



AY 2012
Operating Report



The Ritsumeikan Trust Office of Planning and Operations Management
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The Ritsumeikan Trust

I. Institution Overview

1. Schools, Colleges, Departments and Graduate Schools of the Trust (As of May 1, 2012)

Universities

Ritsumeikan University (1 Nishinokyo-Suzaku-cho, Nakagyo-ku, Kyoto)

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

School of Law, 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

● **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 Pharmaceutical Sciences, College of Life 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, Graduate School of Information Science and Engineering,

Graduate School of Life Sciences

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

Senior High Schools

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

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

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

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

Junior High Schools

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

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

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

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

Primary School

Ritsumeikan Primary School (22 Koyama-Nishi-Kamifusa-cho, 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 Kinmochi Saionji, one of the most prominent politicians and internationalists of Japan's modern era. The founder of the Ritsumeikan Academy, Kojuro Nakagawa 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 *Jinjin* 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, 2012)

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. Name change from Seiwa Junior High School to Ritsumeikan Junior High School approved.
July	1919	Name change from Ritsumeikan Private University to Ritsumeikan University approved.
June	1922	Establishment of Ritsumeikan University under the old University Ordinance 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	Organization change from Ritsumeikan Foundation to Ritsumeikan Trust approved. (Location: 410 Nakagoryo-cho, 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 Nishinopporo, 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 School submitted and accepted.
April	2002	Ritsumeikan Uji Senior High School moved. (Location: 33-1 Hachikenyardani, 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-Togano-cho, 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, 2013)		
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 College of Law)	TAKEHAMA Osamu	Full-time
Trustee; Vice Chairman	HATTORI Kenji	Full-time	Trustee (Dean, Ritsumeikan University College of Economics)	MATSUBARA Toyohiko	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	MIKAMI Takahiro	Full-time	Trustee (Dean, Ritsumeikan University College of Business Administration)	NAKANISHI Issei	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	WATANABE Kozo	Full-time	Trustee (Dean, Ritsumeikan University College of Social Sciences)	ARUGA Ikutoshi	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	KORENAGA Shun	Full-time	Trustee (Dean, Ritsumeikan University College of Letters)	KATSURAJIMA Nobuhiro	Full-time
Senior Executive Trustee	MORISHIMA Tomomi	Full-time	Trustee (Dean, Ritsumeikan University College of Science and Engineering)	SAKANE Masao	Full-time
Executive Trustee of Academic Affairs	TATEYAMA Kazuyoshi	Full-time	Trustee (Dean, Ritsumeikan University College of International Relations)	ITAKI Masahiko	Full-time
Executive Trustee of Student Affairs	KUNIHITO Toshifumi	Full-time	Trustee (Dean, Ritsumeikan University College of Policy Science)	KAMIKO Akio	Full-time
Executive Trustee of Financial Affairs	TAKAHASHI Hideyuki	Full-time	Trustee (Dean, Ritsumeikan University College of Information Science and Engineering)	HACHIMURA Kozaburo	Full-time
Executive Trustee of Integrated Educational Affairs	KAWASAKI Shoji	Full-time	Trustee (Dean, Ritsumeikan University College of Image Arts and Sciences)	OMORI Yasuhiro	Full-time
Executive Trustee in charge of Ritsumeikan Asia Pacific University; Vice President of Ritsumeikan Asia Pacific University	SHIMA Keiko	Full-time	Trustee (Dean, Ritsumeikan University College of Pharmaceutical Sciences)	IMAMURA Nobutaka	Full-time
Trustee	ITAKA Koshi	Part-time	Trustee (Dean, Ritsumeikan University College of Life Sciences)	IMANAKA Tadayuki	Full-time
Trustee	KITAMURA Harue	Part-time	Trustee (Dean, Ritsumeikan University College of Sport and Health Science)	TABATA Izumi	Full-time
Trustee	KOMODA Morihiro	Part-time	Trustee (Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies)	PISHVA, Davar	Full-time
Trustee	KONDO Yukio	Part-time	Trustee (Dean, Ritsumeikan Asia Pacific University College of International Management)	YOKOYAMA Kenji	Full-time
Trustee	SAWAMURA Satoshi	Part-time	Auditor	OZAKI Takanori	Part-time
Trustee	SEIKE Kunitoshi	Part-time	Auditor	TODA Yuichiro	Part-time
Trustee	TAKAGI Motaichi	Part-time	Auditor	HISAOKA Yasunari	Full-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: 39 Trustees, 3 Auditors

2 List of Trust Councilors *Trustees omitted

			(As of March 31, 2013)		
Position	Name	Position	Name	Position	Name
Councilor (Chairman) (External)	MATSUI Izuhiko	Councilor (External)	HIRAGI Katsuji	Councilor (Internal)	KOHARA Takaharu
Councilor (External)	ISHII Toshihiro	Councilor (External)	MAEDA Keiko	Councilor (Internal)	TANAKA Hiroshi
Councilor (External)	OKANO Masumi	Councilor (External)	MIKI Itsuro	Councilor (Internal)	TABATA Akio
Councilor (External)	KADOKAWA Daisaku	Councilor (External)	MURAOKA Osamu	Councilor (Internal)	DEGUCHI Masayoshi
Councilor (External)	KIZUGAWA Kei	Councilor (External)	YASUDA Yoshinori	Councilor (Internal)	NISHIKAWA Yukio
Councilor (External)	KUDO Yasutaka	Councilor (External)	YAMASHITA Akimasa	Councilor (Internal)	HAGIWARA Hiroshi
Councilor (External)	SAITO Osamu	Councilor (External)	YOSHIDA Seitaka	Councilor (Internal)	FUKAGAWA Ryoichi
Councilor (External)	SAITO Shigeru	Councilor (External)	WATANABE Nobutaka	Councilor (Internal)	FUJI Kenichi
Councilor (External)	SAKAMOTO Kazuichi	Councilor (Internal)	IKUTA Masato	Councilor (Internal)	FOX, Charles Edward
Councilor (External)	SATAKE Rikifusa	Councilor (Internal)	INABA Kazuo	Councilor (Internal)	HOSONO Yukiko
Councilor (External)	SHINGU Kaoru	Councilor (Internal)	UKITA Kyoko	Councilor (Internal)	MIURA Ichiro
Councilor (External)	SHINTATE Toshimi	Councilor (Internal)	USUI Fumiko	Councilor (Internal)	MIURA Masayuki
Councilor (External)	SUMINO Koichi	Councilor (Internal)	OSHIMA Hideho	Councilor (Internal)	MIYANO Takaya
Councilor (External)	TAKASUGI Tomohiko	Councilor (Internal)	OBATA Norio	Councilor (Internal)	MURAKAMI Takeshi
Councilor (External)	TAKEDA Moriji	Councilor (Internal)	KATSURA Ryotaro	Councilor (Internal)	MURAMOTO Kuniko
Councilor (External)	TANAKA Tsuneshichi	Councilor (Internal)	KIDA Naruya	Councilor (Internal)	MORISAKI Hisao
Councilor (External)	NARUSE Tadashi	Councilor (Internal)	KITAHARA Satoshi	Councilor (Internal)	YAMAGAMI Susumu
Councilor (External)	NIIZAWA Takashi	Councilor (Internal)	KIM Chan Hoe	Councilor (Internal)	YAMASHITA Takayuki
Councilor (External)	NISHIMURA Yoshiyuki	Councilor (Internal)	GOTSUBO Chisho	Councilor (Internal)	YOSHIDA Mikio
Councilor (External)	HAYASHI Yukio	Councilor (Internal)	KOBATAKE Toshio		

