



RITSUMEIKAN

The Ritsumeikan Trust

AY 2015

Operating Report



Greeting from the Chairman of the Board of Trustees

— On the Issuance of the AY2015 Operating Report —

We established Academy Vision R2020, Ritsumeikan's vision for the Academy in the year 2020, and since AY2011, we have been undertaking initiatives under the R2020 Plan, a mid-term plan that was formulated to realize said vision. AY2015 marks the final year of the first half (AY2011 - AY2015) of this plan.

Globalization is currently the biggest issue facing higher education in Japan. At Ritsumeikan, each school has been implementing measures in accordance with the Ritsumeikan Global Initiative, our strategy to internationalize the Academy. In AY2014, Ritsumeikan University and Ritsumeikan Asia Pacific University were selected by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for the Top Global University Project, while Ritsumeikan Senior High School and Ritsumeikan Uji Senior High School were designated as Super Global High Schools (SGH). Meanwhile, Ritsumeikan Keicho Senior High School was designated as an SGH by MEXT in AY2015. We understand that these selections were made both in recognition of our track record and in anticipation of our future efforts.

In the Mid-Term Plan, top priority has been placed on improving the quality of our education and research.

With respect to education, we have examined issues in various fields. We have been moving ahead with faculty organization development and facility improvement plans, implementing academic reforms in the colleges and graduate schools, and discussing the Ritsumeikan Learning Model and educational programs for non-traditional students.

At Ritsumeikan University, we opened Graduate School of Pharmacy in AY2014 and Department of Pharmaceutical Sciences in College of Pharmaceutical Sciences in AY2015. Furthermore, we have adopted cutting-edge educational systems at the Osaka Ibaraki Campus that opened in April 2015, and the practical outcomes these systems will produce are expected to have a positive impact not only on Ritsumeikan University, but on the entire Ritsumeikan Academy.

As for research, when we look at the number of new Grants-in-Aid subsidies awarded per field by MEXT, Ritsumeikan University has ranked first in Management and Sociology for the past five years in a row. Among private universities, we ranked third in the amount of subsidies awarded and fourth in the total number of awards. Going forward, we will continue striving to enrich our basic research. Also, according to a MEXT announcement in AY2015, we ranked first in the nation among all public and private universities in the number of research projects commissioned by private companies, which goes to show that we are proactive in using our research outcomes to give something back to society. Furthermore, in accordance with the Academy Vision R2020, we formulated the Third Mid-Term Plan for Research Advancement (AY2016 - AY2020), and we plan to undertake ambitious research rooted in the basic goal of this plan to "realize efforts to become a distinctive global research university."

At Ritsumeikan Asia Pacific University, we worked with our stakeholders to formulate the Pillars of the APU2020 Second Half Plan, in light of achievements to date.

As for the affiliated schools, we pushed forward with a 12-year integrated education system commences from the Ritsumeikan Primary School in line with the relocation of Ritsumeikan Junior and Senior High School to Nagaokakyo. In areas other than international education, the schools have been working on distinctive initiatives, including i) science education at Ritsumeikan Senior High School, Ritsumeikan Keicho Senior High School and Ritsumeikan Moriyama Senior High School, all which were designated by MEXT as Super Science High Schools, ii) sustainability studies at Ritsumeikan Moriyama Senior High School, which was designated as a UNESCO School, and iii) dietary education efforts at Ritsumeikan Moriyama Junior and Senior High School, a MEXT-designated Super Shokuiku School.

This Report was formulated to communicate the Academy's initiatives for AY2015 to all of our stakeholders. Aiming to become a world-class education and research institution, we will continue undertaking myriad endeavors so that we can help our students at every level grow even more.

We kindly request your continued understanding and support.

May 27, 2016

ToyoOmi NAGATA

Chairman of the Board of Trustees
The Ritsumeikan Trust



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IV. Basic Data	48
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I . Institution Overview

1.Schools, Colleges, Departments and Graduate Schools of the Trust (as of May 1, 2015)

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 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 Image Arts and Sciences,
Graduate School of Law, Graduate School of Sociology, Graduate School of Letters,
Graduate School of International Relations, 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 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 Science and Engineering,
Graduate School of Sport and Health Science, Graduate School of Information Science and Engineering,
Graduate School of Life Sciences, Graduate School of Pharmacy

● **Osaka Ibaraki Campus** (2-150, Iwakura-cho, Ibaraki, Osaka)

College of Business Administration, College of Policy Science,
Graduate School of Business Administration, Graduate School of Policy Science,
Graduate School of Technology Management, Graduate School of Management

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 (1-1-1 Choshi, Nagaokakyo, Kyoto)

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

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

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

Junior High Schools

Ritsumeikan Junior High School (1-1-1 Choshi, Nagaokakyo, Kyoto)

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

Ritsumeikan Keisho Junior High School (640-1 Nishinoppo, 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 School Spirit, Ideals of Academy 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 *Jinxi* chapter of the *Discourses of Mencius*, and means "a place to establish one's destiny through cultivating one's mind."

