



The Ritsumeikan Trust

AY 2013

Operating Report



The Ritsumeikan Trust Office of Planning and Operations Management
1 Nishinokyo-Suzaku-cho, Nakagyo-ku, Kyoto 604-8520 TEL 075-813-8244 FAX 075-813-8252

<http://www.ritsumei.jp>

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I. Institution Overview

1. Schools, Colleges, Departments and Graduate Schools of the Trust (As of May 1, 2013)

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 Hachikenyardani, 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 Hachikenyardani, 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, 2013)

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.
August	1988	Ritsumeikan Junior and Senior High School moved. (Location: 23 Fukakusa-Nishideyama-cho, Fushimi-ku, Kyoto)
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, 2014)

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)	KAMIKO Akio	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 Chancellor; Vice President of Ritsumeikan University	HIRATA Junichi	Full-time	Trustee (Dean, Ritsumeikan University College of Economics)	MATSUBARA Toyohiko	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	WATANABE Kozo	Full-time	Trustee (Dean, Ritsumeikan University College of Business Administration)	IKEDA Shin	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	KORENAGA Shun	Full-time	Trustee (Dean, Ritsumeikan University College of Social Sciences)	ARUGA Ikutoshi	Full-time
Vice Chancellor of Research Affairs	MURAKAMI Masanori	Full-time	Trustee (Dean, Ritsumeikan University College of Letters)	KATSURAJIMA Nobuhiro	Full-time
Vice Chancellor of International Affairs	OGI Hirofumi	Full-time	Trustee (Dean, Ritsumeikan University College of Science and Engineering)	KASAHARA kenichi	Full-time
Senior Executive Trustee	MORISHIMA Tomomi	Full-time	Trustee (Dean, Ritsumeikan University College of International Relations)	MUN GyongSu	Full-time
Executive Trustee of Academic Affairs	TATEYAMA Kazuyoshi	Full-time	Trustee (Dean, Ritsumeikan University College of Policy Science)	SHIGEMORI Tamihoro	Full-time
Executive Trustee of Student Affairs	KUNIHICO Toshifumi	Full-time	Trustee (Dean, Ritsumeikan University College of Information Science and Engineering)	HACHIMURA Kozaburo	Full-time
Executive Trustee of General Affairs	SHIMA Keiko	Full-time	Trustee (Dean, Ritsumeikan University College of Image Arts and Sciences)	SHINADA Takashi	Full-time
Executive Trustee of Financial Affairs	TAKAHASHI Hideyuki	Full-time	Trustee (Dean, Ritsumeikan University College of Pharmaceutical Sciences)	IMAMURA Nobutaka	Full-time
Executive Trustee of Integrated Educational Affairs	KAWASAKI Shoji	Full-time	Trustee (Dean, Ritsumeikan University College of Life Sciences)	IMANAKA Tadayuki	Full-time
Executive Trustee in charge of Ritsumeikan Asia Pacific University; Vice President of Ritsumeikan Asia Pacific University	IMAMURA Masaharu	Full-time	Trustee (Dean, Ritsumeikan University College of Sport and Health Science)	TABATA Izumi	Full-time
Trustee	ITAKA Koshi	Part-time	Trustee (Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies)	PISHVA, Davar	Full-time
Trustee	KITAMURA Harue	Part-time	Trustee (Dean, Ritsumeikan Asia Pacific University College of International Management)	YOKOYAMA Kenji	Full-time
Trustee	KOMODA Morihiro	Part-time	Auditor	OZAKI Takanori	Part-time
Trustee	KONDO Yukio	Part-time	Auditor	TODA Yuichiro	Part-time
Trustee	SAWAMURA Satoshi	Part-time	Auditor	HISAOKA Yasunari	Full-time
Trustee	SEIKE Kunitoshi	Part-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: 39 Trustees, 3 Auditors

2 List of Trust Councilors *Trustees omitted

(As of March 31, 2014)

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)	KAMEI Katsuari	Councilor (Internal)	MORISAKI Hisao
Councilor (External)	NARUSE Tadashi	Councilor (Internal)	KIDA Naruya	Councilor (Internal)	YAMAGAMI Susumu
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: 98 (including 39 Trustees)

3 Faculty and Staff (As of May 1, 2013)

(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	1,242	163	121	120	90	93	61	1,890
	Part-time	0	1,817	99	47	38	43	22	16	2,082
Staff	Full-time	35	1,120	212	22	25	16	12	6	1,448
	Part-time	0	2,070	858	2	4	3	2	2	2,941
Total	Full-time	35	2,362	375	143	145	106	105	67	3,338
	Part-time	0	3,887	957	49	42	46	24	18	5,023

II. Overview of Operations

1. Ritsumeikan University (RU) Master Plan

1 Initiatives toward Learner-Centered Education

We worked on executing items from 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 in accordance with the R2020 Phase One Plan.

A major theme in this plan was the improvement of quality in education, and we have been working to improve educational conditions by way of enhancing the faculty organization and allocating a budget for improving teaching capacity. By formulating academic reform guidelines and making progress with Faculty Organization Development Plans, we have reduced the average teaching hours for faculty and are gradually improving the size of small-group classes. This is creating an environment in which we can deliver education even more effectively. In preparation for the opening of the Osaka Ibaraki Campus, we reviewed our systems for liberal arts education, teacher training and first-time foreign language education and have established interim policies therefor.

As for the graduate schools, it remains difficult to secure students, so we established a committee to examine graduate school reforms, and it is currently working on an analysis of the situation surrounding the graduate schools. We also worked to improve career support for graduate students. Furthermore, we responded to recent legislative revisions that now require all doctoral dissertations to be published online.

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

In total, we sent 1,623 students (1,532 undergraduate and 91 graduate students) overseas, which represented a 9% decline year-on-year due primarily to the economic and political situation. Regular international student intake reached 846 undergraduate and 589 graduate students, which was 128 more than the previous year. We accepted 807 non-regular international students, bringing the total intake to 2,242, or 203 more than last year.

AY 2013 was the final year for G30 funding, and we more or less achieved our numerical targets for international student intake, international student ratios, foreign faculty appointments and joint degree programs. Over five years, we developed programs and adopted infrastructure for international student intake, adopted measures to promote the overseas dispatch of Japanese students, increased actual international student intake and established new degree programs in English, and we experienced a ripple effect by concurrently strengthening faculty and staff systems. At the end of the academic year, an external evaluation committee for the G30 Project was convened, and it commended us for the achievements we made and expressed its expectation that we maintain the initiatives we launched under G30.