Fixed number of Councilors: 98 (including 39 Trustees)

3 Faculty and Staff (As of May 1, 2012)

		(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	1,180	167	118	117	88	91	59	1,820
	Part-time	0	1,943	99	42	37	40	20	14	2,195
Staff	Full-time	37	1,141	210	21	23	16	11	6	1,465
	Part-time	0	1,682	361	2	4	3	2	2	2,056
Total	Full-time	37	2,321	377	139	140	104	102	65	3,285
	Part-time	0	3,625	460	44	41	43	22	16	4,251

II. Overview of Operations

1. Ritsumeikan University (RU) Master Plan

1 Initiatives toward Learner-Centered Education

We worked on executing items from the academic year (AY) 2011 University Plenary Session documents and engaged in faculty development (FD) activities and freshman education reforms in preparation for academic reforms in the Colleges ahead of the opening of the Osaka-Ibaraki Campus in AY 2015. Continuing from AY 2011, we defined the indicators for implementing the Guidelines for Academic Reforms in the Bachelor Degree Programs as execution requirements in order to promote reforms in accordance with the Guidelines, and we agreed to confirm the progress of said implementation annually on a university-wide basis.

As part of the Colleges' academic review efforts, we also began a test run of Comprehensive Indicators for Educational Reform/Action Plans for promoting reforms with even clearer goals.

At the graduate level, we implemented a comprehensive support system centered on a new scholarship system for Master's program students in AY 2012. In AY 2013, we stepped up our promotion of these efforts, reorganized the graduate school career development support system and decided to launch a framework aimed at providing even more comprehensive support.

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

We sent 1,689 undergraduate students and 101 graduate students to study overseas, the highest number of outgoing students on record. Regular international student intake reached 729 undergraduate and 441 graduate students (as of May 1, 2012), which was 23 more than the previous year.

In 2011, the first undergraduate English course established in the College of International Relations entered its second year, and with students from 21 countries and regions enrolled (as of September 30, 2012), efforts to create an internationally diverse environment were well underway.

We also developed a Global Human Resources Development Program after being selected as a G30 university. In this program, Japanese and international students learn together in groups, and the job placement/advancement rate of the 45 students who graduated in 2012 was 97.7%.

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

The College of Policy Science finalized the curriculum for the English course it will start in September 2013 and began recruiting students. The College of Business Administration is considering academic reforms that it plans to implement within the 2013 academic year. The College of Information Science and Engineering is making preparations to open the Dalian University of Technology–Ritsumeikan University International School of Information Science & Engineering, and permission for establishment was granted by the Chinese government in 2013. Detailed work in preparation for student intake is now underway. Concurrent with the 2012 academic reforms in the College of Letters, Ritsumeikan University, Dongseo University (Busan, Korea) and the Guangdong University of Foreign Studies (Guangzhou, China) launched the jointly managed Campus Asia Program, and this was selected for the Ministry of Education, Culture, Sports, Science and Technology's Re-Inventing Japan Project.

The Graduate School of Science and Engineering implemented reforms in AY 2012. In addition, discussions were held on opening the Graduate School of Pharmaceutical Sciences (four-year doctoral program), and an application for establishment is scheduled to be filed in early AY 2013.

4 Research Initiatives

In accordance with the 2nd Mid-Term Plan for Research Advancement (AY 2011 - AY 2015), we (1) promoted a diverse array of research funded with grant-in-aid for scientific research, (2) strengthened measures to develop a global research hub, (3) improved and enhanced academic development leave and research faculty systems, (4) built a foundation and promoted strategic policies for industry-university-government collaboration, and (5) formulated Research Advancement Policy No. 2 centered on the invigoration of our research institutions and centers.

(1) To improve our research competitiveness, we undertook measures to increase the number and amount of grant-in-aid received and promoted basic research. As a result, we were awarded 470 grants-in-aid worth roughly 1.15 billion yen in AY 2012, thus raising our ranking to 26th in terms of numbers of grants and 30th in terms of funding amount. This marked the first time we ranked in the top 30 in both categories.

(2) We launched the R-GIRO Research Program for Hub Formation which aims to achieve distinctive, Ritsumeikan-esque research centers by creating new academic fields through the interdisciplinary fusion of the natural sciences and the humanities and creating hubs therefor—an absolute must for becoming a research university.

(3) In an effort to secure time when faculty members can concentrate on their research and use their research outcomes to advance our academics and promote our academic research, we proposed creating a unified Academic Development Leave System that combines the existing academic development leave and research faculty systems.

(4) We laid the groundwork for the organizational development of industry-university-government collaboration and formulated a strategic policy direction to actively promote distinctive initiatives and help give "the fruits of research" back to society.

(5) We re-examined the role of research centers as the basic organizations for the administration of research activities and promoted organizational reforms.

5 Student Support Initiatives

To transcend the border between the curricular and the extracurricular and cultivate independent learners, we used our scholarships and financial aid systems to provide both economic support and support for student growth and placed our emphasis on comprehensive learning support. We also cooperated with academic bodies to strengthen support systems for students with developmental disorders and other special needs students.