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

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

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

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

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

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

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

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

3. History of the Ritsumeikan Trust (as of May 1, 2015)

May	1900	Establishment of Kyoto Hosei School (Kyoto School of Law and Politics) approved.
October	1903	Name change to Kyoto Profession School of Law approved.
September	1904	Establishment of Kyoto University Law and Politics approved.
September	1905	Establishment of Seiwa School (private 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 Decree 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 changed from the Ritsumeikan Foundation to the 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 Nishinoppo, Ebetsu, Hokkaido)
July	1998	Abolishment of Uji Special Training School approved.
December	1999	Establishment of Ritsumeikan Asia Pacific University approved. Establishment of Ritsumeikan Keisho Junior High School approved. Notification of name change from Ritsumeikan University Keisho Senior High School to Ritsumeikan Keisho Senior High 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)
February	2013	Address of the Trust offices changed. (Location: 8 Nishinokyo-Higashi Togano-cho, Nakagyo-ku, Kyoto)
September	2014	Ritsumeikan Junior and Senior High School moved. (Location: 1-1-1 Choshi, Nagaokakyo, Kyoto)
April	2015	Osaka Ibaraki Campus (Ibaraki, Osaka) opened.

4. R2020 Aims of the Ritsumeikan Trust for 2020

R2020 Academy Vision

Aims of the Ritsumeikan Academy for 2020

"Creating a Future Beyond Borders"

To create a peaceful and sustainable future for humankind and the world:

Our aim is to transcend the myriad "borders" of ourselves, organizations, regions, nations and systems and, making use of the capacities acquired from that process, to become an Academy imbued with the spirit of contributing to the future.

Transcending Ourselves

The term "self" refers to the identities of each and every one of us as well as to the various groups to which we belong.

We will expand our potential by striving to transcend existing borders and boundaries while recognizing the values of each other through our studies at the Ritsumeikan Academy.

Creating Our Future

We will create a wide range of communities, networks and new values, while

Each and every one of us strives to create the future

And create an Academy that will serve as a solid grounding for our future.

R2020 The Three Pillars of the Academy Vision

Guidelines for action of Ritsumeikan Academy for 2020

Developing a self-motivated learning environment within a diverse community

The Ritsumeikan Academy will not be bound by the conventional learning style of merely communicating knowledge: we will promote the development of learner-centered communities to encourage mutual learning and we will transcend myriad borders including age, discipline, and nationality in order to become a place where learners can learn and grow in a more self-directed manner. The Ritsumeikan Academy aims to establish and strive for a new set of educational goals, based on which we cultivate students who can recognize issues on their own accord, seek solutions to these issues as well as discuss and implement solutions with a wide range of people.

Striving to become a unique research university that contributes to humankind, nature and society

The Ritsumeikan Academy will transcend the many borders in research—borders of discipline, organization, age, time and nationality—and gather a diverse array of researchers from within and outside the Academy to promote the development of the Academy as place in which researchers can work together to hone their skills and create research output. We aim to become an Academy in which each and every faculty member maintains a constant positive attitude toward their research and where young researchers can cultivate their research skills and take them to the next level. The Ritsumeikan Academy will communicate the research output achieved through these endeavors to the world and actively contribute to the society.

Developing an institution where everyone can experience the joy of learning

We will promote the development of the Academy as a place where people can gather and having transcended borders of age, gender, nationality, discipline and experiencing the joy of learning. The people on our campuses will learn about the interconnectedness of countries, regions and the world and gain a sense of relationships between humankind and nature. Through this they will recognize their own development and their roles within the society. The people of Ritsumeikan will work together to create this kind of institution.

R2020 Aims of the Master Plan

Targets of the Ritsumeikan Academy for 2020

1 Becoming an Open Academy that Contributes to the Global Society and the Region

- ① Ritsumeikan, as an institution located in the Asia Pacific region, will develop links with the world and strive for coexistence with others amid continuing globalization in an effort to promote distinctive education, research and administration that contributes to the creation of a peaceful future.
- ② Ritsumeikan will improve the quality of its universities, schools, colleges and graduate schools as it promotes the creation of new teaching and research fields to respond to the problems of the future as a comprehensive academy.
- ③ Ritsumeikan aims to become an academy that produces the next generation of leaders by providing learning opportunities in educational program which can be used internationally.
- ④ Ritsumeikan aims to gather a diverse array of researchers from within and outside the academy and to build a place in which researchers can work together to mutually bolster their skills and produce education and research output.
- ⑤ Ritsumeikan will engage in Academy development in which every constituent member plays a role which contributes to the creation of peace and democracy.