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

In the College of Policy Science, we established the CRPS Major as a new course held in English in September 2013 and began admitting students. We also reformed the College of Business Administration curriculum in AY 2013. Curriculum reforms are set to go into effect in the College of Policy Science in AY 2014, and the new curricula in both of these colleges will be carried over when they move to the Osaka Ibaraki Campus in AY 2015.

The College of Information Science and Engineering opened the Dalian University of Technology–Ritsumeikan University International School of Information Science & Engineering and began admitting students. In addition, the Global Problem-Based Learning (PBL) Program for Innovative Mind and Intelligence, a joint effort of the College of Policy Science and four other colleges, was selected for the AY 2013 MEXT Re-Inventing Japan Project and will begin operating in AY 2014. The College of Pharmaceutical Sciences is currently preparing its application to establish the Department of Drug Development, a new four-year department, in AY 2015.

We also submitted our application to establish the Graduate School of Pharmaceutical Sciences, and it was approved by MEXT. It will open in AY 2014. The Graduate School of Management and the Graduate School of Technology Management are currently preparing to make curriculum reforms ahead of their move to the Osaka Ibaraki Campus in AY 2015, and the Graduate School of Economics and the Graduate School of Business Administration already implemented curriculum reforms.

The Graduate School of Letters, Graduate School of Sport and Health Science, Graduate School of Science and Engineering and the Graduate School of Information Science and Engineering all prepared for curriculum reforms slated to commence in AY 2014.

4 Research Initiatives

This being the third year of the 2nd Mid-Term Plan for Research Advancement (AY 2011 - 2015), a range of initiatives were undertaken in an effort to achieve the three basic objectives outline in the plan.

(1) Establish Ritsumeikan as a top-ranking Japanese university in terms of research capacity and build world-class research centers

[1] Grant-in-Aid track record

To improve Ritsumeikan's research competitiveness, we have undertaken initiatives to increase the number of successful Grant-In-Aid for Scientific Research Subsidy ("Grant-in-Aid") applications and the amount of aid awarded, and we have striven to promote basic scientific research. As a result, 556 Grant-in-Aid applications were accepted in AY 2013 for a total of roughly ¥1.26 billion placing us in the top 25 for the number of applications accepted (as of September 2, 2013).

[2] Promote the R-GIRO Research Program for Hub Formation

We are currently promoting 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. Continuing from AY 2012, four hubs were selected in AY 2013.

(2) Foster a research culture that allows researchers to devote themselves to research and create a supportive environment for research

[1] Improve and enhance Academic Development Leave

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 enhanced and improved the Academic Development Leave System. In particular, we improved the usage of the system by increasing research allowances, allowing short-term usage and creating new quota for young researchers and work-life balance.

[2] Develop research activities at OIC

The Research Subcommittee of the OIC Preparatory Committee outlined a research promotion system for OIC. In particular, it proposed a) establishing a research organization that highlights the OIC campus concepts of 'Gateway to Asia', 'Co-creation' and 'Regional Cooperation' and b) developing research activities and strengthening research foundations while expanding social networks.

(3) Give "the fruits of research" back to society through industry-university-government collaboration and regional cooperation

[1] Selection for the COI Program

We are proactively promoting industry-university collaboration at RU, and initiatives include large-scale projects with research teams formed under the auspices of the R-GIRO Research Program. As a result, two of our research hubs were selected as COI Trial Sites under MEXT's Center of Innovation Science and Technology based Radical Innovation and Entrepreneurship Program (COI STREAM). RU is the only private university that was awarded two COI sites.

[2] Number 1 in commissioned research

According to a MEXT survey entitled "Status of Industry-Academia Collaboration at Universities, etc. for Fiscal 2012", Ritsumeikan University ranked number one in Japan for the number of commissioned research projects from private companies (235 projects).

5 Student Support Initiatives

To cultivate students who can "think and act for themselves" in ways that transcend the curricular and the extracurricular, we improved scholarships and financial aid. In terms of financial aid, we disbursed academic support scholarships to almost all students whose annual household incomes are less than ¥4 million. As for goal-based scholarships, we disbursed the +R Incentive Scholarship for Individual Students and the Learning Community Development Subsidy for Groups to promote a structural shift in learning that transcends the borders of on and off-campus and curricular and extracurricular learning for both individuals and groups. We also worked with the colleges and other academic bodies to examine how to provide support to special needs students in order to strengthen assistance for a wide range of students with learning difficulties, focusing primarily on students with developmental disorders. Furthermore, we included the construction of Learning Commons on all campuses, including the Osaka Ibaraki Campus, in the Campus Improvement Plan to promote peer learning and active learning.

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 placement support initiatives even further. We have also operated the Global Human Resources Cultivation Program and the Ritsumeikan Kasumi Juku, a training program for students seeking to become national civil servants, and provided assistance to students wishing to return to their home regions to work (by concluding job placement support agreements with Nagano and Ehime Prefectures and a general agreement that includes job placement support with Hokkaido).

Looking at our track record, the number of students securing jobs in the private sector remained robust, but results for the "three key areas" fell slightly year-on-year (20 students passed the general examination for national public servants, 40 students passed the bar examination, and 26 students passed the Japanese certified public accountant examination).

6 Admissions Policy Initiatives

Continuing from AY 2013, three main types of general entrance examinations were held for AY 2014: original university examinations, examinations held concurrently with National Center examinations and National Center examinations. This academic year, in an effort to provide applicants with a clearer examination system, we 1) held individually scored examinations for the College of Letters on a single day and revised scoring therefor, and 2) abolished three and four-test concurrent applications on the March Exam (koki bunkatsu) for the College of Life Sciences. The total number of applicants reached 86,935, or 105.2% year-on-year, marking the largest number since the financial crisis of 2008. The actual number of applicants was 37,467, a 1,007 increase year-on-year and the highest number on record in recent years. On average, each applicant filed 2.32 concurrent applications, which is slightly higher than last year's 2.27 and due in part to the tendency of applicants to apply to less selective schools. The enrollment processing rate was 16.7%, which is almost the same as last year's 16.8%.

There were 3,363 special entrance examination applicants, of which 2,726 were processed, allowing us to secure a group of students with a strong desire to study at RU.

There were no issues with test administration; we successfully implemented fair, equitable, and stringent examinations.

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 Campus (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 second and final phase of construction on a new gymnasium (Kyoto Kinugasa Gymnasium), and we began construction on a new library (Hirai Kaichiro Memorial Library) and new academic facility for the graduate schools.