To improve student amenities, we improved bicycle parking lots and cafeterias, and we elaborated details concerning our decision to build BKC Piara.

In terms of job placement support, we shared issues among the Colleges and Graduate Schools via the university-wide Career and Job Placement Committee and promoted our career development and job placements support initiatives. We also ran extracurricular global human resources development programs and provided support to students wishing to return to their home regions to work (by concluding job placement support agreements with Hiroshima, Kochi and Kagawa Prefectures).

Looking at our track record, the number of students securing jobs in the private sector improved somewhat, but results for the "three key areas" fell slightly year-on-year (43 students passed the bar examination, 22 students passed the general examination for national public servants and 30 students passed the Japanese certified public accountant examination).

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.

More specifically, we strived to make our admissions process easier to understand to applicants by adjusting and combining examination types, and we worked to secure more applicants with our original examinations. In AY 2013, we (1) changed the names of entrance examination types, (2) abolished the Type W Examination, (3) switched to a concurrent three-subject (English-Japanese-Math) Center Test in the College of Information Science and Engineering, and (4) abolished concurrent applications on the March Exam (koki bunkatsu) for the Colleges of Social Sciences, International Relations and Business Administration. Due to these measures, applicant numbers decreased 1,383 year-on-year. As a result, the total number of general entrance examination applicants reached 82,637, or 97.1% of last year's figure, and the number of applicants for original examinations was 53,437, or 109 more than last year. The total number of applicants, including those on special entrance examinations, was 86,219.

7 Initiatives toward Existing Campus Improvements

To improve the quality of education and research, we are currently undertaking academic development and campus development initiatives on the Kyoto Campuses (Kinugasa and Suzaku) and the Biwako-Kusatsu Campus (BKC) ahead of the opening of the new Osaka-Ibaraki Campus.

At Kinugasa, we have completed the first phase of construction on a new gymnasium (Kyoto Kinugasa Gymnasium), and work on the renovation of the No. 2 Gymnasium continues.

We have also completed the earthquake proofing of Shugakukan Hall. We have advanced discussions on the Campus Redevelopment Plan, including the construction of a new library and educational facilities for the graduate schools.

Construction on the new gymnasium (No. 3 Shoyukan Field House) in Haradani near the Kinugasa Campus has been completed. We also advanced discussion on building an international education dormitory in the Taishogun district.

At BKC, we completed construction of an addition to the Science Core and BKC International House (and international education dormitory). We also advanced discussions on the construction plan for two new Science and Engineering Wings (I & II), a new ACTa and a new gymnasium. Finally, we established the Campus Planning Section to comprehensively promote all of these large-scale campus improvements.

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

We formulated a Basic Plan incorporating concepts such as "Gateway to Asia", urban co-creation, regional cooperation and undertook initiatives in preparation for the opening of the new campus in April 2015.

We decided to establish a new general psychology college in AY 2016 and created a framework to discuss this initiative.

We also concluded a trilateral agreement to promote cooperation with Ibaraki City and the Ibaraki Chamber of Commerce.

9 Developing a Community-Supported University

As part of Kyoto Tomorrow: Cultural Asset Platform, a project operated by the Academy in cooperation with the community, we co-hosted an event with Kyoto Prefecture and Kyoto City to commemorate the 40th anniversary of the adoption of the Convention Concerning the Protection of the World Cultural and Natural Heritage and issued a proposal to UNESCO on protecting Kyoto's cultural heritage sites from disasters. Also, participants involved in the Kyoto Community Museum Historic Corridor Project and the Shizuka Shirakawa Memorial East Asian Literature and Culture Research Institute indicated high levels of satisfaction.

The Kyoto Museum for World Peace, Ritsumeikan University celebrated its 20th anniversary in 2012, so we conducted a series of commemorative events, including a memorial ceremony, a special exhibit entitled "Radiation and the Future of Humankind", a world peace symposium and a student peace forum, and published a commemorative pamphlet. We also began discussing the 3rd Stage Plan and formulated a list of issues. There were 50,233 visitors to the museum, bringing the total number up to 844,249.

The 2012 All Ritsumeikan Alumni Association Conference in Niigata was planned and implemented in cooperation with Alumni Association chapters in the 10 prefectures of the Kanto and Koshinetsu regions. It attracted 1,600 participants and helped create new alumni networks. In 2012, the Parents Association for Student Education Assistance celebrated its 20th anniversary. Efforts were made to enhance the various kinds of support provided for student activities, and academic lectures held in Kyoto and Aichi attracted a total of 530 parents.

10 University Evaluation Initiatives

With 2012 marking the start of fifth-year practical training for the first batch of students, the College of Pharmaceutical Sciences conducted a self-assessment of education through AY 2011 and published it on its homepage.

The Graduate School of Business Administration convened the first meeting of its Advisory Board and received a wealth of advice and suggestions from top-class Japanese companies on the future direction of Ritsumeikan's MBA program. It also pushed ahead steadily with improvements on the issues pointed out in the Japan University Accreditation Association's professional graduate school accreditation screening in AY 2010.

The Law School underwent and successfully obtained accreditation as a professional graduate school by the Japan Law Foundation in AY 2012.

In an issue affecting all of the graduate schools, we formulated an Improvement Report outlining our responses to the comments made by the University Evaluation Committee (an external evaluation board) in AY 2010. We sent this to the Committee members and posted it on our homepage. We also formulated policies concerning external evaluations for each specialization in each College, Graduate School and Center to last until the next institution-wide accreditation scheduled for AY 2018.

