

AY 2011

# Operating Report



# I. Institution Overview

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## 1. Schools, Colleges, Departments and Graduate Schools of the Trust (As of May 1, 2011)

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### Universities

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**Ritsumeikan University** (1-7 Nishinokyo Toganochō, Nakagyo-ku, Kyoto)

● **Suzaku Campus** (1-7 Nishinokyo Toganochō, Nakagyo-ku, Kyoto)

Law School, Graduate School of Management, Graduate School of Public Policy

● **Kinugasa Campus** (56-1 Toji-in Kitamachi, Kita-ku, Kyoto)

College of Law, College of Social Sciences, College of Letters, College of International Relations, College of Policy Science, College of Image Arts and Sciences,

Graduate School of Law, Graduate School of Sociology, Graduate School of Letters, Graduate School of International Relations,

Graduate School of Policy Science, Graduate School of Science for Human Services, Graduate School of Core Ethics and Frontier Sciences,

Graduate School of Language Education and Information Science, Graduate School of Image Arts and Sciences

● **Biwako-Kusatsu Campus** (1-1-1 Noji-Higashi, Kusatsu, Shiga)

College of Economics, College of Business Administration, College of Science and Engineering, College of Information Science and Engineering, College of Life Sciences, College of Pharmaceutical Sciences, College of Sport and Health Science,

Graduate School of Economics, Graduate School of Business Administration, Graduate School of Science and Engineering, Graduate School of Technology Management, Graduate School of Sport and Health Science

**Ritsumeikan Asia Pacific University** (1-1 Jumonjibaru, Beppu, Oita)

College of Asia Pacific Studies, College of International Management

Graduate School of Asia Pacific Studies, Graduate School of Management

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### Senior High Schools

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**Ritsumeikan Senior High School** (23 Fukakusa-Nishideyama-cho, Fushimi-ku, Kyoto)

**Ritsumeikan Uji Senior High School** (33-1 Hakkenyadani, Hirono-cho, Uji, Kyoto)

**Ritsumeikan Keisho Senior High School** (640-1 Nishinopporo, Ebetsu, Hokkaido)

**Ritsumeikan Moriyama Senior High School** (250 Miyake-cho, Moriyama, Shiga)

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### Junior High Schools

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**Ritsumeikan Junior High School** (23 Fukakusa-Nishideyama-cho, Fushimi-ku, Kyoto)

**Ritsumeikan Uji Junior High School** (33-1 Hakkenyadani, Hirono-cho, Uji, Kyoto)

**Ritsumeikan Keisho Junior High School** (640-1 Nishinopporo, Ebetsu, Hokkaido)

**Ritsumeikan Moriyama Junior High School** (250 Miyake-cho, Moriyama, Shiga)

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### Primary School

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**Ritsumeikan Primary School** (22 Koyama Nishikamifusacho, Kita-ku, Kyoto)

## 2. Ritsumeikan's founding ideals, the core educational philosophy and the Ritsumeikan charter

Ritsumeikan traces its roots to the private school of the same name founded in the Kyoto Imperial Palace in 1869 by Prince Saionji Kinmochi, one of the most prominent politicians and internationalists of Japan's modern era. The founder of the Ritsumeikan Academy, Nakagawa Kojuro inherited the spirit of this school, and made the founding philosophy of the Academy "Freedom and Innovation." Later, in reflection of the painful experiences of World War II, "Peace and Democracy" were established as the educational philosophy of Ritsumeikan.

Ritsumeikan pursues the creation of universal values based on academic freedom and searches for solutions to the pressing issues facing humankind, through educational endeavors based on its founding spirit and educational ideals, in order "to believe in the future, to live for the future." The Academy will foster learning and the development of individual talents in order to nurture just and ethical global citizens.

The Ritsumeikan Trust has formulated "The Ritsumeikan Charter" as follows in order to share the ideals and mission of Ritsumeikan among all of its members and to disseminate them throughout the world.

The Ritsumeikan Trust  
July 21, 2006

### The Ritsumeikan Charter

Ritsumeikan traces its roots to Prince Saionji's private academy of the same name, established in 1869. It was officially founded in 1900 by his protégé, Kojuro Nakagawa, as the *Kyoto Hosei Gakko* (Kyoto School of Law and Politics), later to take on the name "Ritsumeikan." The name is derived from a passage in the *Jinxi* chapter of the *Discourses of Mencius*, and means "a place to establish one's destiny through cultivating one's mind."

Ritsumeikan's founding ideals are "freedom and innovation" and reflecting upon its wartime experience, it committed itself to a core educational philosophy of "peace and democracy" after World War II.

Ritsumeikan has faced the challenges of the times by pursuing an independent path to rise above adversity and has become the comprehensive private educational institution that it is today through extensive cooperation and support from both within and outside Japan.

Ritsumeikan, as a Japanese institution located in the Asia Pacific region, is committed to sincerely reflecting upon history and to building an institution where many cultures coexist in the spirit of international mutual understanding.

Ritsumeikan will build relationships of trust, through research and education, as well as sports and cultural activities, and establish its roots in the local community, to create an academic institution open to international society.

Ritsumeikan will strive to strengthen links with society and promote its institutional development by fully utilizing the characteristics of a private academic institution, the participation of its faculty, staff, and students, and the support of alumni and parents, while respecting the principles of autonomy, democracy, transparency, non-violence, and justice.

Ritsumeikan will pursue the creation of universal values based on academic freedom and search for solutions to the pressing issues facing humankind, with its educational endeavors based on its founding spirit and educational ideals, bearing in mind "to believe in the future, to live for the future."

Ritsumeikan will foster learning and the development of individual talents in order to nurture just and ethical global citizens.

Ritsumeikan, as an institute of education and research, pledges to promote peace, democracy and sustainable development in Japan and throughout the world, in keeping with the spirit of this Charter.