We advanced discussions on building an international education dormitory in the Taishogun district near the Kinugasa Campus, had existing buildings on the site demolished and conducted a survey for buried cultural properties.

At BKC, we completed the construction of New Science and Engineering Building II (Tricea) and a new ACTα. Construction on New Science and Engineering Building I (Biolink) is underway. We are also considering a plan for a new gymnasium with the aim of breaking ground in AY 2014.

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

In preparation for the opening of Osaka Ibaraki Campus (OIC) in April 2015, we installed facilities and worked to elaborate a basic plan based on the three campus concepts of 'Gateway to Asia', 'Co-creation' and 'Regional Cooperation'.

Building frameworks were completed in March 2014. We finalized floor plans, worked on the exterior plan and established a project to prepare for moving.

We have prepared subject offerings based on a new academic system for Common Education concurrent with the shift to a tri-campus organization, and in terms of research, we established the OIC Research Organization.

We started designing campus management tasks and made preparations for the opening of the international education dormitory and the relocation of the Chamber of Commerce to the campus.

Regarding cooperation with the region and the community, we have implemented various projects targeting Osaka Prefecture, Ibaraki City, local companies, the Chamber of Commerce and local residents, and we are also working on several cooperative initiatives.

In addition, we finalized the basic framework for the College of Psychology that we aim to open in AY 2016 and launched an Establishment Committee.

9 Developing a Community-Supported University

In relation to the Kyoto Tomorrow Cultural Asset Platform, a project aimed at preserving Kyoto's cultural assets for future generations, a meeting of the Kyoto Cultural Asset Network Council was held to strengthen ties with the owners of cultural assets, and research activities were conducted. As for the Kyoto Community Museum Historic Corridor Project, a framework was developed to allow Advisory Volunteers support student research under the supervision of faculty members.

The Kyoto Museum for World Peace began discussing its Stage Three Plan. It also held bus tours and gave museum tours to freshmen to strengthen ties with undergraduate education. The number of visitors for the year was 46,613, bringing total admissions since opening to 890,862.

The 2013 All Ritsumeikan Alumni Association Conference was held in Kyoto for the first time in two years, and 1,600 participants came for the conference, reception and events targeting young alumni and female alumni. To coincide with this, an extracurricular activities presentation session was held, which allowed students to share their activities with the public. The Alumni Association carried out activities for its Future Leaders Fund, a fund established in October 2012 to provide assistance to current students and the university, and raised ¥32 million by the end of the 2013 academic year.

In addition to its ongoing initiatives, including its academic lecture series (which was held in Sapporo and Takamatsu), the Parents Association for Student Education Assistance sold 100-yen breakfast sets to promote healthy lifestyles among the students. This event was not only popular with the students, it gained nationwide recognition. Furthermore, an event was held to invite parents to this year's school festival, and more than 2,000 parents visited Kinugasa and BKC. This also proved popular with the students.

10 University Evaluation Initiatives

The Graduate School of Business Administration submitted its improvement report for the issues pointed out in the Japan University Accreditation Association's professional graduate school accreditation screening in AY 2010. It also 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.

External evaluations were held for each specialization in the Graduate School of Technology Management. The results were compiled in a report, which was published on the homepage and sent to other graduate schools with MOT programs. We formulated policies concerning external evaluations for each specialization in each of the colleges, graduate schools and other academic bodies to last until the next institution-wide accreditation scheduled for AY 2018.

As for university-wide initiatives, we formulated the AY 2013 Self-Assessment Report for RU and published it on the homepage.

Ritsumeikan University Enrollment Figures

1 Undergraduate Colleges (As of May 1, 2013)

(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	—	815	3,160	3,612	
Total		790	—	815	3,160	3,612	
College of Economics	Department of Economics	535	—	536	2,140	2,340	Changed enrollment capacity in AY 2010 (585→535)
	Department of International Economics	200	—	216	800	913	
Total		735	—	752	2,940	3,253	
College of Business Administration	Department of Business Administration	610	—	649	2,440	2,815	Changed enrollment capacity in AY 2010 (660→610)
	Department of International Business Administration	150	—	166	600	707	
Total		760	—	815	3,040	3,522	
College of Social Sciences	Department of Social Sciences	—	—	—	—	6	Student recruitment suspended in April 2007
	Department of Contemporary Sociology	900	—	972	3,600	4,086	
Total		900	—	972	3,600	4,092	
College of Letters	Department of Humanities	1,105	—	1,156	4,414	5,120	Changed enrollment capacity in AY 2010 (1,105→1,102) Changed enrollment capacity in AY 2012 (1,102→1,105)
Total		1,105	—	1,156	4,414	5,120	
College of Science and Engineering	Department of Applied Chemistry	—	—	—	—	5	Student recruitment suspended in April 2008
	Department of Electrical and Electronic Engineering	142	2	133	476	526	Changed enrollment capacity in AY 2010 (95→94) Changed enrollment capacity in AY 2012 (94→142)
	Department of Mechanical Engineering	160	2	152	522	588	Changed enrollment capacity in AY 2010 (100→99) Changed enrollment capacity in AY 2012 (99→160)
	Department of Civil Engineering	84	2	96	340	400	Changed enrollment capacity in AY 2010 (85→84)
	Department of Chemical and Biological Engineering	—	—	—	—	4	Student recruitment suspended in April 2008
	Department of Environmental Systems Engineering	69	2	80	280	325	Changed enrollment capacity in AY 2010 (70→69)
	Department of Photonics	—	2	—	162	200	Changed enrollment capacity in AY 2010 (80→79) Student recruitment suspended in April 2012
	Department of Robotics	83	2	91	328	386	Changed enrollment capacity in AY 2010 (80→79) Changed enrollment capacity in AY 2012 (79→83)
	Department of Mathematical Sciences	90	—	88	360	408	
	Department of Physical Sciences	80	—	75	320	362	
	Department of VLSI System Design*	—	2	—	152	187	Changed enrollment capacity in AY 2010 (75→74)
	Department of Electronic and Computer Engineering	94	—	95	188	184	Changed enrollment capacity in AY 2012 (74→94)
	Department of Micro System Technology	—	2	—	152	205	Changed enrollment capacity in AY 2010 (75→74) Student recruitment suspended in April 2012
	Department of Architecture and Urban Design	70	16	70	312	336	Changed 3rd-year transfer capacity in AY 2012 (0→16)
Total		872	32	880	3,592	4,116	
College of International Relations	Department of International Relations	305	—	313	1,217	1,413	Changed enrollment capacity in AY 2010 (305→302) Changed enrollment capacity in AY 2013 (302→305) Changed 3rd-year transfer capacity in AY 2013 (6→0)
Total		305	—	313	1,217	1,413	
College of Policy Science	Department of Policy Science	360	—	386	1,440	1,622	
Total		360	—	386	1,440	1,622	
College of Information Science and Engineering	Department of Computer Science	110	—	111	440	497	
	Department of Information and Communication Science	110	—	112	440	525	
	Department of Media Technology	110	—	112	440	519	
	Department of Human and Computer Intelligence	110	—	111	440	515	
	Department of Bioscience and Bioinformatics	—	—	—	—	2	Student recruitment suspended in April 2008
Total		440	—	446	1,760	2,058	
College of Image Arts and Sciences	Department of Image Arts and Sciences	150	—	166	600	670	
Total		150	—	166	600	670	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	108	600	632	Established in April 2008
Total		100	—	108	600	632	
College of Life Sciences	Department of Applied Chemistry	80	—	84	320	367	
	Department of Biotechnology	80	—	82	320	346	
	Department of Bioinformatics	60	—	62	240	272	
	Department of Biomedical Sciences	60	—	71	240	279	
Total		280	—	299	1,120	1,264	
College of Sport and Health Science	Department of Sport and Health Science	220	—	224	880	906	Established in April 2010
Total		220	—	224	880	906	
Total		7,017	32	7,332	28,363	32,280	

