing environmental uncertainties, universities face a myriad of risks. The threat of these risks requires higher risk response capabilities. Conducting appropriate PR responses when faced with risks will contribute to improving our organizational risk response capabilities.

In response to COVID-19, we will include online options for admissions events when engaged in admissions PR activities. Specifically, we will publicize our FY2022 admissions program by planning and holding recruitment events for promising students in all regions of the country. We also plan to conduct PR activities aimed at increasing Rikkyo's brand image among high school teachers.

We will also engage in aggressive PR activities in overseas regions. Rikkyo will increase our internationalism projects to promote globalism at our university. This will require working to ensure an appropriate understanding among people overseas of both our educational concepts and research activities. As such, we will engage in aggressive PR activities overseas targeting our core stakeholders.

We will also improve how we measure the efficacy of our PR activities. More precisely measuring efficacy will enable us to strategically engage in cost effective PR activities.

XI. Developing our university governance platform

1. Strengthening governance & enhancing our risk management structure

With the spread of COVID-19, places of education have been forced to make dramatic changes from conventional education and research activities. Also, industry structure reform driven by innovative advancements in information technology have accelerate changes in the social environments impacting universities. Amid such change, the expectations placed on the

roles universities are expected to fulfill are greater than ever.

We must recognize all the roles we fulfill. This applies to all those involved in Rikkyo University. From the students studying at Rikkyo to the faculty who use their advanced research as the basis for teaching students, the staff who apply their diverse expertise to support students and faculty, and the guarantors, alumni, and members of society who support Rikkyo. To ensure our ability to fulfill the roles expected by stakeholders, we will continuously advance education and research, and return those results in our community and society, it is critical that we strengthen the governance structure that ensures legal and appropriate university management [see II. 7].

Serving as reference in this area is the Private University and College Governance Code (hereinafter, "Code") issued by the Japan Associate of Private Universities and Colleges. The Code outlines that governance functions effectively through the implementation of four basic principles: "Ensuring autonomy", "Ensuring publicity", "Ensuring reliability and transparency", and "Ensuring continuity". In our university management, we will apply the core principles of this Code to clarify the roles of organizations involved in decision-making and creating an operation structure. Beyond formulaically adhering to the Code, we will work to ensure appropriate university management that advances education and research in grounded in our founding spirit and enables us to make social contributions. During this process, we will utilize self-checks to ensure effective and efficient evaluations. We will also proactively engage in information disclosure to a diverse range of stakeholders to increase operational transparency. Specifically, in addition to this policy we will draft a five-year medium-term plan and publish the details of that plan both internally and externally. We will also create a progress management structure and methods to promote steady advancement of this plan.

Additionally, in light of the increasing importance of organizational risk management capabilities, we will improve our ability to respond to disaster risks and incidents with the potential to harm our social position.

2. Developing our education management and support structure

The progressive establishment of an educational management and support structure, including administrative functions, is critical to ensuring steady academic development. With this in mind, we will evaluate our management and support structure framework to achieve organizational optimization through necessary restructuring and reorganization. At the same time, we must create an organizational concept and plans that enable us to address the key issue of academic expansion through the establishment of new colleges and graduate school programs.

New program development and responses to COVID-19 create a significant increase in

administrative work have resulted in qualitative changes, including an increase in administrative tasks that are difficult to address through conventional approaches and methods, and tasks requiring a high degree of expertise. The university must identify such organizational issues and work with Rikkyo Educational Corporation towards specific response measures and evaluate the future of our administrative structure. We will also work with schools on the development of human resource and benefit structures, and develop a labor environment that provides motivation and self-fulfillment to all staff members charged with the critical role of school administration.

3. Financial management

Building a financial foundation is critical to creating an energetic academic development. Looking at FY2020 financial results, our operating activities to expenditures balance, which has improved since FY2014, was 8.0%. In anticipation of future investment plans, we have accumulated 2.1 billion yen in facility-related designated assets and approximately 400 million yen in other designated assets. We must engage in strategic and systematic financial management to secure the investment capital required for new academic concepts. We also need to address social uncertainties such as the increasing importance of accountability for tuition fees in the social context of COVID-19. Without limiting ourselves to conventional practices, we will deliberate with Rikkyo Educational Corporation to confirm our basic approach to financial management and to validate our institutional structure.