Ritsumeikan University Enrollment Figures

1 Undergraduate Colleges (As of May 1, 2012)

(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	—	842	3,160	3,674	Changed enrollment capacity in AY 2009 (875→790)
Total		790	—	842	3,160	3,674	
College of Economics	Department of Economics	535	—	553	2,190	2,468	Changed enrollment capacity in AY 2010 (585→535)
	Department of International Economics	200	—	210	800	930	
Total		735	—	763	2,990	3,398	
College of Business Administration	Department of Business Administration	610	—	618	2,490	2,923	Changed enrollment capacity in AY 2010 (660→610)
	Department of International Business Administration	150	—	171	600	702	
Total		760	—	789	3,090	3,625	
College of Social Sciences	Department of Social Sciences	—	—	—	—	16	Student recruitment suspended in April 2007
	Department of Human Welfare	—	—	—	—	1	Student recruitment suspended in April 2007
	Department of Contemporary Sociology	900	—	977	3,600	4,048	
Total		900	—	977	3,600	4,065	
College of Letters	Department of Psychology	—	—	—	—	3	Student recruitment suspended in April 2006
	Department of Humanities	1,105	—	1,198	4,420	5,216	Changed enrollment capacity in AY 2009 (1,075→1,105) Changed enrollment capacity in AY 2010 (1,105→1,102) Changed enrollment capacity in AY 2012 (1,102→1,105) Changed 3rd-year transfer capacity in AY 2012 (6→0)
Total		1,105	—	1,198	4,420	5,219	
College of Science and Engineering	Department of Applied Chemistry	—	—	—	—	16	Student recruitment suspended in April 2008
	Department of Electrical and Electronic Engineering	142	2	165	429	509	Changed enrollment capacity in AY 2008 (100→95) Changed enrollment capacity in AY 2010 (95→94) Changed enrollment capacity in AY 2012 (94→142)
	Department of Mechanical Engineering	160	2	152	462	555	Changed enrollment capacity in AY 2010 (100→99) Changed enrollment capacity in AY 2012 (99→160)
	Department of Civil Engineering	84	2	97	341	406	Changed enrollment capacity in AY 2010 (85→84)
	Department of Chemical and Biological Engineering	—	—	—	—	7	Student recruitment suspended in April 2008
	Department of Environmental Systems Engineering	69	2	83	281	341	Changed enrollment capacity in AY 2010 (70→69)
	Department of Photonics	—	2	—	242	289	Changed enrollment capacity in AY 2010 (80→79) Student recruitment suspended in April 2012
	Department of Robotics	83	2	79	325	390	Changed enrollment capacity in AY 2010 (80→79) Changed enrollment capacity in AY 2012 (79→83)
	Department of Mathematical Sciences	90	—	102	360	415	
	Department of Physical Sciences	80	—	92	320	367	
	Department of Electronic and Computer Engineering	94	—	92	94	93	Changed enrollment capacity in AY 2012 (74→94)
	Department of VLSI System Design*	—	2	—	227	260	Changed enrollment capacity in AY 2008 (95→75) Changed enrollment capacity in AY 2010 (75→74)
	Department of Micro System Technology	—	2	—	227	293	Changed enrollment capacity in AY 2008 (80→75) Changed enrollment capacity in AY 2010 (75→74) Student recruitment suspended in April 2012
	Department of Architecture and Urban Design	70	16	95	296	338	Changed 3rd-year transfer capacity in AY 2012 (0→16)
Total		872	32	957	3,604	4,279	
College of International Relations	Department of International Relations	302	6	284	1,223	1,408	Changed enrollment capacity in AY 2009 (275→305) Changed enrollment capacity in AY 2010 (305→302)
Total		302	6	284	1,223	1,408	
College of Policy Science	Department of Policy Science	360	—	376	1,440	1,630	
Total		360	—	376	1,440	1,630	
College of Information Science and Engineering	Department of Computer Science	110	—	118	440	505	Changed enrollment capacity in AY 2008 (125→110)
	Department of Information and Communication Science	110	—	118	440	554	Changed enrollment capacity in AY 2008 (125→110)
	Department of Media Technology	110	—	118	440	518	Changed enrollment capacity in AY 2008 (125→110)
	Department of Human and Computer Intelligence	110	—	118	440	527	Changed enrollment capacity in AY 2008 (125→110)
	Department of Bioscience and Bioinformatics	—	—	—	—	7	Student recruitment suspended in April 2008
Total		440	—	472	1,760	2,111	
College of Image Arts and Sciences	Department of Image Arts and Sciences	150	—	167	600	651	
Total		150	—	167	600	651	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	101	500	531	Established in April 2008
Total		100	—	101	500	531	
College of Life Sciences	Department of Applied Chemistry	80	—	98	320	352	Established in April 2008
	Department of Biotechnology	80	—	91	320	350	Established in April 2008
	Department of Bioinformatics	60	—	67	240	273	Established in April 2008
	Department of Biomedical Sciences	60	—	57	240	272	Established in April 2008
Total		280	—	313	1,120	1,247	
College of Sport and Health Science	Department of Sport and Health Science	220	—	218	660	686	Established in April 2010
Total		220	—	218	660	686	
Total		7,014	38	7,457	28,167	32,524	

*In April 2012, the Department of VLSI System Design changed its name to the Department of Electronic and Computer Engineering.

*Since College of Information Science and Engineering students are allowed to choose their major upon entering their sophomore year, the total number of freshman in this table has been equally divided among the Departments.

*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, 2012)

(Unit: Number of persons)