*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.

Any students remaining after this division have been divided between the two Departments with the highest numbers of enrollees. "

*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, 2013)

(Unit: Number of persons)

Graduate School	Program	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Graduate School of Law	Master's Program	60	28	120	55	
	Doctoral Program	10	1	30	9	Changed enrollment capacity in AY 2011 (15→10)
Total		70	29	150	64	
Graduate School of Economics	Master's Program	50	21	100	89	
	Doctoral Program	5	1	15	9	Changed enrollment capacity in AY 2011 (10→5)
Total		55	22	115	98	
Graduate School of Business Administration	Master's Program	60	24	120	54	
	Doctoral Program	15	2	45	20	
Total		75	26	165	74	
Graduate School of Sociology	Master's Program	60	19	120	48	
	Doctoral Program	15	17	45	49	
Total		75	36	165	97	
Graduate School of Letters	Master's Program	105	46	210	112	
	Doctoral Program	35	15	105	79	
Total		140	61	315	191	
Graduate School of Science and Engineering	Master's Program	450	333	900	714	Changed enrollment capacity in AY 2012 (650→450)
	Doctoral Program	40	20	155	118	Changed enrollment capacity in AY 2012 (75→40)
	Five-Year Doctoral Program	—	—	—	1	Student recruitment suspended in April 2007
Total		490	353	1,055	833	
Graduate School of International Relations	Master's Program	60	18	120	81	
	Doctoral Program	10	2	30	34	
Total		70	20	150	115	
Graduate School of Policy Science	Master's Program	40	10	80	42	
	Doctoral Program	15	2	45	28	
Total		55	12	125	70	
Graduate School of Science for Human Services	Master's Program	60	33	120	80	
Total		60	33	120	80	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	23	150	148	
Total		30	23	150	148	
Graduate School of Language Education and Information Science	Master's Program	60	41	120	94	
Total		60	41	120	94	
School of Law	Professional Degree Program	130	57	390	187	
Total		130	57	390	187	
Graduate School of Technology Management	Master's Program	70	32	140	88	
	Doctoral Program	5	1	15	33	
Total		75	33	155	121	
Graduate School of Management	Professional Degree Program	100	29	200	74	
Total		100	29	200	74	
Graduate School of Public Policy	Master's Program	60	36	120	76	
Total		60	36	120	76	
Graduate School of Sport and Health Science	Master's Program	25	15	50	36	
	Doctoral Program	8	11	16	19	Established in April 2012
Total		33	26	66	55	
Graduate School of Image Arts	Master's Program	10	4	20	13	
Total		10	4	20	13	
Graduate School of Information Science and Engineering	Master's Program	200	154	400	304	Established in April 2012
	Doctoral Program	15	5	30	15	Established in April 2012
Total		215	159	430	319	
Graduate School of Life Sciences	Master's Program	150	83	300	203	Established in April 2012
	Doctoral Program	15	2	30	12	Established in April 2012
Total		165	85	330	215	
Master's Program Total		1,520	897	3,040	2,089	
Doctoral Program Total		188	79	561	425	
Five-Year Doctoral Program Total		30	23	150	149	
Professional Degree Program Total		230	86	590	261	
Total		1,968	1,085	4,341	2,924	

*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.
Enrollee numbers for the Graduate School of Core Ethics and Frontier Sciences also include third-year transfer students.

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 and improve the quality of our education, we formulated a subject offering policy, enhanced activities tied to the PDCA Cycle (e.g., creating syllabi, conducting Class Evaluation Surveys and reviewing the results thereof, producing grade evaluation comments etc.) and formulated and used rubrics to assess learning outcomes.

As part of the AACSB accreditation process that the College of International Management and the Graduate School of Management are currently involved in, preparations are being made for the final on-site inspection and evaluation in the fall of 2014.

In terms of student mobility policy, APU implemented its Freshman Intercultural Relations Study Trip (FIRST) and conducted trips to Korea for domestic students and trips within Kyushu for international students. Under a cooperative education program conducted with St. Edward's University (United States) and selected for the MEXT Re-Inventing Japan Project in AY 2011, APU sent and received more than 93 students in the year ended March 2014. APU also held a faculty development program for new faculty in cooperation with the University of Minnesota.

At the graduate level, APU has finalized detailed curriculum reforms and a subject offering policy to begin 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 third annual meeting at De La Salle University in the Philippines, marking the second time the meeting was convened overseas.

In addition, a joint research forum was held with Nanyang Technological University in Singapore.

In AY 2013, APU received 28 Grants-in-Aid (including subsidies continuing from previous years) totaling ¥44 million.

3 Student Support Initiatives

We also strived to raise the quality of the multicultural exchange polices that contribute to the learning and growth of APU students. In particular, we worked to increase the number of participants in various events, including Multicultural Weeks, Multicultural Camp, extracurricular activities and regional exchange activities. 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.

Aiming to further enhance student career development awareness, we implement ongoing career education measures starting in the first year. APU has tied together these kinds of initiatives to achieve a 97.6% job placement rate for domestic students and a 90.0% rate for international students.