### 3. History of the Ritsumeikan Trust (As of May 1, 2011)

May	1900	Establishment of Kyoto Hosei School (Kyoto School of Law and Politics) approved.
October	1903	Name change to Kyoto Professional School of Law and Politics approved.
September	1904	Establishment of Kyoto University Law and Politics approved.
September	1905	Establishment of Seiwa School (junior high school) approved.
April	1906	Name changed from Seiwa School to Seiwa Junior High School in accordance with the School Ordinance.
December	1913	Establishment of the Ritsumeikan Foundation approved. Name change from Kyoto University Law and Politics to Ritsumeikan Private University approved.
July	1919	Name changed from Seiwa Junior High School to Ritsumeikan Junior High School approved.
June	1922	Name change from Ritsumeikan Private University to Ritsumeikan University approved. Establishment of undergraduate division and professional school approved.
March	1944	Name change from Ritsumeikan University Professional School to Ritsumeikan Professional School approved.
April	1947	Establishment of Ritsumeikan Junior High School approved in accordance with educational system reforms.
March	1948	Establishment of Ritsumeikan University approved in accordance with the School Education Act.
April	1948	Establishment of Ritsumeikan Senior High School and Ritsumeikan Evening High School (renamed Ritsumeikan Senior High School Part-Time Program in 1952) approved.
March	1950	Establishment of Ritsumeikan University Junior College approved. Establishment of Ritsumeikan University Graduate School (Master's Program) approved.
February	1951	Name change from Ritsumeikan Foundation to Ritsumeikan Trust approved. (Location: 410 Nakagoryocho, Teramachi Higashi-iru, Hirokoji Dori, Kamigyo-ku, Kyoto)
June	1953	Abolishment of Ritsumeikan Professional School approved.
December	1954	Abolishment of Ritsumeikan University Junior College approved.
March	1968	Ritsumeikan Senior High School Part-Time Program closed.
June	1979	Change of Trust office location approved (Office moved in September). (Location: 56-1 Toji-in Kitamachi, Kita-ku, Kyoto)
April	1981	Move from Hirokoji Campus (Kamigyo-ku, Kyoto) to Kinugasa Campus (Kita-ku, Kyoto) completed.
April	1994	Biwako-Kusatsu Campus (Kusatsu, Shiga) opened.
August	1994	Merger with Uji Academy (Uji Senior High School, Uji Special Training School) approved. Name changed from Uji Senior High School to Ritsumeikan Uji Senior High School.
December	1995	Merger with Keisho Academy (Sapporo Senior High School of Economics) approved. Name changed from Sapporo Senior High School of Economics to Ritsumeikan University Keisho Senior High School.
March	1997	Establishment of Ritsumeikan University Keisho Senior High School full-time general course approved.
April	1997	Ritsumeikan University Keisho Senior High School moved. (Location: 640-1 Nishinoppo, Ebetsu, Hokkaido)
July	1998	Abolishment of Uji Special Training School approved.
December	1999	Establishment of Ritsumeikan Asia Pacific University approved. Establishment of Ritsumeikan Keisho Junior High School approved. Notification of name change from Ritsumeikan University Keisho Senior High School to Ritsumeikan Keisho Senior High Schools submitted and accepted.
April	2002	Ritsumeikan Uji Senior High School moved. (Location: 331 Hakkenyadani, Hirono-cho, Uji, Kyoto)
October	2002	Establishment of Ritsumeikan Uji Junior High School approved.
December	2002	Establishment of Ritsumeikan Asia Pacific University Graduate School approved.
October	2005	Establishment of Ritsumeikan Moriyama Senior High School approved.
March	2006	Establishment of Ritsumeikan Primary School approved.
September	2006	Trust offices moved. (Location: 1-7 Nishinokyo Toganochi, Nakagyo-ku, Kyoto) Suzaku Campus (Nakagyo-ku, Kyoto) opened.
October	2006	Establishment of Ritsumeikan Moriyama Junior High School approved.
April	2007	Ritsumeikan Moriyama Junior and Senior High School moved. (Location: 250 Miyake-cho, Moriyama, Shiga)

## 4. Executives

### 1 List of Trustees and Auditors \*Trustees serve concurrently as Trust Councilors

(As of March 31, 2012)

Position	Name	Full-Time or Part-Time	Position	Name	Full-Time or Part-Time
Chairman of the Board of Trustees	NAGATA ToyoOmi	Full-time	Trustee (Vice President of Ritsumeikan Asia Pacific University)	HIRATA Junichi	Full-time
Trustee; Chancellor; President of Ritsumeikan University	KAWAGUCHI Kiyofumi	Full-time	Trustee (Dean, Ritsumeikan University Engineering Institute)	SAKANE Masao	Full-time
Trustee; Vice Chairman	HATTORI Kenji	Full-time	Trustee (Associate Dean, Ritsumeikan University Engineering Institute)	OKUBO Eiji	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	MIKAMI Takahiro	Full-time	Trustee (Associate Dean, Ritsumeikan University Engineering Institute)	IMAMURA Nobutaka	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	IIDA Yasuo	Full-time	Trustee (Dean, Ritsumeikan University College of Law)	NINOMIYA Shuhei	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	KORENAGA Shun	Full-time	Trustee (Dean, Ritsumeikan University College of Economics)	MATSUBARA Toyohiko	Full-time
Executive Trustee of Academic Affairs	NAKAMURA Tadashi	Full-time	Trustee (Dean, Ritsumeikan University College of Business Administration)	NAKANISHI Issei	Full-time
Executive Trustee of Student Affairs	KUNIHIO Toshifumi	Full-time	Trustee (Dean, Ritsumeikan University College of Social Sciences)	ARUGA Ikutoshi	Full-time
Executive Trustee of General Affairs	MORISHIMA Tomomi	Full-time	Trustee (Dean, Ritsumeikan University College of Letters)	KATSURAJIMA Nobuhiro	Full-time
Executive Trustee of Financial Affairs	NAKAGAMI Kenichi	Full-time	Trustee (Dean, Ritsumeikan University College of International Relations)	ITAKI Masahiko	Full-time
Executive Trustee of Integrated Educational Affairs	UENO Ryuzo	Full-time	Trustee (Dean, Ritsumeikan University College of Policy Science)	KAMIKO Akio	Full-time
Executive Trustee in charge of Ritsumeikan Asia Pacific University; Vice President of Ritsumeikan Asia Pacific University	HONMA Masao	Full-time	Trustee (Dean, Ritsumeikan University College of Image Arts and Sciences)	OMORI Yasuhiro	Full-time
Trustee	ITAKA Koshi	Part-time	Trustee (Dean, Ritsumeikan University College of Sport and Health Science)	TABATA Izumi	Full-time
Trustee	KITAMURA Harue	Part-time	Trustee (Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies)	Jeremy Seymour EADES	Full-time
Trustee	KOMODA Morihiko	Part-time	Trustee (Dean, Ritsumeikan Asia Pacific University College of International Management)	YOKOYAMA Kenji	Full-time
Trustee	KONDO Yukio	Part-time	Auditor	OZAKI Takanori	Part-time
Trustee	SAWAMURA Satoshi	Part-time	Auditor	TODA Yuichiro	Part-time
Trustee	SEIKE Kunitoshi	Part-time	Auditor	HISAOKA Yasunari	Full-time
Trustee	TAKAGI Motaichi	Part-time			
Trustee	NUNOGAKI Yutaka	Part-time			
Trustee	MURAKAMI Kenji	Part-time			
Trustee	YAMANAKA Makoto	Part-time			
Trustee	WAKEBAYASHI Yasuhiro	Part-time			

Fixed number of Executives: 38 Trustees, 3 Auditors

### 2 List of Trust Councilors \*Trustees omitted

(As of March 31, 2012)