Graduate School	Program	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Graduate School of Law	Master's Program	60	23	120	72	Changed enrollment capacity in AY 2011 (100→60)
	Doctoral Program	10	2	35	10	Changed enrollment capacity in AY 2011 (15→10)
Total		70	25	155	82	
Graduate School of Economics	Master's Program	50	20	100	83	
	Doctoral Program	5	1	20	12	Changed enrollment capacity in AY 2011 (10→5)
Total		55	21	120	95	
Graduate School of Business Administration	Master's Program	60	24	120	71	
	Doctoral Program	15	1	45	27	
Total		75	25	165	98	
Graduate School of Sociology	Master's Program	60	20	120	49	
	Doctoral Program	15	6	45	41	
Total		75	26	165	90	
Graduate School of Letters	Master's Program	105	47	210	130	
	Doctoral Program	35	7	105	81	
Total		140	54	315	211	
Graduate School of Science and Engineering	Master's Program	450	313	1,100	1,047	Changed enrollment capacity in AY 2012 (650→450)
	Doctoral Program	40	16	190	128	Changed enrollment capacity in AY 2012 (75→40)
	Five-Year Doctoral Program	—	—	—	1	Student recruitment suspended in April 2007
Total		490	329	1,290	1,176	
Graduate School of International Relations	Master's Program	60	21	120	96	
	Doctoral Program	10	3	30	33	
Total		70	24	150	129	
Graduate School of Policy Science	Master's Program	40	14	80	50	
	Doctoral Program	15	3	45	34	
Total		55	17	125	84	
Graduate School of Science for Human Services	Master's Program	60	36	120	84	
Total		60	36	120	84	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	28	150	149	
Total		30	28	150	149	
Graduate School of Language Education and Information Science	Master's Program	60	38	120	85	
Total		60	38	120	85	
School of Law	Professional Degree Program	130	87	410	250	Changed enrollment capacity in AY 2011 (150→130)
Total		130	87	410	250	
Graduate School of Technology Management	Master's Program	70	41	140	108	
	Doctoral Program	5	10	15	37	
Total		75	51	155	145	
Graduate School of Management	Professional Degree Program	100	40	200	87	
Total		100	40	200	87	
Graduate School of Public Policy	Master's Program	60	39	120	85	
Total		60	39	120	85	
Graduate School of Sport and Health Science	Master's Program	25	20	50	47	Established in April 2010
	Doctoral Program	8	8	8	8	Established in April 2012
Total		33	28	58	55	
Graduate School of Image Arts	Master's Program	10	8	20	13	Established in April 2011
Total		10	8	20	13	
Graduate School of Information Science and Engineering	Master's Program	200	139	200	139	Established in April 2012
	Doctoral Program	15	9	15	9	Established in April 2012
Total		215	148	215	148	
Graduate School of Life Sciences	Master's Program	150	115	150	116	Established in April 2012
	Doctoral Program	15	8	15	8	Established in April 2012
Total		165	123	165	124	
Master's Program Total		1,520	918	2,890	2,275	
Doctoral Program Total		188	74	568	428	
Five-Year Doctoral Program Total		30	28	150	150	
Professional Degree Program Total		230	127	610	337	
Total		1,968	1,147	4,218	3,190	

2. Ritsumeikan Asia Pacific University (APU) Master Plan

1 Initiatives in Education

APU has steadily implemented curriculum reforms concurrent with the academic reforms enacted in AY 2011 in an effort to produce and send forth talent who can succeed in the global arena.

To assure quality in learning and provide total learning support, APU made grading more stringent, reformed the GPA system, strengthened freshman education, enhanced Career Design subjects, adopted learning portfolios on a trial basis, conducted educational effectiveness testing and developed outcomes assessment methods as part of the AACSB accreditation process that the College of International Management and the Graduate School of Management are currently pursuing.

In terms of student mobility policy, APU continued operating its Freshman Intercultural Relations Study Trip (FIRST) and conducted trips to Korea for domestic students and Kyushu for international students. Under a cooperative education program conducted with St. Edward's University (USA) and selected for the MEXT Re-Inventing Japan Project in AY 2011, APU sent and received more than 100 students in the year ended March 2013. In AY 2012, APU applied for and was awarded funding under the Project for the Promotion of Global Human Resources Development (Full University Promotion type). Based on its achievements in international education to date, APU has used this Project to adopt world-leading teaching methods and standards and promote initiatives aimed at transforming Japanese students into internationally-viable global human resources.

As for FD, several initiatives were promoted in cooperation with foreign universities. At the graduate level, APU has formulated a policy in preparation for curriculum reforms in AY 2014.

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 (IAAPS) held its 3rd annual meeting at the Chinese University of Hong Kong. This was the first time for the Association to hold its meeting abroad.

In AY 2012, APU received 24 Grant-In-Aid for Scientific Research Subsidies (including subsidies continuing from previous years) totalling 32 million yen. In an effort to obtain even more external research funding, APU reformed its internal subsidy system (APU Academic Research Subsidy) to link it to efforts to secure external funding.

3 Student Support Initiatives

APU promotes exchange between domestic and international students with Multicultural Weeks, which are a week-long series of events showcasing a given country or region's language and culture. In AY 2012, Multicultural Week events were held for 13 countries, and participant numbers surged past last year's number to over 1,600. In AP House, the student dormitory and international exchange hub, training programs were held for Resident Assistants (RA) and several events, including a peace exchange program, the World Festival (i.e., dorm festival) and field trips, were held in an effort to enhance AP House's standing as an international education dormitory.

As for career support, APU strengthened its Student Career Advisor (SCA) program, a scheme in which fourth-year students who have completed their post graduation job search provide assistance to underclassmen, and bolstered its job hunting support projects in an effort to maintain its top-class job offer rate. As the demand for global human resources increases, APU has tied together these kinds of initiatives to achieve a 95.1% job offer rate for domestic students and a 90.3% rate for international students.

4 Admissions Policy Initiatives

In terms of international student recruitment, the number of applications from Korean and Chinese students fell, but a new office was opened in Thailand to strengthen recruitment, and applicant numbers from Thailand were the highest on record. Record high applicant numbers were achieved in Indonesia and Vietnam, and increases were also recorded in other areas including Nepal, Uzbekistan and the South Pacific.

Amid the growing interest in global human resources, domestic student recruitment increased. Large gains in applicant numbers were posted in the Tokyo metropolitan area and Osaka, and the number of students sitting AO and general entrance examinations both increased by more than 20% year-on-year.

5 Internationalizing and Advancing Networks

Many Japanese and foreign government officials, ambassadors to Japan and corporate executives visit APU due to their interest in its unique education and research activities, and because the university has promoted exchange across a wide range of sectors. APU also expanded opportunities to receive advice from the Advisory Committee (AC). As for the alumni association, new local chapters were established in Singapore and Mongolia, and the Alumni Association Conference was held overseas for the first time in Shanghai.

To respond to the needs of companies that want to bolster their global human resources development initiatives, APU runs the Global Competency Enhancement Program (GCEP), which makes use of its multicultural and multilingual environment. In AY 2012, companies including Sony and NEC sent 15 employees to receive training on the GCEP.

6 University Evaluation Initiatives

In AY 2008, APU underwent accreditation by the Japan University Accreditation Association (JUAA) and was deemed in compliance with its University Standards. In July 2012, APU submitted an Improvement Report to JUAA outlining its responses to the comments made during the accreditation process, and JUAA responded by saying, "[APU] is motivated to make improvements."

Regarding AACSB accreditation, APU submitted its 2011 Progress Report as well as additional information requested after submission. APU continued with preparations so that it could begin the Initial Accreditation Process, the final stage before accreditation is granted, in AY 2013.

APU also launched an institutional research (IR) project which aims to objectively ascertain the university's various activities with data and use of said data for the continuous improvement of the university.