4 Admissions Policy Initiatives

In terms of international student intake, we undertook recruitment activities with the aim of steadily securing applicants from 20 countries and regions. As a result, applicant numbers from Southeast Asian countries such as Vietnam, Indonesia, and Thailand remained robust, and the total number of international student applicants topped 1,100, thereby allowing us to fulfill our international student recruitment quotas for fall 2013 and spring 2014.

Domestic student intake remained robust given our improving reputation amid the increasing demand from Japanese companies for global human resources.

With an eye on AY 2015, we revised our entrance examination types in order to secure students with whom APU's basic ideals and multicultural campus strike a chord.

5 Internationalizing and Advancing Networks

Since APU has become a model of how to internationalize education, research and administration for other Japanese universities, we have received numerous visitors, including Prime Minister Abe, other government officials, foreign Ambassadors stationed in Japan and corporate executives, and we have promoted exchange in a wide range of fields. We also expanded opportunities to receive advice from the Advisory Committee (AC). Regarding alumni relations, we established the APU Alumni Association Future Concept Working Group.

To respond to the needs of companies that want to bolster their global human resources development initiatives, we run the Global Competency Enhancement Program (GCEP), which makes use of its multicultural and multilingual environment. In AY 2013, 11 companies, including Sony and NEC, sent 38 employees to receive training on the GCEP.

6 University Evaluation Initiatives

We formulated the AY 2012 Self-Assessment Report and held a meeting of the University Evaluation Committee, an external evaluation body. The College of International Management and the Graduate School of Management made steady progress through the Initial Accreditation Process with the aim of obtaining AACSB accreditation for the business school within AY 2014. We also steadily implemented institutional research (IR) activities to provide support for university administration.

APU Enrollment Figures

1 Undergraduate Colleges (As of November 1, 2013)

(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	656	2,525	2,643	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)
Total		600	12	18	656	2,525	2,643	
College of International Management	Department of International Management	600	22	31	670	2,517	2,687	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)
Total		600	22	31	670	2,517	2,687	
Total		1,200	34	49	1,326	5,042	5,330	

* Enrollee numbers are the total number of students admitted in Spring and Fall.
* Current enrollee numbers are current as of November 1, 2012.

2 Graduate Schools (As of November 1, 2013)

(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	40	120	79	
	Doctoral Program	10	8	30	41	
Total		70	48	150	120	
Graduate School of Management	Master's Program	40	15	80	44	
Total		40	15	80	44	
Total		110	63	230	164	

* Enrollee numbers are the total number of students admitted in Spring and Fall.
* Current enrollee numbers are current as of November 1, 2012.

3. Master Plan for Affiliated Schools and Partner Schools

1 Initiatives toward Developing Academic Ability

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. We enhanced communication between the colleges and the undergraduate specialists assigned to the affiliated schools, which contributed to advancing our high school-university partnership programs. We developed an examination to verify fundamental academic ability and provided support to students who did not meet the threshold. To serve as a top-up program, we began a three-month study abroad program in January for third-year high school students based on our agreement with the University of British Columbia (UBC). We also improved the skill levels of students advancing to RU and APU. The GPAs of affiliated school graduates who advanced to Ritsumeikan University has come to far exceed the average for two consecutive years. We sent 63 students with TOEFL ITP scores higher than 500 to Ritsumeikan University.

2 Educational Program Initiatives

Ritsumeikan Senior High School and Ritsumeikan Uji Senior High School were designated as Super Global High Schools (SGH) by MEXT and will begin initiatives in AY 2014. In addition, Ritsumeikan Moriyama Junior and Senior High School was designated as a Super Shokuiku School (SSS). (Note: Shokuiku = dietary education) These designations were based on our track record through AY 2013, which includes Super Science High School (SSH) designations for Ritsumeikan Senior High School, Ritsumeikan Keisho Senior High School and Ritsumeikan Moriyama Senior High School, the designation of Ritsumeikan Senior High School as a Science and Technology Human Resources Development Core School (i.e., an SSH-designated school in charge of international cooperation), and IB certification for Ritsumeikan Uji Senior High School.

Ritsumeikan Senior High School has designed the Global Learning Course, a new course starting in the second year, and established a preparatory class for first-year students who will advance into the new course. Ritsumeikan Moriyama Junior High School has prepared to establish a Frontier Science Course based on the success of the senior high school's course. Spurred on by curriculum reforms, Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School made progress on the development of textbooks and teaching materials for R12 integrated primary-secondary-upper secondary education.

3 Multilateral Assessment

We surveyed RU and APU alumni who had advanced from the affiliated schools and promoted educational improvements that take advantage of integrated education, including expanding the discussion on the education required to ensure that students can grow into adults who can perform after graduation. We implemented a common Class Evaluation Survey with all affiliated school students, incorporated the results into PDCA cycles for teachers and made efforts to improve lectures. We surveyed guardians and actively disclosed information, including how the results were incorporated into the school evaluations.

4 Plans for Each Affiliated School

* Please refer to the relevant sections for each affiliated school's plan.

5 Partner School Policy

We renewed our cooperation agreements with Osaka Hatsushiba Academy Gakuen and Nara Ikuei Gakuen. Prior to the renewal, we summarized overall performance and clarified objectives for each school. In addition to implementing measures to strengthen and advance collaboration between each affiliated school and Ritsumeikan University and Ritsumeikan Asia Pacific University, progress was also made in developing policies for assuring academic ability.

3-1. Ritsumeikan Junior and Senior High School

For second-year junior high school students, initiatives included the Discovery Project, with a presentation held in February, as well as the World Summit for the integrated course, where participants gave presentations in English and interacted with international students. The above events, combined with the third-year junior high school students' Rits Global Summit, continue to provide significant results. In preparation for relocation, additional plans are underway to strengthen ties with the primary school and expand interactions between primary and junior high school students. In the high school, 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.

As for club activities, the junior high school baseball team won the Kyoto regional tournament for the third year in a row, and the high school's broadcasting club, co-ed hockey team and swimming team also participated in national tournaments. Other achievements such as the third-year junior high school students' World Robot Olympics (WRO) team being awarded second place in an international competition capped off a fruitful year for club activities. For the high school, a team of third-year students were awarded a gold medal in the Japan Biology Olympics, and the Japan High School Calligraphy Study Society Award was presented to students participating in the All-Japan High School Calligraphy Competition. Students also participated in the Science "Koshien" national tournament as representatives of Kyoto, and gave an outstanding performance, winning the national championship in the "Knowledge Koshien" category (Management Simulation Program Contest).