Position	Name	Position	Name	Position	Name
Councilor (Chairman) (External)	MATSUI Izuhiro	Councilor (External)	HIRAGI Katsuji	Councilor (Internal)	KOBATAKE Toshio
Councilor (External)	ISHII Toshihiro	Councilor (External)	MAEDA Hiroyoshi	Councilor (Internal)	KOHARA Takaharu
Councilor (External)	OKANO Masumi	Councilor (External)	MIKI Itsuro	Councilor (Internal)	SHIOZAKI Sumio
Councilor (External)	KADOKAWA Daisaku	Councilor (External)	MURAKAMI Osamu	Councilor (Internal)	TANAKA Hiroshi
Councilor (External)	KIZUGAWA Kei	Councilor (External)	YASUDA Yoshinori	Councilor (Internal)	DEUGUCHI Masayoshi
Councilor (External)	KUDO Yasutaka	Councilor (External)	YAMASHITA Akimasa	Councilor (Internal)	NISHIKAWA Sachiko
Councilor (External)	SAITO Osamu	Councilor (External)	YOSHIDA Seitaka	Councilor (Internal)	HAGIWARA Hiroshi
Councilor (External)	SAITO Shigeru	Councilor (External)	WATANABE Nobutaka	Councilor (Internal)	Davar PISHVA
Councilor (External)	SAKAMOTO Kazuichi	Councilor (Internal)	IKUTA Masato	Councilor (Internal)	FUKAGAWA Ryoichi
Councilor (External)	SATAKE Rikifusa	Councilor (Internal)	INABA Kazuo	Councilor (Internal)	FUJI Kenichi
Councilor (External)	SHIINGU Kaoru	Councilor (Internal)	UKITA Kyoko	Councilor (Internal)	HOSONO Yukiko
Councilor (External)	SHINTATE Toshimi	Councilor (Internal)	USUI Fumiko	Councilor (Internal)	MIURA Ichiro
Councilor (External)	SUMINO Koichi	Councilor (Internal)	OSHIMA Hideho	Councilor (Internal)	MIURA Masayuki
Councilor (External)	TAKASUGI Tomohiko	Councilor (Internal)	OGI Hirofumi	Councilor (Internal)	MIYANO Naoya
Councilor (External)	TAKEDA Moriji	Councilor (Internal)	OBATA Norio	Councilor (Internal)	MURAKAMI Ken
Councilor (External)	TANAKA Tsuneshichi	Councilor (Internal)	KAWASAKI Shoji	Councilor (Internal)	MURAMOTO Kuniko
Councilor (External)	NARUSE Tadashi	Councilor (Internal)	KIDA Naruya	Councilor (Internal)	MORISAKI Hisao
Councilor (External)	NIIZAWA Takashi	Councilor (Internal)	KITAHARA Satoshi	Councilor (Internal)	YAMASHITA Takayuki
Councilor (External)	NISHIMURA Yoshiyuki	Councilor (Internal)	KIM Chan Hoe	Councilor (Internal)	YOSHIDA Mikio
Councilor (External)	HAYASHI Yukio	Councilor (Internal)	GOTSUBO Chisho		

Fixed number of Councilors: 97 (including 38 Trustees)

### 3 Faculty and Staff (As of May 1, 2011)

(Unit: Number of persons)

	Trust Headquarters	Ritsumeikan University	Ritsumeikan Asia Pacific University	Ritsumeikan Jr./Sr. HS	Ritsumeikan Uji Jr./Sr. HS	Ritsumeikan Keisho Jr./Sr. HS	Ritsumeikan Moriyama Jr./Sr. HS	Ritsumeikan Primary School	Total
Faculty	Full-time	0	1,129	166	118	115	89	91	1,767
	Part-time	0	1,839	94	43	38	32	18	2,077
Staff	Full-time	31	1,121	206	19	23	16	12	1,435
	Part-time	0	1,775	307	1	4	2	4	2,094
Total	Full-time	31	2,250	372	137	138	105	103	3,202
	Part-time	0	3,614	401	44	42	34	22	4,171

## II. Overview of Operations

### 1. Ritsumeikan University (RU) Master Plan

#### 1 Initiatives toward Learner-Centered Education

We have gradually begun implementing the Guidelines for Academic Reforms in the Undergraduate Colleges (Bachelor Degree Programs) and have agreed upon a Faculty Organization Development Plan for AY 2011 - AY 2015 (to apply from appointments in AY 2012). By working to satisfy the conditions for these policies, we clarified content for small-group education subjects, core subjects and foundation subjects in order to improve the quality of education and conducted a review of our system for the assurance of quality at the time of graduation. In addition, we finalized a liberal arts education reform plan. To enhance the quality of graduate school education, we confirmed the Basic Policy on Graduate School Education Reforms and clarified the relationship between our human resources development goals and the Three Core Policies.

In AY 2012, we will continue promoting learner-centered education by launching a new scholarship system for undergraduate and graduate students, among other measures.

#### 2 Promoting the Project for Establishing Core Universities for Internationalization (G30) and Strengthening International Education Endeavors

We sent the 1,669 undergraduate students and 109 graduate students to study overseas, the highest number of outgoing students on record. Regular international student intake reached 700 undergraduate and 447 graduate students (as of May 1, 2011), which was 13 more than the previous year.

We opened English courses in the College of International Relations and the Graduate School of Policy Science Doctoral Program and began recruiting students for September admission.

#### 3 Major Initiatives of the Colleges, Graduate Schools and Academic Centers

We formulated a new Disciplines Concept for the College of Letters, and began making preparations for student intake in AY 2012. We reorganized the Graduate School of Science and Engineering in preparation for the transition to a three-graduate school system (Graduate School of Science and Engineering/Graduate School of Information Science and Engineering/Graduate School of Life Science) system, and we prepared to establish a doctoral program in the Graduate School of Sport and Health Science.

#### 4 Research Initiatives

We formulated the 2nd Mid-Term Plan for Research Advancement (AY 2011 - AY 2015), which proposes research advancement policies to strengthen basic research, promote strategic research and disseminate research outcomes, and implemented it for AY 2011. In AY 2011, we secured 411 Grant-in-Aid awards for a total of 952 million yen in funding, which placed us 29th in terms of total new and continuing grants and 28th in new grants. This was the first time for the university to rank in the top 30. R-GIRO formulated its 1st Research Outcome Report to provide a mid-term review (AY 2008 - AY 2010) of activities for the promotion of strategic research. This report consisted of progress updates on and outcomes of various research projects as well as the status of efforts to develop a research hub and an outline of issues and improvement measures. In light of the results of previous R-GIRO research projects conducted in specified fields, we finalized the details of a follow-up Phase Two Plan (R-GIRO Research Program for Hub Formation) to go into operation from AY 2012. We proceeded with a variety of publicity initiatives to shed light on our research activities, including the publication of bulletins and newsletters, the convocation of research meetings and symposia and participation in fairs and other events.

#### 5 Student Support Initiatives

We decided to launch the Total Student Support Center starting in AY 2012. We drafted application guidelines in the Fall and provided them to students and parents in advance. By the end of the academic year, 398 students had registered for 400 openings. The Special Needs Students' Support Section was established and began operating in April 2011.