APU Enrollment Figures

1 Undergraduate Colleges (As of November 1, 2012)

(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	600	12	18	671	2,557	2,606	Changed enrollment capacity in AY 2010 (650→643) Changed enrollment capacity in AY 2011 (643→618) Changed enrollment capacity in AY 2012 (618→600) Changed 2rd-year transfer capacity in AY 2012 (4→12) Changed 3rd-year transfer capacity in AY 2012 (8→18)
Total		600	12	18	671	2,557	2,606	
College of International Management	Department of International Management	600	22	31	581	2,481	2,656	Changed enrollment capacity in AY 2010 (600→590) Changed enrollment capacity in AY 2011 (590→615) Changed enrollment capacity in AY 2012 (615→600) Changed 2rd-year transfer capacity in AY 2012 (6→22) Changed 3rd-year transfer capacity in AY 2012 (11→31)
Total		600	22	31	581	2,481	2,656	
Total		1,200	34	49	1,252	5,038	5,262	

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

* Current enrollee numbers are current as of November 1, 2012.

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

2 Graduate Schools (As of November 1, 2012)

(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	35	120	85	
	Doctoral Program	10	5	30	53	
Total		70	40	150	138	
Graduate School of Management	Master's Program	40	28	80	57	
Total		40	28	80	57	
Total		110	68	230	195	

3. Master Plan for Affiliated Schools and Partner Schools

1	Initiatives toward Developing Academic Ability
<p>We have enhanced fundamental academic abilities, worked to develop academic ability focused on university-level learning in a unique manner and promoted initiatives aimed at developing global human resources who can perform in the global arena. By assigning teachers in charge of relations with the Colleges and so-called College Specialists to each affiliated school, we created a system to facilitate close communication with the Colleges and enhanced our high school-university partnership programs. As a result, the GPAs of affiliated school graduates who advanced to Ritsumeikan University has come to far exceed the average and now ranks second among all entrance examination types. A total of 14 students, mostly from the International Baccalaureate Diploma Program (IBDP)-certified Ritsumeikan Uji Senior High School, passed entrance examinations for foreign universities or advanced to foreign universities. We expanded internal advancement to Ritsumeikan University and Ritsumeikan Asia Pacific University, and six students from the four affiliated schools were accepted into difficult universities, including Kyoto University. At the Ritsumeikan Primary School, we ran a two-month study abroad program at Toowoomba Preparatory School in Australia.</p>	
2	Educational Program Initiatives
<p>Ritsumeikan Keisho High School and Ritsumeikan Moriyama High School were both designated as Super Science High Schools (SSH; this was the second designation for Moriyama High School), thus bringing the number of SSH-designated schools within the Academy to three (Ritsumeikan High School had already been designated). Ritsumeikan High School was also designated a Science and Technology Human Resources Development Core School by the Ministry of Education, Culture, Sports, Science and Technology and will serve as a hub for overseas cooperation among SSH schools.</p> <p>In line with the amended Courses of Study for high schools in AY 2012, the affiliated schools improved their educational programs by revising their curricula, resuming Saturday classes, changing the semester system and adding new courses.</p>	
3	Multilateral Assessment
<p>We surveyed affiliated school graduates and promoted educational improvements that take advantage of integrated education, including commencing discussion on the education required to ensure that students can grow into adults who can perform after graduation. We also conducted a common Class Evaluation Survey at all of the affiliated schools and incorporated the results into the PDCA Cycle for teachers, thereby improving classes. We surveyed guardians and actively disclosed information, including how the results were incorporated into the school evaluation.</p>	
4	Plans for Each Affiliated School
<p>* Please refer to the relevant sections for each affiliated school's plan.</p>	
5	Partner School Policy
<p>By admitting students from Osaka Hatsushiba Gakuen in April 2012, Ritsumeikan University has now successfully accepted students from all of its partner schools, including Heian Jogakuin-St. Agnes High School, Ikuuinishi High School and Iwata High School. We have also promoted efforts to strengthen ties among partner schools, Ritsumeikan University Ritsumeikan Asia Pacific University and the various Colleges, and we have enacted measures to guarantee academic ability, including the revision of our achievement test.</p>	

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 interaction with international students at the World Summit and exchange with foreign junior high school students at the Rits Global Summit. After multiple discussions, we have more or less developed an outlook on 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.

This year was a year of many achievements for student clubs, including the junior high school rubber ball baseball team's victories in the spring, summer and fall in the Kyoto league.

In light of Ritsumeikan Senior High School's tenth time receiving the designation of Core SSH, the Rits Super Science Fair (RSSF) was dubbed the 2nd Japan Super Science Fair (JSSF) and expanded. Students representing 29 schools from 18 countries and regions and 11 schools within Japan were in attendance.

The high school won one Prize and two Honorable Mentions in the Japan Science & Engineering Challenge (JSEC) while both the junior high and high school won Grand Prize in the Japan Student Science Award Kyoto Review. In addition, the high school brought home five Yomiuri Prizes and the School Prize.

Discussions were held on topic-based research in the new 2013 curriculum, which was enhanced in cooperation with R-GIRO. We reported the successes of our SSH-designated schools at the Symposium on Internationalizing Science Education held in August and March.

Affiliated School Enrollment Figures (As of May 1, 2012)

(Unit: Number of persons)						
School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Senior High School	Full-time general course	360	338	1,080	992	
Ritsumeikan Junior High School		215	246	645	709	

3-2. Ritsumeikan Uji Junior and Senior High School

In AY 2012, we set our educational objectives and student ideals as the new basic principles for the school, and we instituted a variety of educational practices.

As for advancement, we graduated the only full-scoring IBDP student in all of Asia (except for Australia and Singapore), several of our IB Course students passed examinations to over 40 renowned foreign universities, and 10 students advanced to foreign universities. We held the 3rd High School Students' Forum and the 11th Phoenix Cup English Speech Contest, which further enhanced our position as a center for international education.

Regarding English education, we maintained last year's standards. Our third-year junior high school students achieved a 76% pass rate on Level 2 and higher of the STEP. By the time of high school graduation, our students had average TOEFL scores of 455. 52 of our students had scores of 500 or higher, and IM Course graduates had average scores of 532. We co-hosted the High School Academic Festival with the Uji City Botanical Garden, and all of our junior high school students successfully presented the results of their studies. We also engaged in multifaceted classroom practices, such as essay writing guidance, mock ballots and science projects, to cultivate inquiry-based learning.