Continuing disaster relief efforts were led by junior high school and high school student councils with an emphasis on a spirit of independence and contribution, including the dispatching of volunteers to the Tohoku region and the broadening of recovery assistance through the "Warm Heart" initiative.

Affiliated School Enrollment Figures (As of May 1, 2013)

(Unit: Number of persons)						
School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Senior High School	Full-time general course	360	332	1,080	993	
Ritsumeikan Junior High School		215	240	645	715	

3-2. Ritsumeikan Uji Junior and Senior High School

We developed various practical educational programs to nurture future global leaders as part of Japan's large-scale educational shift towards addressing the rapid progress of globalization.

In regards to international education, all third-year members of the International Baccalaureate course received their diplomas, and notably their average score of 33.3 out of 45 points was the highest compared to all past classes. Furthermore, the total number of students continuing their studies overseas, mainly through the IB/IM courses, increased to 11, and as of the end of March, they have been accepted to over 30 universities. Of the students matriculating to Ritsumeikan University, five were accepted to the Global Gateway Program and another five were accepted to the Dual Undergraduate Degree Program, and nine students matriculated to Ritsumeikan Asia Pacific University. In terms of English ability, we maintained having 70% of third-year junior high school students passing pre-level 2 or higher of the STEP, and previous scores for third-year high school students improved or remained the same, with an average TOEFL score of 453 points, and with 65 students (19%) scoring 500 points or more.

In the junior high school, we realized the development of a systematic and planned contemporary moral education course for first-year students called "Innovation Time", a program that links with the following year's curriculum. For those advancing internally to our high schools, we achieved a rate of one-third of students joining international courses, with 10 IB course participants and 43 IM course participants. In addition, five junior high school students participated in the Real Exchange overseas study program from January to March of their third year. This was a first step towards realizing a long-term overseas study program for junior high school students.

For the high school, as part of the first-year period for integrated study, we implemented Career Service Learning (CSL) classes where students learned the basics of career design, social skills and service learning along with at least 10 hours of volunteer work away from the school per student throughout the year. Our aim is that students will undertake further activities that contribute to society based on these experiences.

In extracurricular activities, first and foremost, the race walking team won the inter-high school competition, and the junior high/high school American football team, the junior high/high school baton twirling team and the high school track team all earned high honors in national competitions. Other notable national and international achievements include one of our female students becoming a professional shogi (Japanese chess) player and another joining Japan's FIFA World Cup U-17 team.

Affiliated School Enrollment Figures (As of May 1, 2013)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Uji Senior High School	Full-time general course	405	343	1,215	1,065	
Ritsumeikan Uji Junior High School		180	197	540	571	

3-3. Ritsumeikan Keisho Junior and Senior High School

The rate of students advancing internally to Ritsumeikan University and Ritsumeikan Asia Pacific University reached 45%, falling short of our objective of 50%, but through collaboration with both universities, we implemented a variety of one-off lectures, seminars and screenings that integrated junior high/high school/university learning, including the distinctive Justice, Entrepreneurship, Asian Studies, and Mass Media seminars, as well as problem-based research and the Pre-entrance Day event, to send out highly-motivated students eager to continue their studies.

We also realized achievements in getting students accepted to highly selective universities. Even among the most selective schools, 19 students were accepted, with two accepted to Tokyo University, three accepted to Kyoto University, and 14 accepted to medical schools. In addition students were accepted to Tohoku University (6), Hokkaido University (16), Tokyo University of Foreign Studies (1), University of Tsukuba (2) and Kobe University (2). Thirteen students were also accepted to foreign universities.

In extracurricular activities, 23 members of the high school track team participated in the inter-high school competition. One junior high student and two high school students won the top prize for the Tohoku-Hokkaido division of the Math Olympics. Also, a team of two junior high school students took 6th place nationally in the "Knowledge Koshien" (Management Simulation Program Contest).

We also undertook a variety of initiatives as we entered our second year with the SSH designation. In the field of biology, our school's representatives were awarded the Hokkaido Governor's Award for the Hokkaido district qualifiers of the 57th Japan Student Science Awards, and their submission reached the national final preliminary round.

We now have six study abroad programs underway at our schools. We were the first school in Hokkaido to establish links with COLIBRI (the Japan-France Inter-High School Network), and we were able to send two students to France soon after. We also sent students to Lord Botetourt High School in the United States, Haga in Sweden and Anyang in South Korea as well as dispatching students on the SSH Korea and SSH Australia study programs. We sent a total of 27 students overseas for exchange activities and welcomed 12 students from other countries to our school.

In terms of student recruitment, 188 junior high school students who passed the entrance examination enrolled. We gained stature in the eyes of prospective students and their parents through the implementation of the Super Program (SP) Course in the previous academic year, and we were able to welcome many academically-gifted students to our school.

Affiliated School Enrollment Figures (As of May 1, 2013)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Keisho Senior High School	Full-time general course	305	319	915	868	
Ritsumeikan Keisho Junior High School		180	191	540	515	

3-4. Ritsumeikan Moriyama Junior and Senior High School

In AY 2013, we addressed four issues: (1) enhancing science and math education, (2) enhancing information education, (3) enhancing global education and (4) enhancing career education.

To enhance science and math education, all third-year junior high school students were challenged to submit a graduation report 50 handwritten pages in length. We also enhanced the Advanced Program for the high school in collaboration with Ritsumeikan University, establishing a system where specialized classes could be taken on the university's campus. All students took the Super Science Program, and through a curriculum that emphasized practical and hands-on learning, the number of students expressing an interest in pursuing studies in science-based fields from the time they enrolled to the time they graduated increased from 30% to 40%.

To enhance information education, we introduced Ritsumeikan Intelligent Cyber Space (RICS), our own active learning system that utilized iPads for first-year junior high and high school students. As one of our goals in installing and realizing an ICT environment of student-centered learning that includes learning at home and problem-solving with peers, we expect RICS, which is the first industry-academia joint system of its kind in Japan, to markedly transform existing learning methods.

To enhance global education, we held a three-week homestay study program in New Zealand for third-year junior high school students. Also, we implemented a mission-solving internship study program in Chicago and Seattle in the United States for second-year high school students. With on-site study at major companies such as Starbucks and Costco and presentations held in English, the students' experiences greatly influenced their future career plans and views.