As an urgent issue, we must secure the investment capital that will enable Rikkyo to pursue our academic development concept and plans (academic plans), including establishing new colleges and graduate schools, and our facility development concept and plans (infrastructure plans). Last year, we verified and evaluated the cost-effectiveness of priority projects and created a framework for reflecting those results in the budget but we will develop further measures to secure the necessary investment capital. Specifically, we will work in collaboration with Rikkyo Educational Corporation to secure financial capital by (1) linking operating plans and budgets, (2) setting target values for major financial ratios, (3) evaluating subsidies, contracted business revenues, cooperation in profitable businesses, and other measures to increase non-tuition revenues, (4) securing funding for strategic projects. We will clarify operating priorities, engage in selection and concentration, and scrap and build to ensure stable financial management.

4. Campus enhancement and development

Rikkyo has improved the attractiveness of our campuses while continuing to value tradition by preserving historic buildings and promoting redevelopment plans. We have promoted facility maintenance for the Ikebukuro Campus, Niiza Campus, and the Fujimi General Ground based on the Ikebukuro Campus Redevelopment Plan Phase 1 and the Rikkyo University Comprehensive Development Plan created in the latter half of the 1990s, as well as the Basic Concept for Campus Development implemented in the 2010s. In the 2020s, new faculties and graduate schools are planned for the Niiza and Ikebukuro campuses. The challenge will be to formulate a concrete facility development plan as the scale of our educational operations expands. We will also work towards the strategic and plan procurement of sufficient investment capital.

In light of the above issues, we will advance the infrastructure plan needed to achieve our academic plan based on the assumption that we will be operating in a new environment created by COVID-19.

For the Ikebukuro Campus, we will start to solidify a maintenance plan through 2030 based on the Basic Concept for Campus Development (2020) that outlines our concept through 2050 for improving campus value, including improving our environment for educational and research activities, improving student quality of life, stimulating social cooperation, and renovating and renewing existing buildings.

For the Niiza Campus, we will formulate a basic concept through the Niiza Campus Development Project. With the creation of the new Sports Wellness College (provisional name) and the reorganization of the College of Community and Human Services, we will evaluate new building development plans and plans for distributing educational and research facility functions until the completion of this new building. We will draft a development concept that gives due consideration to the unique nature of the Niiza Campus, including its active regional cooperation activities. We will also draft a development concept for the sports facilities at the Niiza Campus and Fujimi General Ground from the perspective of necessity from an educational development standpoint and ensuring support for athletic club activities.

5. Promoting our information strategy

Amid dramatic innovation in information technology, we will promote information strategies to enhance education, research, and organizational management. From a university-wide and medium- to long-term perspective, we will improve the information infrastructure that is indispensable to future generations, enhance our competitiveness as an educational institution,

improve convenience for students, and promote work style reforms for faculty and staff. We will continue to develop as an organization that achieves advance information use.

We launched "Information Strategy 1.0" in fiscal 2019 to create a foundation for information utilization. This infrastructure development plans outlined in this initiative are scheduled for completion by the end of 2021. Specific infrastructure development initiatives include the construction of a data management system (DMS), the evaluation of our future ideal core system, and the establishment of an information strategy structure. In response to COVID-19, we are also promoting the effective adoption of distance learning and developing an ICT environment to promote work style reforms.

We have positioned the three years from 2022 to 2024 as "Information Strategy 2.0" and will make full-scale efforts toward the full and creative use of information assets. Specific plans for "Information Strategy 2.0" will be drafted by the end of FY2021 after verifying the status of "Information Strategy 1.0" and taking into consideration changes in social conditions.

As part of this strategy, we will aim to achieve the benchmarks related to information strategy promotion we set based on the DX (Digital Transformation: the concept that the permeation of IT will change people's lives for the better) promotion benchmarks published by the Ministry of Economy, Trade and Industry.

6. Promoting our 150th Anniversary Project and contributing to charitable activities

Rikkyo will celebrate the 150th anniversary of its founding in 2024. This represents a historic milestone for Rikkyo University, and it will be a year in which we will be able to assess the long-term development of Rikkyo University. As an educational and research institute that embodies the founding spirit of "PRO DEO ET PATRIA" (searching for universal truths and serving our world, society, and neighbors) [see II.2], we have positioned the 150th anniversary commemorative project as an opportunity to reaffirm the role that Rikkyo has played and its future mission. At the 996th Board of Trustees meeting held in 2019, we outlined the goal of this commemorative project as being to "create a Rikkyo that will lead the world's new era and values based on our 150 years of history and tradition." While collaborating with Rikkyo Educational Corporation to promote commemorative projects, we will also carry out fund-raising activities to achieve the commemorative fund-raising target of 5 billion yen.

Specifically, we evaluate operations through 2024, being constructing an operating system, and formulating schedules. For projects that will be implemented mainly by the university, we will collaborate by combining the wisdom of the colleges, graduate schools, and departments in an ALL Rikkyo effort to promote these commemorative events [see II.8].