2 Learning Communities and Learner-Centered Education

- ① We will cultivate individuals who can transcend nationality, language and myriad other borders to understand others, work in teams, and acting on their own accord, carve out new paths in contemporary global society amid the progression of globalization.
- ② We will cultivate individuals with solid academic ability, high ethical standards and unique characters who can succeed on the global stage.
- ③ We will promote learner-centered education by creating a variety of learning communities that transcend borders between the curricular and the extracurricular, domestically and internationally.
- ④ We will achieve all-inclusive learner support by providing assistance for group learning as well as individualized support.
- ⑤ We will create graduate schools that respond to the needs of the times and the expectations of the society.

3 Aiming to Become a Distinctive Global Research University

- ① We will promote highly distinctive, Ritsumeikan-esque research.
- ② We will promote global developments based on the internationalization of research.
- ③ We will strive to cultivate young researchers, with an eye on their course of life, by strengthening doctoral courses.
- ④ We will strive to cultivating human resources through academic research for the Knowledge Society.
- ⑤ We will promote research in the fields of the natural sciences, humanities and social sciences, and research that integrates these fields, and publish research results publicly.

4 Development to Improve the Quality of Education and Research

- ① We aim for democratic academy development through the participation of various events.
- ② We aim to develop an Academy that contributes to and is supported by the society.
- ③ We seek to further strengthen our domestic and international social networks.
- ④ As a comprehensive academy, we seek to further strengthen ties among Ritsumeikan University, Ritsumeikan Asia Pacific University and our affiliated schools.
- ⑤ We will engage in campus development in accordance with the Master Plans of each university and school as well as the entire Academy.

5 Ritsumeikan's Role as an Institution of Education and Research: In Light of the Great East Japan Earthquake

- ① We reaffirm our mission and duty to create a future for humankind as an institution of education and research. We will promote long-term, Ritsumeikan Academy-wide efforts to assist in the recovery of the affected areas and the reconstruction of the Japanese society.
- ② We, as an institution of education and research, will make every effort to build a new post-disaster society, that is, a society that saves energy, respects nature and is prepared for disasters by way of emotional bonds among people and between people and society as well as coexistence between people and nature.

R2020 Ritsumeikan University Master Plan

[Basic Objectives]

1 We will develop students with comprehensive human skills by way of learner-centered education and all-inclusive learner support

Ritsumeikan University will cultivate students with comprehensive human skills. In particular, we will develop students who 1) can learn with others in an atmosphere of mutual trust and empathy as they develop independently, 2) can grow by interacting with and contributing to society and 3) can act decisively with a social mindset as they coexist with others in a global society. In light of this ideal for human resources development, we hereby set the following basic objectives for student self-realization.

- ① We will create diverse learning communities that transcend the border between the curricular and the extracurricular.
- ② We will promote academics and support that focus on individual student growth with groups.
- ③ We will create a system for international education in which domestic and international students engage in mutual learning "beyond borders".
- ④ We will promote support for self-directed growth through the lens of career development.
- ⑤ We will ensure conditions and provide support to realize learning that transcends the curricular and the extracurricular.

2 We aim to become a distinctive global research university

To fulfill the university's social responsibility for research, we will engage in global research and disseminate research output in an effort to become a global research university that contributes to the society. We hereby set the following basic objectives.

- ① Ritsumeikan University will establish itself as a top-ranking Japanese university in terms of research capacity and aims to be recognized as unique, world-class research centers and fields.
- ② We will aim to maintain high level researches as we foster a research culture that allows researchers to devote themselves to research and create a supportive environment for research.
- ③ Through industry-academia-government collaboration, we will promote commissioned research and joint research with the national and local governments and companies, and we will contribute to the society by giving the fruits of this research back to the community.

3 We will promote campus development to support education, research and student life

We will achieve new, quality-assured academic developments in every college and graduate school by 2020 while we improve student amenities, student activity facilities and campus access / commuting conditions by opening the Osaka Ibaraki Campus and improving existing campuses.