To enhance career education, we promoted career-based initiatives like high school-university partnership programs and learning with experts from various professional fields drawn from companies and local communities. We also held a presentation convention to share the results of senior thesis reports scientific research with a wider audience, and students received high acclaim for demonstrating their academic and problem-solving skills. Again this year, two graduates of the Frontier Science Course were admitted to the Shiga University of Medical Science, and combined with last year's graduates, we increased the rate to 70% for graduates continuing their studies in national, public, or private universities. In the next academic year, we plan to expand the Frontier Science Course to the junior high school to develop a six-year advanced educational program that crosses over from the junior-high school to the high school.

Affiliated School Enrollment Figures (As of May 1, 2013)

(Unit: Number of persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Moriyama Senior High School	Full-time general course	320	317	960	901	
Ritsumeikan Moriyama Junior High School		160	127	480	452	

3-5. Ritsumeikan Primary School

In terms of developing solid academic ability, our fifth graders recorded the highest average standard score (73.3) on the National Norm-Referenced Test (NRT) to date. In regards to the mathematical thinking index, we achieved rates exceeding 200% of the national average. Almost all of our students in third through sixth grade passed the Mathematics Proficiency Test, and all students passed their year's kanji test in the first semester of the year.

In our efforts to produce truly international students, we renewed exchanges with Polytechnic School (also known as "Poly") in the United States, with 18 students participating in Poly's programs. We implemented various overseas programs with Rulang Primary School (Singapore), Beijing University Primary School (China) and Toowoomba Preparatory School (Australia) as well as the Oxford Program, and the total number of student participants reached 96 (i.e., 50 fifth graders and 46 sixth graders).

To enrich students' sensibilities, the Ritsumeikan Primary School Art Exhibit was held at Ritsumeikan's Kyoto Museum for World Peace. Pottery and paintings by first through sixth grade students were on display to the general public, providing an opportunity to appreciate the high quality of our school's art programs and the high level of our students' works.

To cultivate a strong sense of ethics and independence, we further emphasized the importance of daily greetings and public etiquette when going to and from the school. We also began supervision of students when they go to and from school in AY 2013 with the cooperation of Parents' Association members.

There was major progress in ICT education in AY 2013. We explored ways to effectively apply ICT in the classroom, and in January we held an open lesson-planning meeting with the theme of 'Education that leverages the latest and most advanced ICT'. We reported on examples of our initiatives and were able to review major trends in ICT education.

Affiliated School Enrollment Figures (As of May 1, 2013)

(Unit: Number of persons)

School	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Primary School	120	124	720	722	

4. Ritsumeikan Academy Master Plan

1	Academy Development through Participation
<p>To promote the elaboration of the R2020 Master Plan, the R2020 Initiative Committee established under the Standing Committee of the Board of Trustees demonstrated pioneering solutions and addressed the various issues at hand. We have discussed campus development 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 (OIC). Through the work of bodies such as the Graduate School Reform Promotion Committee, the Department of Psychology Establishment Committee and the New Humanities Department and Research Facilities Preparation Committee, we also made progress in discussions regarding graduate school policies and new undergraduate school initiatives. In the second half of AY 2013, the Ritsumeikan Global Initiative Realization Committee was established as part of our ongoing efforts to advance global education development. In addition to university-wide committee participation by faculty, staff, and offices, campus planning was furthered through a variety of efforts such as workshops, gatherings, and hearings for faculty, staff, graduate students, and undergraduate students. Furthermore, the documentation of proposals by each committee and institution were discussed and feedback was collected on an Academy-wide level to promote participation in the formation of the Academy's future.</p> <p>The opening of the OIC was an opportunity for the Academy Structural Reform Development Committee to consider the organizational framework for multiple campuses and determine policies for developing that organizational framework. Consideration was also given regarding the decision-making processes of the Ritsumeikan Trust and of Ritsumeikan University to review the importance of the organic relationships between the decision-making of each organization and that of the university as a whole, as well as the unified decision-making of the Ritsumeikan Trust and its component schools, and how these aspects reflected on management and operations.</p>	
2	Development of the Academy as a Rewarding Workplace
<p>Currently, the five-year Faculty Organization Development Plan initiated in AY 2011 to increase the number of full-time faculty is ongoing, and accordingly, faculty teaching and research conditions continue to improve.</p> <p>In regards to staff organization, the Academy Structural Reform Development Committee examined organizational structures and office organization for after 2015. Also, the developmental personnel system proposed in AY 2012 served as the basis of a pilot test of conducting career interviews, which will officially commence from AY 2014.</p> <p>We continued efforts to reduce excessive overtime work among our staff organizations in order to realize a work-life balance, and for the third semester in a row, the amount of excessive overtime per staff member has dropped. Additionally, we took steps to improve our work environment, such as increasing the child care assistance required for class days that fall on holidays, and establishing training systems for contract staff.</p> <p>Regarding the teacher organization of the affiliated schools, Assistant Principals will be assigned to supervise primary-secondary-upper secondary integrated education, and materials and textbooks will be developed and checked through the collective efforts of Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School teachers.</p> <p>Also, at the Faculty Research and Training Center, the intensive training of newly-appointed faculty of affiliated schools was further enhanced, and all new faculty were able to gather once per week throughout the year. As a result, they were able to foster a better working environment as each member could share their issues with one another and hold spontaneous research sessions to improve their abilities together.</p>	
3	Development of an Academy Identity among Faculty, Staff and Students across Multiple Campuses
<p>In our efforts to shape the Academy's identity, appendices are currently being edited for Volume III of the History of Ritsumeikan, which was published in AY 2012, and preparations are underway to publish these appendices in AY 2014. Preparations are also being made for the opening of the Ritsumeikan Historical Materials Center in AY 2015 so that the materials accumulated in the editing of the History of Ritsumeikan can be made available for a wide range of educational and research endeavors.</p>	
4	Financial Policy to Support the Academy Master Plan
<p>Following the basic policy of financial operations for the first phase of the R2020 Plan, we took concrete steps in areas such as campus development and organization planning and faculty organization development.</p>	