On the extracurricular activity front, the high school girls' road racing team won the national championship, and our sports clubs (including soccer, tennis, judo, baton twirling, ballet, figure skating, golf and equestrian arts) and academic and culture clubs (including shogi, calligraphy, piano, robot competition, and Chinese) all performed at the national level. We also expanded our social contribution activities, including our Bangladesh support project, environmental conservation activities, Great East Japan Earthquake assistance project and local volunteering.

Affiliated School Enrollment Figures (As of May 1, 2012)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Uji Senior High School	Full-time general course	405	373	1,215	1,073	
Ritsumeikan Uji Junior High School		180	177	540	527	

3-3. Ritsumeikan Keisho Junior and Senior High School

The internal advancement rate to Ritsumeikan University and APU of 46% failed to reach the target of 50%, but initiatives by the committee in charge of cooperation with the two universities and programs designed to link high school and university learning, such as the distinctive Justice, Entrepreneurship and Mass Media seminars offered in the Ritsumeikan Course, have allowed us to produce graduates who are highly motivated about advancing to university. Fourteen students were admitted to highly selective universities (Tokyo, Kyoto and medical schools), and 15 went to Hokkaido University. In addition, three students advanced to foreign universities. This is the result of efforts taken in accordance with the Phase Two Concept to set three sets of advancement goals and improve systems.

There were remarkable achievements in extracurricular activities this year. The high school debate club won the national championship for the first time in six years, 23 members of the high school track and field team participated in inter-high schools competitions and the cheerleading squad went to nationals for the second straight year.

Our first year with SSH designation got off to a good start. We won the Japan Student Science Award and the Poster Award, sent 10 students on a training program to El Dorado High School (California) and the California Institute of Technology in the United States and sent 10 students on a training program to Anyang Foreign Language High School and Samsung Electronics in Korea.

We also made progress on student recruitment. The number of junior high school applicants increased and we accepted 191 students. We decided to establish the Super Program Course in the junior high school and succeeded in our year-long efforts to boost the academic ability of the entire school. This helped us win the trust of applicants and their guardians, thereby enabling us to welcome many new top-tier students. There were 719 applicants to the high school, so both schools fulfilled their capacities.

Affiliated School Enrollment Figures (As of May 1, 2012)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Keisho Senior High School	Full-time general course	305	295	915	839	
Ritsumeikan Keisho Junior High School		180	191	540	462	

3-4. Ritsumeikan Moriyama Junior and Senior High School

We worked to create a systematic curriculum for the six years of junior and senior high school in order to develop solid academic ability. We set issues and achievement targets for each grade level and semester for all subjects, and we revised our evaluation methods to create a "can-do list".

To cultivate self-motivated study skills, we utilized schedule management tools and e-learning materials and had teachers conduct repeated self-assessments. This resulted in a 30% increase in at-home study time throughout the school.

In terms of advancing our science education, we successfully offered "Science Inquiry I" for all high school freshmen and developed appealing educational materials, thereby raising the percentage of students selecting the science track to nearly 50% (Last year: 42.6%). We also received high acclaim for our Okawa River Project, an environmental improvement project conducted in cooperation with the local community. In AY 2013, we are planning to hold the Water Environment Forum to share the activities we have undertaken as an SSH with schools throughout Japan and around the globe.

Regarding our internationalization efforts, we were the first high school in Japan to offer an internship for high school students in Chicago, and we ran a training program for house-building volunteers in Bangkok. Our efforts to provide hands-on learning above and beyond regular language training reveal our new policy direction for overseas training programs and have garnered attention from far and wide.

The 23 first-cohort Frontier Science Course (FSC) students were successfully accepted into public, national and difficult private universities including the Shiga University of Medical Science (2 students), Kyoto University (1 student) and Osaka University (1 student), making visible the achievements of the FSC as a comprehensive learning program that combines advanced academics and diverse practical programs. In AY 2013, we will establish a new FSC in the junior high school based on these accomplishments in an effort to secure top-tier students from within and outside the prefecture and raise the overall level of education.

Affiliated School Enrollment Figures (As of May 1, 2012)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Moriyama Senior High School	Full-time general course	320	298	960	904	Changed enrollment capacity in AY 2010 (240→ 320)
Ritsumeikan Moriyama Junior High School		160	160	480	488	

3-5. Ritsumeikan Primary School

In terms of developing solid academic abilities, our 4th and 5th graders recorded the highest standard score (72+) on the National Norm-Referenced Test (NRT) to date.

We achieved our stated targets for basic academic ability in the First Stage. In addition, almost all of our students in 3rd through 6th grade passed the Mathematics Proficiency Test. By expanding the mathematics program for 6th graders, we are promoting a trial to develop new academic abilities.

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. We set a goal of securing at least 50 5th and 6th grade participants for overseas study trips and ended up sending a total 80 students to Oxford (England) for a language training program and Rulang Primary School in Singapore. In AY 2011, we signed a general agreement with Toowoomba Preparatory School in Australia, and in AY 2012 we sent 11 students on a one-term (two-month) study abroad program in which they took regular classes in Australia. This program broadly expanded the potential for international exchange at the primary school.

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. Regarding reading education, 2012 graduates borrowed a total of 67,639 books (565 books / student) over six years, and the total number of volumes borrowed school-wide for the year topped 100,000 (about 140 books per student).

To cultivate a strong sense of ethics and independence, we provided original ethics education in our "Ritsumei" moral education subject and encouraged self-motivated morning greetings and other activities in the Student Council.