We presented students with a selection policy and a list of four-year evaluation indicators for primary clubs (culture and arts, sports).

As for career development, we decided to establish the permanent, university-wide Career and Job Placement Committee together with Job Placement Subcommittees for the Humanities and the Sciences in April 2012, and it was agreed that discussions on advancement and job placement issues would be held with the colleges and graduate schools.

We nearly met all targets for students aiming for careers in key areas: 18 passed the Type I National Public Service Examination (Rank: 13th, nationwide, 3rd among private universities) and 39 passed the Certified Public Accountant Written Examination (Rank: 5th nationwide on the Mitakai Survey).

We defined requirements global human resources and, based on these, we engaged in human resources development via international and domestic student learning.

In an effort to locate potential employers throughout Japan and conduct job matching, we concluded a new agreement on strengthening local job placement support with Tokushima Prefecture while maintaining existing agreements with Kagawa and Kochi Prefectures.

## **6 Admissions Policy Initiatives**

We set a goal to recruit high quality applicants with a strong desire to enter Ritsumeikan by elaborating upon admissions activities that emphasize the interconnection with high school education.

In particular, we expanded general entrance examination quotas and merged entrance examination types in an effort to secure more applicants with original entrance examinations.

As a result, the total number of applicants reached 85,138, topping last year's figure of 75,683. The total number of applicants for original examinations was 112.2% of last year's total, which suggests that we are successfully recruiting students with a strong desire to enter Ritsumeikan.

## **7 Initiatives toward Existing Campus Improvements**

Given the intake of English-basis student under the Project for Establishing Core Universities for Internationalization (G30), we acquired land near Kinugasa Campus for a new international student dormitory and began construction on an international student dormitory at Biwako-Kusatsu Campus.

At Kinugasa Campus, the construction of a new gymnasium and the earthquake proofing of Shugakukan Hall continues. We installed handicapped accessible toilets and upgraded the air conditioning equipment.

At Biwako-Kusatsu Campus, progress was made on the addition to the College of Pharmaceutical Sciences building, and the stairwells in the Forest House were renovated.

In addition, we began construction to upgrade the gymnasium at Haradani.

## **8 Initiatives in Preparation for Opening the New Osaka-Ibaraki Campus**

In accordance with our basic plan for campus development, we decided to move the College and Graduate School of Business Administration, the College and Graduate School of Policy Science, the Graduate School of Management and the Graduate School of Technology Management to the new Osaka-Ibaraki Campus.

We also discussed developing new humanities academic programs based on the concepts of urban co-creation, regional cooperation and gateway to Asia.

## **9 Developing a Community-Supported University**

The Trust cooperates with the local community on two projects, Kyoto Tomorrow: Cultural Asset Platform and the Kyoto Community Museum Historic Corridor Project. For the former project, we held seminars in which the stewards of Kyoto's cultural assets discuss the city's future, while we administered walking tours of historic Kyoto streets for the latter. In both cases, the participants reported high levels of satisfaction.

Since 2012 marks the 20th anniversary of the opening of the Kyoto Museum for World Peace, we formulated a plan that includes exhibits, an academic symposium, student events and a commemorative publication.

The 2011 All Ritsumeikan Alumni Association Conference in Kyoto was implemented in cooperation with the alumni association chapters from the six prefectures of the Kinki region. A total of 1,900 alumni participated, including those invited from the regions affected by the Great East Japan Earthquake. In an effort to enrich the offerings of the Parents Association for Student Education Assistance, which will celebrate its 20th anniversary in 2012, the Association held its first-ever academic seminars in Fukuoka and Tokyo, and these were well received by the 337 parents in attendance.



**10 Initiatives Coinciding with the Ritsumeikan University Plenary Council**

The statement issued by the University Plenary Council clarified and confirmed the importance of a) small-group education in freshmen and transitional education, b) teaching methods that ensure the quality at the time of graduation, c) issues concerning improvements to graduate school education and career development support, d) the promotion of research that transcends graduate school boundaries, and e) language education as part of internationalization efforts amid globalization. Tuition and fiscal policies for AY 2012 onwards were also confirmed.

We agreed to incorporate those student demands that were deemed urgent, such as bicycle parking, the cafeteria situation and the establishment of congregation spaces, into the Facilities Plan. The Campus Planning Committee is currently working on the details of student support systems development for all campuses including the new Osaka-Ibaraki Campus.

**11 University Evaluation Initiatives**

We applied to the Japan University Accreditation Association (JUAA) for accreditation in AY 2011 and were again deemed in compliance with JUAA's university standards following on our initial accreditation in AY 2004. JUAA indicated 11 strong areas and 4 areas for improvement, and we will focus even more efforts on making enhancements.



# Ritsumeikan University Enrollment Figures

## 1 Undergraduate Colleges (As of May 1, 2011)

(Unit: Number of persons)