5	Development of an Academy Aware of its Social Responsibility and Supported by Society
<p>In response to policy proposals submitted by the Ritsumeikan Global Environment Committee, we made progress in efforts to reduce CO₂ emissions, save power and reduce waste at each school and campus.</p> <p>We engaged in initiatives to save energy in light of the strong demand for electricity in the summer of 2013. We achieved 10.8% less power consumption compared to AY 2010. We will continue working to invigorate the activities of the Ritsumeikan Global Environment Committee and to promote energy and resource-saving initiatives.</p> <p>For safety management in science and engineering programs, we provided safety training sessions for undergraduate and graduate students. To improve the environments of the science and engineering laboratories, we held a Clean Lab campaign to promote the cleanliness and organization of laboratories and the disposal of unnecessary equipment and materials. Regarding disaster prevention, fire brigades on each university and affiliated school campus led disaster preparedness drills, and disaster prevention manuals were updated and disseminated. We continue to conduct fire and disaster drills, with staff playing central roles, in a well-planned manner. We began joint disaster prevention efforts in collaboration with universities and other organizations in Kyoto's Kita Ward.</p> <p>From AY 2013, campuses became completely smoking-free, and efforts are underway to broaden non-smoking areas to areas surrounding campuses as well. There have already been some confirmed results with smoking rates dropping, and the number of littered cigarette butts has not increased even though designated smoking areas were closed. However, problems such as smoking in concealed areas and smoking on walkways persist, so a long-term, steadfast approach will be necessary. There is also a need to prevent minor fires caused by discarded cigarette butts from occurring through fire prevention measures implemented in collaboration with the local community.</p> <p>We implemented international cooperation projects as part of our efforts to contribute to international society. As a continuation of the projects of the previous academic year, we held events such as training for university administration executives (China), training for the Dalian City Port Authority (China), disaster prevention training (Indonesia), educational support for children with disabilities (Vietnam), tourism resource development (Sri Lanka), Japanese language education (United Arab Emirates) and staff training at the Malaysia-Japan International Institute of Technology and the Egypt-Japan University of Science and Technology.</p> <p>Since its opening 21 years ago, the Kyoto Museum for World Peace has embodied Ritsumeikan's educational philosophy of 'Peace and Democracy' through its various activities (such as exhibits, lectures, and educational support) that contribute to realizing world peace, and as of March 2014 a total of over 890,000 visitors have come to the museum.</p> <p>Furthermore, at the Tokyo and Osaka Umeda campuses, public lectures are regularly held on an ongoing basis, and these have played a role in the wider dissemination of Ritsumeikan's educational and research activities into society.</p> <p>The Alumni Association's work for the Future Leaders Fund brought in ¥32 million in support by the end of AY 2013. Also, the Parents Association for Student Education Assistance implemented the 100 Yen Breakfast project to support students' health in their daily lives. The project was met with support by many students, and the Association decided to continue implementing it.</p> <p>As part of information disclosure activities, efforts are being made to not just release standardized information as defined in rules and regulations, but also information regarding topics such as faculty research and student sports, cultural, and artistic activities.</p>	
6	Initiatives in Response to the Great East Japan Earthquake
<p>Since we established Miyako City and Ofunato City in Iwate Prefecture as hubs for our local disaster recovery support efforts in April 2011, we have deepened our ties with those communities. Especially for Ofunato City, we welcomed the Mayor, TODA Kimiaki, to Kyoto for the Forum on the One-Year Anniversary of the Agreement Signing, where reports were given on the various support activities held through the cooperation of the city and Ritsumeikan University, and discussions were held concerning the state of affairs and issues facing Ofunato City. Furthermore, in order to provide cooperation in the accurate dissemination of information from the Kansai and Kyoto areas out to Japan and the world regarding the status of Fukushima and its recovery efforts, and to strengthen collaborative efforts in fields of education and research towards disaster recovery, we signed a collaborative agreement with Fukushima Prefecture in December. Based on this agreement, we have held a forum where we invited Vice Governor UCHIBORI Masao and held study tours to Fukushima for our international students. Also, in September there was severe flooding in western Japan, and from requests made by faculty and staff of the Tohoku Gakuin University Disaster Volunteer Station, which was part of the inter-university network formed following the Great East Japan Earthquake, we took part in joint recovery efforts in Takashima City in Shiga Prefecture, greatly broadening the collaborative platform of activities undertaken in Tohoku by Ritsumeikan in AY 2013.</p> <p>We continue to dispatch students from these hubs of collaboration. This year, 189 students led by 16 faculty and staff participated in the Volunteer Bus project and other dispatch programs organized by extracurricular organizations.</p> <p>Also, the 21 themes the research promotion program selected, such as disaster prevention, disaster mitigation, mitigating damage in the event of a disaster and disaster recovery, continue to be explored as disaster recovery efforts through research.</p>	

7 Steady Implementation of the R2020 Plan

We decided to bring a new planning management system (PDCA Cycle) online in accordance with the R2020 Master Plan. To further promote the establishment of a management cycle under the auspices of the Board of Trustees, we have defined the Academic Management Plan for AY 2013 as a "plan to validate our activities as a Trust". Our basic approach was to present goals with numerical targets, but when that was not possible, we included assessment indicators and standards to be used to verify the Plan's effectiveness. We have also formulated detailed action plans that adhere to the PDCA Cycle.

We also issued the document entitled "The Illustrated R2020 (1)" in an effort to use internal data to clarify what and how changes have occurred since the R2020 Plan commenced as well as the standing of the Ritsumeikan Academy.

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.

Core SSH: This is a program conducted by MEXT to provide additional support to SSH-designated schools to strengthen the functionality of science and math education as the core of the curriculum.

FD: Faculty Development. Organized efforts to improve teaching.

Frontier Science Course (FSC): A special course for advancement into science programs. Offered at Ritsumeikan Moriyama Junior and Senior High School, this course supports advancement to medical fields, such as medical and dental schools, or scientific fields, such as life science, mathematics and science and natural science courses, 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.

IM Course: This course, established at Ritsumeikan Uji Senior High School, requires one year of study overseas for the cultivation of excellent English skills and advanced academic abilities. Immersion classes are held from the time of enrollment, and in their first or second year, all participants study overseas in an English-speaking country. Upon their return, the IM Course continues, with students choosing to take classes held in English or take humanities or science courses.

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 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.

MEXT: Ministry of Education, Culture, Sports, Science and Technology.

PBL: Project/Problem-based learning. Refers to learning oriented toward the identification and solution of problems.

PDCA Cycle: The Plan-Do-Check-Act Cycle. An iterative cycle used to reach an ultimate goal.

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.

SP Course: Super Program Course. A course offered at Ritsumeikan Keicho Junior and Senior High School which starts 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 schools. 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.

Super Global High School (SGH): A program in which MEXT designates high schools that cooperate with domestic universities promoting internationalization, companies and international organizations to engage in the cultivation of human resources who can identify and solve global social issues and who can succeed in global business. The program encourages the development and deployment of high quality curricula and the improvement of systems therefor.

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.

Super Shokuiku School (SSS): A MEXT program to enhance shokuiku (dietary education) where model schools are designated for advanced food education initiatives through collaboration with related institutions and organizations.