Affiliated School Enrollment Figures (As of May 1, 2012)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Primary School		120	120	720	718	

4. Ritsumeikan Academy Master Plan

1	Academy Development through Participation
<p>To promote the elaboration of the R2020 Master Plan, we have discussed campus development and campus planning on a university-wide basis to enhance the quality of education and research on all of Ritsumeikan University's campuses—Kyoto, Biwako-Kusatsu and Osaka Ibaraki. At BKC, in particular, we held careful discussions with faculty, staff and students about new facilities and compiled a plan for two new Science and Engineering Wings and a new gymnasium. We will incorporate this precedent in the campus development plans for other campuses and seek the participation of our constituent members. In addition, we have posted easy-to-understand information on our campus development issues and the progress we have made on them thus far on the R2020 homepage, which is open to the public.</p> <p>We also made progress on revising various regulations and clarified authority as part of the process of elaborating our institutional reforms.</p>	
2	Development of the Academy as a Rewarding Workplace
<p>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. Based on this, we confirmed the importance of reviewing the staff quota policy and conducting a job task analysis. We also proposed training-based personnel policies, engaged in preparations toward their realization and developed programs to assist staff reinstated from leave. Furthermore, we began discussing issues of staff organization and operational improvements.</p>	
3	Development of an Academy Identity among Faculty, Staff and Students across Multiple Campuses
<p>To help develop an Academy identity, we published the third volume of the History of Ritsumeikan. We also agreed to begin preparations toward the establishment of the Ritsumeikan Resource Center in an effort to effectively utilize the materials collected in the process of editing the History of Ritsumeikan. We also provided resources and cooperation for school history education.</p>	
4	Financial Policy to Support the Academy Master Plan
<p>In response to the R2020 Plan, we worked to elaborate our Campus Development Plan and Faculty Organization Development Plan in accordance with the Basic Policy on Financial Operations, which was issued in AY 2011 as the final report of the Academy Financial Review Committee.</p>	
5	Development of an Academy Aware of its Social Responsibility and Supported by Society
<p>We promoted initiatives to reduce our impact on the environment at each school and on each campus. In particular, we engaged in initiatives to save energy in light of the strong demand for electricity in the summer of 2012. We achieved 9.4% less power consumption compared to AY 2010. We will continue working to firmly establish the activities of the Ritsumeikan Global Environment Committee and to promote energy and paper-saving initiatives.</p> <p>For the sake of safety in engineering education, we held safety training sessions and inspected labs. Regarding disaster prevention, fire brigades on each campus led disaster preparedness drills and disaster prevention manuals were updated. We continue to conduct fire and disaster drills in a well-planned manner. We are also stockpiling supplies according to our policy.</p> <p>We conducted smoking bans on a trial basis and implemented a campus-wide smoking ban, as planned, in April 2013.</p>	
6	Initiatives in Response to the Great East Japan Earthquake
<p>Led by the Disaster Recovery Assistance Section, we pushed ahead with efforts to solidify Ritsumeikan's foundation for disaster recovery through education and research after an initial setup phase. In particular, we developed relationships with two cities in Iwate Prefecture to setup bases of</p>	

operation. In Miyako City, we built a temporary gathering place (called an "Odense"), and in Ofunato City, we provided assistance for health and exercise at a junior high school where student movement was restricted because the grounds had been used as a site for temporary housing. (This initiative was selected for the MEXT "Reconstruction of Educational Activities" project.) This led us to conclude a disaster recovery agreement with Ofunato City.

With these bases of operation, we have been able to continuously send students to engage in recovery assistance projects. About 300 students, including Support Staff, joined the Volunteer Bus project along with 30 faculty and staff chaperones.

We also awarded 50 million yen from the AY 2012 budget to 52 research projects pertaining to the Great East Japan Earthquake, and we continue to contribute to recovery assistance through research.

7 Steady Implementation of the R2020 Plan

We initiated a new planning management system (PDCA) in accordance with the R2020 Master Plan, which included the formulation of an Academic Management Plan with clear numerical targets and indicators for AY 2013.

Explanation of Terms

AACSB: The Association to Advance Collegiate Schools of Business. An independent, international accreditation agency for management education.

Advisory Committee (AC): A support organization for APU established in 1996. Members include former world leaders, ambassadors and Japanese business leaders.

Assurance of Learning: A process for measuring the extent to which a university, college or graduate school has achieved its stated academic mission and making improvements based upon the results thereof.

BKC Piara: The Japanese nickname for the Peer Learning Room in the BKC Media Center and Media Library. The purpose of this space is to encourage new discoveries and creative learning through opinion exchanges and discussions.

FD: Faculty Development. Organized efforts to improve teaching.

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.

GPA: 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.

Global Competency Enhancement Program (GCEP): A program that utilizes APU's multicultural and multilingual environment—where international students from 80 countries and regions comprise about half the student body—for corporate human resources development. Company employees are accepted as trainees, and they take subjects offered in English while living in the student dormitory (AP House) with other students.

Guidelines for Academic Reforms in the 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.

Initial Accreditation Process: Part of the AACSB screening process that follows the Pre-Accreditation Process, a preliminary review to determine eligibility for accreditation. Lasting up to two years, it refers to the final period a school must pass through before officially receiving accreditation.

International Baccalaureate Diploma Program (IBDP): An international educational program created by the International Baccalaureate Organization headquartered in Geneva, Switzerland. If the program requirements are satisfied, students can obtain qualifications to enroll in one of over 20,000 renowned universities in 100 countries.

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

Japan Super Science Fair (JSSF): 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.

Kyoto Community Museum Historic Corridor Project: A group of citizens, temples, artists, merchants and universities from northwestern Kyoto city established in 2004. The Project cultivates human resources for regional development and revitalization and engages in industry-government-university cooperation on a variety of cultural projects.

Kyoto Tomorrow: Cultural Asset Platform: An organization comprised of temples, local authorities, universities and other stakeholders for the sake of preserving Kyoto's cultural assets.

Learning portfolio: A tool for documenting student learning, including reflection, supporting documents and records of joint work.

March Exam (koki bunkatsu): An entrance examination held in March. There are three types of March Exams: the three-subject test concurrent with the National Center Examination, the English and Japanese two-subject test and the science and mathematics two-subject test.

New ACTα: A new building on the Biwako-Kusatsu Campus. It will primarily serve as a center for engineering and manufacturing research and production. Construction is scheduled to begin in July 2013.

Okawa River Project: A project aimed at improving the environment around the Okawa River, a secondary river near the Biwako Ohashi Bridge in northern Moriyama, and invigorating the local community by rejuvenating the river and utilizing local resources.

Outcomes assessment: Techniques for systematically collecting, examining and using information on educational programs designed for student learning and developmental improvement.

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.

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 Global Summit: An event in which Ritsumeikan Junior & Senior High School invites students from foreign high schools it has close exchange relationships with. Students introduce their schools to each other and engage in cultural exchange, discussions, cooking classes and choral performances.

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.

Super IR Program: An original Ritsumeikan High School 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.

Type W: A two-subject (English and Japanese) entrance examination with English essay questions.