College	Department	Enrollment Capacity	Transfer Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
College of Law	Department of Law	790	—	836	3,245	3,737	Changed enrollment capacity in AY 2009 (875→790)
Total		790	—	836	3,245	3,737	
College of Economics	Department of Economics	535	—	569	2,240	2,622	Changed enrollment capacity in AY 2010 (585→535)
	Department of International Economics	200	—	220	800	971	
Total		735	—	789	3,040	3,593	
College of Business Administration	Department of Business Administration	610	—	644	2,540	3,144	Changed enrollment capacity in AY 2010 (660→610)
	Department of International Business Administration	150	—	164	600	699	
Total		760	—	808	3,140	3,843	
College of Social Sciences	Department of Social Sciences	—	—	—	—	61	Student recruitment suspended in April 2007
	Department of Human Welfare	—	—	—	—	2	Student recruitment suspended in April 2007
	Department of Contemporary Sociology	900	—	992	3,600	4,100	
Total		900	—	992	3,600	4,163	
College of Letters	Department of Philosophy	—	—	—	—	—	Student recruitment suspended in April 2004
	Department of Literature	—	—	—	—	1	Student recruitment suspended in April 2004
	Department of History	—	—	—	—	—	Student recruitment suspended in April 2004
	Department of Geography	—	—	—	—	—	Student recruitment suspended in April 2004
	Department of Psychology	—	—	—	—	7	Student recruitment suspended in April 2006
	Department of Humanities	1,102	6	1,202	4,396	5,262	Changed enrollment capacity in AY 2009 (1,075→1,105) Changed enrollment capacity in AY 2010 (1,105→1,102)
Total		1,102	6	1,202	4,396	5,270	
College of Science and Engineering	Department of Applied Chemistry	—	—	—	—	35	Student recruitment suspended in April 2008
	Department of Electrical Engineering	94	2	106	382	453	Changed enrollment capacity in AY 2008 (100→95) Changed enrollment capacity in AY 2010 (95→94)
	Department of Mechanical Engineering	99	2	126	402	523	Changed enrollment capacity in AY 2010 (100→99)
	Department of Civil Engineering	84	2	112	342	412	Changed enrollment capacity in AY 2010 (85→84)
	Information Science	—	—	—	—	—	Student recruitment suspended in April 2004
	Department of Chemical and Biological Engineering	—	—	—	—	19	Student recruitment suspended in April 2008
	Department of Environmental Systems Engineering	69	2	80	282	329	Changed enrollment capacity in AY 2010 (70→69)
	Department of Photonics	79	2	88	322	385	Changed enrollment capacity in AY 2010 (80→79)
	Department of Robotics	79	2	94	322	397	Changed enrollment capacity in AY 2010 (80→79)
	Department of Mathematical Sciences	90	—	100	360	388	
	Department of Physical Sciences	80	—	89	320	364	
	Department of VLSI System Design	74	2	88	302	355	Changed enrollment capacity in AY 2008 (95→75) Changed enrollment capacity in AY 2010 (75→74)
	Department of Micro System Technology	74	2	106	302	384	Changed enrollment capacity in AY 2008 (80→75) Changed enrollment capacity in AY 2010 (75→74)
	Department of Architecture & Urban Design	70	—	74	280	320	
Total		892	16	1,063	3,616	4,364	
College of International Relations	Department of International Relations	302	6	337	1,196	1,404	Changed enrollment capacity in AY 2009 (275→305) Changed enrollment capacity in AY 2010 (305→302)
Total		302	6	337	1,196	1,404	
College of Policy Science	Department of Policy Science	360	—	386	1,440	1,657	
Total		360	—	386	1,440	1,657	
College of Information Science and Engineering	Department of Computer Science	110	—	127	440	509	Changed enrollment capacity in AY 2008 (125→110)
	Department of Information and Communication Science	110	—	128	440	544	Changed enrollment capacity in AY 2008 (125→110)
	Department of Media Technology	110	—	127	440	535	Changed enrollment capacity in AY 2008 (125→110)
	Department of Human and Computer Intelligence	110	—	128	440	536	Changed enrollment capacity in AY 2008 (125→110)
	Department of Bioscience and Bioinformatics	—	—	—	—	15	Student recruitment suspended in April 2008
Total		440	—	510	1,760	2,139	
College of Image Arts and Sciences	Department of Image Arts and Sciences	150	—	152	600	651	
Total		150	—	152	600	651	
College of Pharmaceutical Sciences	Department of Pharmaceutical Sciences	100	—	111	400	440	Established in April 2008
Total		100	—	111	400	440	
College of Life Sciences	Department of Applied Chemistry	80	—	84	320	337	Established in April 2008
	Department of Biological Engineering	80	—	89	320	351	Established in April 2008
	Department of Bioscience and Bioinformatics	60	—	66	240	270	Established in April 2008
	Department of Bioscience	60	—	76	240	289	Established in April 2008
Total		280	—	315	1,120	1,247	
College of Sport and Health Science	Department of Sport and Health Science	220	—	247	440	474	Established in April 2010
Total		220	—	247	440	474	
Total		7,031	28	7,748	27,993	32,982	

\*Since College of Information Science and Engineering students have been allowed to choose their major upon entering their sophomore year since AY 2008, the total number of freshman in this table has been equally divided among the Departments. Any students remaining after this division have been divided between the two Departments with the highest numbers of enrollees in AY 2011.

\*Capacities for third-year transfer students were established in AY 2010.

Enrollee numbers are not the number of students currently enrolled as of May 1st, but the number of students who passed the second round of enrollment processing less those who declined admission.

## 2 Graduate Schools (As of May 1, 2011)

(Unit: Number of persons)

Graduate School	Program	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Graduate School of Law	Master's Program	60	48	160	85	Changed enrollment capacity in AY 2011 (100→ 60)
	Doctoral Program	10	0	40	12	Changed enrollment capacity in AY 2011 (15→ 10)
Total		70	48	200	97	
Graduate School of Economics	Master's Program	50	12	100	88	
	Doctoral Program	5	0	25	10	Changed enrollment capacity in AY 2011 (10→ 5)
Total		55	12	125	98	
Graduate School of Business Administration	Master's Program	60	38	120	81	
	Doctoral Program	15	3	45	31	
Total		75	41	165	112	
Graduate School of Sociology	Master's Program	60	19	120	70	
	Doctoral Program	15	5	45	43	
Total		75	24	165	113	
Graduate School of Letters	Master's Program	105	58	210	129	
	Doctoral Program	35	16	105	89	
Total		140	74	315	218	
Graduate School of Science and Engineering	Master's Program	650	675	1,300	1,443	
	Doctoral Program	75	23	225	129	
	Five-Year Doctoral Program	—	—	—	2	Student recruitment suspended in April 2007
Total		725	698	1,525	1,574	
Graduate School of International Relations	Master's Program	60	30	120	115	
	Doctoral Program	10	3	30	32	
Total		70	33	150	147	
Graduate School of Policy Science	Master's Program	40	11	80	56	
	Doctoral Program	15	8	45	34	
Total		55	19	125	90	
Graduate School of Science for Human Services	Master's Course	60	36	120	98	
Total		60	36	120	98	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	18	150	150	
Total		30	18	150	150	
Graduate School of Language Education and Information Science	Master's Course	60	40	120	97	
Total		60	40	120	97	
Law School	Professional Degree Program	130	107	430	297	Changed enrollment capacity in AY 2011 (150→ 130)
Total		130	107	430	297	
Graduate School of Technology Management	Master's Program	70	49	140	116	
	Doctoral Program	5	4	15	23	
Total		75	53	155	139	
Graduate School of Management	Professional Degree Program	100	35	200	121	
Total		100	35	200	121	
Graduate School of Public Policy	Master's Course	60	43	120	97	
Total		60	43	120	97	
Graduate School of Sport and Health Science	Master's Course	25	24	50	50	Established in April 2010
Total		25	24	50	50	
Graduate School of Image Arts and Sciences	Master's Course	10	5	10	5	Established in April 2011
Total		10	5	10	5	
Master's Program Total		1,370	1,088	2,770	2,530	
Doctoral Program Total		185	62	575	403	
Five-Year Doctoral Program Total		30	18	150	152	
Professional Degree Program Total		230	142	630	418	
Total		1,815	1,310	4,125	3,503	

## 2. Ritsumeikan Asia Pacific University (APU) Master Plan

### 1 Initiatives in Education

In AY 2011, APU implemented curriculum reforms concurrent with academic reforms in an effort to produce and send forth talent who can succeed in the global arena. In particular, APU clarified the academic pillars of College of Asia Pacific Studies (APS) by merging the Crossover Advanced Programs (CAP) into the College's new curriculum and reorganizing the College into four courses: International Relations and Peace Studies; Hospitality and Tourism; Culture, Society and Media; and Environment and Development. The College of International Management (APM), in connection with its efforts to obtain accreditation from the Association to Advance Collegiate Schools of Business (AACSB), established the following four courses with an emphasis on core learning and outcomes: Accounting and Finance; Marketing; Strategic Management and Organization; and Innovation and Economics. APU also reformed its language education and established Common Liberal Arts Subjects.

At the same time, it made progress toward the assurance of quality in learning by making grading more stringent, developing outcomes assessment methods in tandem with efforts toward AACSB accreditation, enacting GPA system reforms, adopting academic advising, opening new career education subjects and establishing the Working Group for Disabled Student Support under the University Senate.

In terms of student mobility policy, APU expanded its Freshman Intercultural Relations Study Trip (FIRST) and conducted trips in Korea and Kyushu. In addition, APU promoted the development of a multi-faceted cooperative education program with St. Edward's University in the United States and held a pre-enrollment study abroad program for the first cohort. This program was selected for funding under the Ministry of Education, Culture, Sports, Science and Technology "Re-Inventing Japan Project." Coinciding with these efforts, APU also bolstered its risk management and emergency response system for outgoing programs.

APU transformed its library into a Learning Commons in order to encourage proactive, self-directed learning and mutual student learning.

### 2 Research Initiatives

Aiming to create a hub for the highly distinctive field of Asia Pacific Studies, APU administered a range of research subsidies, and its research centers actively engaged in research activities. The International Association for Asia Pacific Studies held its second general meeting and conference, and research results were disseminated worldwide with the inaugural issue of its peer-reviewed journal *Asia Pacific World*.

### 3 Student Support Initiatives

APU promotes exchange between domestic and international students with Multicultural Weeks, week-long series of events showcasing a given country or region's language and culture. There were 11 Multicultural Weeks in AY 2011 with a total of more than 1,600 participants, more than 1.5 times the previous year's number. At the AP House student dormitory, another venue for multicultural exchange on campus, APU conducted training for Resident Assistants (RA), i.e., student staff who assist dormitory residents, and worked to promote exchange among residents with the AP House World Festival and other events. APU was able to enhance the educational aspects of the dormitory by implementing seven programs, including the Peace Exchange Program and field trips.

Aiming to maintain its top-class job offer rate, APU strengthened its Student Career Advisor (SCA) program, a scheme in which fourth-year students who have completed the job search provide assistance to underclassmen, and bolstered its job hunting support projects. As a result, job offer rates for domestic and international students reached 95.6% and 93.6%, respectively, amid the trend toward hiring global human resources.

### 4 Admissions Policy Initiatives

The number of international student applicants and enrollees, especially those from Korea and China, fell in the wake of the Great East Japan Earthquake and subsequent nuclear power plant incident. However, the number of applicants from Vietnam, Indonesia, Nepal, the South Pacific and other areas rose overall. As part of efforts to recruit domestic applicants, APU increased the number of AO examination venues and fostered closer ties with high schools engaged in international education, thereby increasing applicant and enrollee numbers.

**5 Advancing Networks**

To respond to the needs of companies seeking to bolster global human resources development, APU accepted employees from Sony as non-degree trainees in the undergraduate and graduate schools, following on previous experience with companies such as Toho Titanium, Sasebo Heavy Industries and Nippon Light Metal. Trainees spend several months living and interacting with a diverse array of international students in AP House and take APU English classes in order to improve their English proficiency and communication skills.

**6 University Evaluation Initiatives**

Solid progress was made in implementing plans submitted to AACSB by the College of International Management and the Graduate School of Management. In particular, work began on assurance of learning (AOL), and the target was nearly achieved for the ratio of academically qualified (AQ) to professionally qualified (PQ) faculty.

## APU Enrollment Figures

### 1 Undergraduate Colleges (As of November 1, 2011)

(Unit: Number of persons)

College	Department	Enrollment Capacity	Second-Year Transfer Capacity	Third-Year Transfer Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
College of Asia Pacific Studies	Department of Asia Pacific Studies	618	4	8	619	2,585	2,677	Changed capacity in AY 2011 (643→ 618)
Total		618	4	8	619	2,585	2,677	
College of International Management	Department of International Management	615	6	11	584	2,439	2,744	Changed capacity in AY 2011 (590→ 615)
Total		615	6	11	584	2,439	2,744	
Total		1,233	10	19	1,203	5,024	5,421	

### 2 Graduate Schools (As of November 1, 2011)

(Unit: Number of persons)

Graduate School	Program	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Graduate School of Asia Pacific Studies	Master's Program	60	50	120	115	
	Doctoral Program	10	13	30	65	
Total		70	63	150	180	
Graduate School of Management	Master's Course	40	29	80	44	
Total		40	29	80	44	
Total		110	92	230	224	

\*Enrollee numbers are the total number of students admitted in Spring and Fall.

\*Current enrollee numbers are current as of November 1, 2011.

\*Capacities for second and third-year transfer students were established in AY 2010.

### 3. Master Plan for Affiliated Schools and Partner Schools

#### 1 Initiatives toward Developing Academic Ability

Initiatives toward developing academic ability are starting to bear fruit in the form of our global human resources development activities. The first cohort of students graduated from the Ritsumeikan Uji Senior High School International Baccalaureate Diploma Program (IBDP) in AY 2011, and several were accepted in to renowned foreign universities such as the State University of New York at Stony Brook University, Tufts University and the University of Toronto. Likewise, Ritsumeikan Keisho Senior High School sent a student to a university in England. Furthermore, the Ritsumeikan Primary School signed a new cooperative agreement with the Toowoomba Preparatory School in Australia in order to implement a foreign language immersion program. This has garnered attention from around Japan as an unprecedented undertaking in primary education.

#### 2 Educational Program Initiatives

Ritsumeikan Keisho Senior High School and Ritsumeikan Moriyama Senior High School were designated as Super Science High Schools (SSH) by the Ministry of Education, Culture, Sports, Science and Technology (This is the second designation for Moriyama). Ritsumeikan Senior High School was designated again as a Core SSH, that is, a leader in science and mathematics education among SSH schools, bringing the number of SSH-designated schools within the Trust to three.

#### 3 Multilateral Assessment

In the process of analyzing the current state of affiliated school graduates with a situational survey, we held discussions on each affiliated school's vision and made progress toward formulating a unified policy thereon within the overarching Trust vision.

#### 4 Plans for Each Affiliated School

\* Please refer to page 13 to page 17 for each affiliated school's plans.

#### 5 Partner School Policy

The first cohort of partner school students enrolled in Ritsumeikan University this April and began providing guidance to younger students on the same programs. We completed a mathematics workbook as part of our efforts to strengthen mathematics and science education and established a guidance program, under the leadership of a Ritsumeikan faculty member, for improving Japanese and foreign language skills.

### 3-1. Ritsumeikan Junior and Senior High School

The year-long Discovery Project was implemented, and the final presentation for this initiative was held in February. English education in the integrated course is starting to produce significant results, such as the deepening of interactions with international students at the World Summit. After multiple discussions, we have more or less developed an outlook on providing support to students with low academic ability, strengthening ties with the primary school, rolling out the Second Stage at Nagaokakyo Campus and expanding exchange among primary and junior high school students.

We improved class assignments for the Super Law and Super IR programs and made progress on special curriculum and high school-university partnership subjects (AP subjects). We believe this was very useful for student career development.

In light of Ritsumeikan Senior High School's designation as a Core SSH, the Rits Super Science Fair (RSSF) was dubbed the Japan Super Science Fair (JSSF) and expanded. Students from 30 schools from 18 countries and regions and 17 schools within Japan were in attendance.

Two students' research projects were nominated as finalists in the Japan Science & Engineering Challenge (JSEC), one of which won the Asahi Newspaper Prize. We also took second place in the national screening for the Japan Student Science Award. We enhanced topic-based research in cooperation with R-GIRO.

Discussions were held on topic-based research in the new 2013 curriculum. We reported the successes of our SSH-designated schools at the Symposium on Internationalizing Science Education we held in November.

#### Affiliated School Enrollment Figures (As of May 1, 2011)

(Unit: Number of persons)						
School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Senior High School	Full-time general course	360	333	1,080	967	
Ritsumeikan Junior High School		215	233	645	674	



## 3-2. Ritsumeikan Uji Junior and Senior High School

Several first cohort IBDP students who graduated in 2011 advanced to renowned foreign universities, and we successfully held the International High School Students' Forum and the 10th Phoenix Cup English Speech Contest, thereby enhancing our reputation as a hub of international education.

By strengthening extensive reading guidance and providing extension course support in the junior high school, we made strides toward our goal of 2,000 hours of study. In September, all third-year students passed the basic requirement of a TOEFL score of 400. The average score was 459, and the number of students scoring over 500 reached 63, exceeding last year's mark.

Students proved more motivated than ever before in the field of second foreign language learning racking up accomplishments in proficiency exams—four passed Start Deutsch, an international German proficiency exam, and 26 passed level four on the French proficiency exam—and external language competitions. A foreign language forum was also held, which helped to boost student skills.

Lecture improvements to boost skills, including the creation of shared folders, training for subject instructors and the creation of the "Readme" textbook, are starting to produce results in the foreign languages.

Research was conducted on lectures held in the International Course in accordance with the IB educational philosophy, and 150 participants gathered at the research meeting.

We harnessed our collective wisdom to discuss the "R2020: Ritsumeikan Uji Junior and Senior High School Phase One (AY 2013-2015) School Reform Master Plan" and finalized the "New International Junior-Senior High School Integrated Education Policy" with a five-pronged framework: (1) a 4-2 system of integrated junior-senior high school education, (2) a humanities and sciences-based course structure, (3) efforts to strengthen fundamental academic ability and develop applied academic ability with the IB, (4) advanced English proficiency, and (5) a trimester system with 33 classes per week and classes on Saturdays.

### Affiliated School Enrollment Figures (As of May 1, 2011)

(Unit: Number of persons)						
School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Uji Senior High School	Full-time general course	405	348	1,215	1,075	Changed capacity in AY 2009 (435→405)
Ritsumeikan Uji Junior High School		180	194	540	526	Changed capacity in AY 2009 (150→180)

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

The internal advancement rate to Ritsumeikan University and APU reached 51.6%, topping our target of 50%. The committee in charge of liaising with Ritsumeikan University and APU functioned proactively and implemented a school-organized Ritsumeikan University Campus Bus Tour (which we were unable to do the previous year) with 43 participants.

Under the leadership of the International Affairs Committee, 89 students participated in short, medium and long-term study abroad programs, and 43 foreign students visited Keisho. Three students advanced to three of the four foreign universities with which we signed agreements this year.

Junior high school applicants and enrollee numbers both exceeded capacity, and we successfully secure 191 new students. Our decision to establish the Super Program in the junior high school allowed us to recruit students with advanced academic ability. Progress was also made in high school admissions, and capacities were nearly fulfilled.

#### Affiliated School Enrollment Figures (As of May 1, 2011)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan University Keisho Senior High School	Full-time general course	305	260	915	809	
Ritsumeikan Keisho Junior High School		180	132	540	428	

### 3-4. Ritsumeikan Moriyama Junior and Senior High School

In light of our second designation as an SSH, 42.6% (121/184) of current second-year students have selected the Science Course, of which 39.7% (48/121) are female (The Science Course selection rate for this academic year is 38.3%, of which 34.8% are female).

In AY 2012, the first cohort FSC students will become third-year students, so we improved the following integrated training programs to boost student motivation: training at welfare and work facilities for disabled persons, practical training at nursery schools, training in Vietnam, the joint program with Shiga University of Medical Science, and the Spring hospital practicum. We held special lectures and retreats during the long vacations to encourage intensive study, and we opened a dedicated Guidance Office.

FSC student academic ability remains strong, and we publicized this in order to successfully secure top-tier students from Shiga Prefecture in high school admissions. Student recruitment will remain a pressing issue in relation to the trend in neighboring prefectures toward making private high school tuition free of charge.

#### Affiliated School Enrollment Figures (As of May 1, 2011)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Moriyama Senior High School	Full-time general course	320	290	960	851	Changed capacity in AY 2010 (240→320)
Ritsumeikan Moriyama Junior High School		160	167	480	493	

## 3-5. Ritsumeikan Primary School

As for the development of academic ability, we set the following goals for the National Norm-Referenced Test (NRT): (1) achieve a minimum standard of 60 and an average of over 65 in the First Stage, and (2) have all students in the Second Stage achieve Rank 4 or higher and have 80% achieve Rank 5 for all four subjects. Actual percentages for Grades One through Four were 65.5%, 64.8%, 64.9% and 64% respectively. Second Stage NRT scores were 90% for Grade Five and 88% for Grade Six, which shows we nearly fulfilled our goals.

In an effort to produce truly international students, we set and almost achieved the goal of having all fifth graders pass level five and all sixth graders pass level four on STEP. With trips to Beijing, the United Kingdom and Singapore, we more than exceeded our goal of securing at least 50 Grade Six participants for overseas study trips. We also expanded the possibilities for student exchange by concluding a general agreement with Toowoomba Preparatory School in Australia.

To enrich students' sensibilities, we held a school festival that took advantage of each grade's unique characteristics and recitals at each grade level, with support from the Parents' Association. In addition, the Parents' Association organized the Saturday Afternoon Cinema event and concerts. With total library book lending at 86,286 volumes, we achieved our reading education goal of having every student read an average of 120 books. We also invited Nobel Prize Winner Dr. Masukawa to give a special lecture to sixth grade students.

With regards to efforts to cultivate high ethical standards, we began interacting with Sumiyoshi Elementary School in Ishinomaki city at the beginning of the school year in order to learn about the Great East Japan Earthquake. Students collected donations and sent dictionaries to the school, and students from both schools interacted at the Sports Festival. With the help of the Division of International Affairs, students made neck warmers from Indonesian batik in home economics class and sent them to the school. Overall, the year-long effort was an invaluable learning experience.

### Affiliated School Enrollment Figures (As of May 1, 2011)

(Unit: Number of persons)						
School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Primary School		120	120	720	717	Established in AY 2006

## 4. Ritsumeikan Academy Master Plan

### 1 Academy Development through Participation

We developed an Academy-wide consensus on campus development and planning issues and the faculty organization development plan and set new goals in light of the Great East Japan Earthquake, both of which were reflected in the R2020 Master Plan Outline (Revised Version).

We opened the R2020 site to the public in November to broadcast an easy to understand message of our vision of Ritsumeikan in 2020.

We also made progress on revising various regulations and clarified authority as part of the process of elaborating our institutional reforms.

### 2 Development of the Academy as a Rewarding Workplace

The Review Committee for the Staff Organization Development Plan proposed a basic policy, ideas on the ideal workplace and employee and ideas on the staff quota policy, and these were debated by faculty, teachers and staff in each university and school. In addition, a discussion meeting of young staff members was held. Based on this, we confirmed the importance of reviewing the staff quota policy and conducting a job task analysis and defined the actualization of training-based personnel affairs as a key issue. We also launched a support program for faculty and staff returning from leave.

### 3 Development of an Academy Identity among Faculty, Staff and Students across Multiple Campuses

To help develop an Academy identity, the final revisions were made to the third volume of the History of Ritsumeikan after the second meeting of the editorial board made, more or less paving the way for publication in the latter half of AY 2012. The Ritsumeikan Archives made progress, in cooperation with the divisions and offices, creating exhibits and printed materials.

### 4 Financial Policy to Support the Academy Master Plan

Based on the Academy Financial Review Committee's Final Report, the basic financial policy to support the Academy Master Plan was drafted. In light of this, we worked on refining our financial plan for the five year span covering the first phase of the R2020 Master Plan.

At Ritsumeikan University, we conducted a review of initiatives since AY 2007 and formulated a tuition and fiscal policy for AY 2012 through AY 2015.

### 5 Development of an Academy Aware of its Social Responsibility and Supported by Society

Energy saving measures were implemented in the summer and the winter, and results were consistently positive. An draft of our energy saving plan for AY 2012 is already complete, as is our Environmental Report.

Two working groups were established under the Risk Management Review Committee, and a the first draft of a risk assessment and disaster prevention manual was prepared. We finalized a policy on the stockpiling of supplies.

Efforts toward implementing the campus-wide smoking ban, including support for smoking cessation treatment and related campus management initiatives, continued in the relevant committees.

For the sake of fulfilling our social responsibility, we revised our Information Disclosure Regulations and adjusted the items for disclosure for each school.

### 6 Initiatives in Response to the Great East Japan Earthquake

Ritsumeikan, given its status as an educational institution, established the Disaster Recovery Assistance Section to examine both pressing and long-term issues pertaining to reconstruction.

We issued a call for applications for single year research projects pertaining to the Great East Japan Earthquake, and budgeted 5.2 million yen therefor. We collected donations from faculty and staff and used them to administer the Relief Fund for Affected Students and the Recovery Activities Aid Program, an initiative to provide financial assistance to student volunteer activities and other recovery efforts. We sent a group of support staff to the affected areas (the Volunteer Bus initiative) where over 230 students and more than 30 faculty and staff participated in volunteer activities.

We worked to establish a base of cooperation in the disaster-stricken area in order to create a foundation for sustained recovery assistance.

## 7 Steady Implementation of the R2020 Plan

To bring a new planning management system (PDCA) online in accordance with the R2020 Master Plan, we surveyed other universities and held discussions on potential new initiatives.

### Explanation of Terms

**AACSB:** Abbreviation for the Association to Advance Collegiate Schools of Business, an international accreditation organization.

**GPA System Reforms:** A grade point average is a numerical measure of academic achievement computed by dividing the number of grade points earned by the number of credits earned.

**Japan Science & Engineering Challenge (JSEC):** A science and technology contest for high school students aimed at cultivating internationally-viable talent.

**R-GIRO:** Abbreviation for Ritsumeikan Global Innovation Research Organization. An organization established in April 2008 to promote systematic, university-wide research to work on the serious and urgent problems of the 21st century.

**Rits Super Science Fair (RSSF):** An event in which several mathematics and science high schools from around the world participate and students deepen exchange through research presentations, workshops and other activities.

**Guidelines for Academic Reforms in the Undergraduate Colleges (Bachelor Degree Programs):** Standards formulated by Ritsumeikan University in AY 2010 to improve quality in education by optimizing class sizes and improving faculty teaching loads, based on the fact that past academic reforms have all coincided with increases in class numbers and faculty teaching loads.

**Academia Course:** A course in which all students enroll in Super Science High School (see below) programs in order to acquire science fundamentals regardless of whether their track is humanities or science.

**Crossover Advanced Program (CAP):** A type of Bachelor degree program at APU. The CAPs integrate elements from the College of Asia Pacific Studies and the College of International Management and provide advanced educational content in order to cultivate leaders who intend to enter graduate school.

**Super IR Program:** A program offered in the second and third year of high school to students who want to enroll in international relations-related schools at university; it is designed to develop the basic skills and perspectives required for studying international relations.

**Super Law Program:** A program targeting College of Law applicants who plan on advancing to law school.

**Super Science High School (SSH):** The system under which MEXT designates high schools that focus on science and mathematics education.

**Super Program:** A course starting from the first year of high school for students aiming to enter the most difficult schools in Japan, such as the University of Tokyo, Kyoto University or medical school. Students are selected based on their grades in the third year of junior high school.

**Student Mobility Policy:** A policy to send Japanese students on study abroad. Increasing international mobility enables students to study with the "world as their campus"; it is also seen as effective for securing jobs with growth companies in Japan or overseas.

**Frontier Science Course (FSC):** A special course for advancement into science programs. It provides support for advancement into medicine or life science, mathematics/science, and natural science programs in medical, dental or other related schools in highly selective universities.

**Medical Science Course:** A course designed to nurture truly outstanding students with excellent academic skills and well-rounded personalities who have the potential to become leaders in the fields of medicine and pharmacy in the 21st century and who seek to advance to medical, dental or pharmaceutical programs in college.

**International Baccalaureate (IB):** An international educational program created by the International Baccalaureate Organization (IBO: Geneva, Switzerland). Program students aim to advance to foreign universities.

**Project for Establishing Core Universities for Internationalization (G30):** A MEXT program to support the creation of hubs for internationalization. Projects that create environments to facilitate study abroad in Japan are selected to receive comprehensive support from the government for the establishment of systems for foreign exchange student intake and/or the delivery of lectures in English, with the aim of producing advanced global human resources.



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