- ① We will promote campus development and improve each campus' unique facilities in order to support students' self-directed extracurricular activities.
- ② We will encourage the development of community spaces.
- ③ We will make improvements to dining and sports facilities and other amenities for students, faculty and staff.
- ④ We will promote campus development in an effort to contribute to and ensure harmony with the local community.
- ⑤ We will promote the development of campuses as regional centers of safety, environmental friendliness and disaster prevention.

R2020 Ritsumeikan Asia Pacific University (APU) Master Plan

[Basic Objectives]

1 APU will implement its basic ideals by cultivating human resources who can contribute to the future development of the Asia Pacific region and human resources who can exhibit leadership in the global society

APU will cultivate 1) global sense and perspective in Japanese students to allow them cooperate with people from various countries and regions from a position of mutual understanding, 2) globally-active international students that learn in a Japanese university, gain a proper understanding of Japan and who are active on the global stage, and 3) human resources that build amicable and trustworthy relationships between Japan and the countries of the world and that contribute to developing the future economies and societies in their respective countries and regions. In light of this ideal for human resources development, we hereby set the following basic objectives for student self-realization.

- ① We will provide degree programs with international currency and work to further improve academic affairs.
- ② We will develop international alliances with institutions of higher education around the globe and create a global learning environment with credit transfer systems, dual degree programs and the like.
- ③ We will take full advantage of the fact that APU attract students from around the world in order to offer a campus life full of intercultural exchange in both the curricular and the extracurricular programs. We will also promote education using AP House, our multicultural dormitory.
- ④ We will contribute to the global society by providing youth from around the world with the chance to receive higher education and to study abroad in Japan.

2 APU aims to become a distinctive research hub in the Asia Pacific region

- ① We will strengthen the cultivation of researchers in order to bolster research capacity.
- ② We aim to become a hub for Asia Pacific Studies.

R2020 Master Plans for Integrated Education and the Affiliated Schools

[Basic Objectives]

■ We will cultivate human resources who will serve as core members of the Ritsumeikan Academy and who can communicate and apply the message of Ritsumeikan's education to the society

1) By engaging in primary-secondary-tertiary integrated education, we will produce human resources who can give back to the society by exercising leadership in learning communities that transcend the curricular and the extracurricular, and who possess the communication skills and mentality to be core members of the Ritsumeikan Academy. 2) To achieve this, we will build new relationships between the high schools and the universities that transcend existing framework. 3) We will develop unique education and promote school development that will allow our primary school, junior high schools and high schools to "grow" students as venues for cultivating the next generation of society's leaders.

We hereby set the following objectives.

- ① We will establish a model for human resources created by integrated education and we will promote integrated education from primary school to graduate school levels in a unified effort between the affiliated schools and the universities.
- ② We will produce affiliated school alumni who can act as student leaders at the university.
- ③ We will promote education that ensure the solid development of students into proactive learners.
- ④ Through integrated education, we will strive to foster solid academic ability and to unlock individual talents in order to nurture just and ethical global citizens who can contribute to the society.
- ⑤ We will promote characteristic education at each affiliated school to enable this type of human resources development. We will also build a foundation to achieve this aim.

R2020 Basic Objectives and Major Initiatives for Each Affiliated School

Ritsumeikan Primary School

We will set 2020, the year in which the first cohort will graduate university, as "the year we develop individuals who can truly contribute to society having learned continuously under the Ritsumeikan Charter". For the duration of the Mid-Term Plan, we will work on improving education to provide our students with rich human skills and advanced academic ability. For the duration of the Mid-Term Plan (2011-2015), we will further advance primary school education as we seek to complete the 4-4-4 consecutive education system, subsequently presenting a model to Japanese society for consecutive education undertaken by a comprehensive private academy and testing its efficacy.

Ritsumeikan Junior and Senior High School

Ritsumeikan Junior and Senior High School, in line with its move to the Nagaokakyo Campus in September 2013, aims to be a school that 1) cultivates independence, a spirit of service and a Ritsumeikan Identity; 2) cultivates global leaders who can succeed on the world stage; and 3) develop human resources for medicine, science and technology on Japan's most environment-friendly campus.

Ritsumeikan Uji Junior and Senior High School

Ritsumeikan Uji Junior and Senior High School aims to become a model for international integrated junior-senior high school education in the Asia Pacific region by cultivating students with "outstanding intellect and curiosity" and "global minds and rich personalities".

Ritsumeikan Keisho Junior and Senior High School

As the Hokkaido hub of the Ritsumeikan Academy, Ritsumeikan Keisho Junior and Senior High School will engage in school development with the aim to become a school students can be proud of, a school where dreams become reality, a school that contributes to the society, a globally-linked school as well as a trusted and respected school.

Ritsumeikan Moriyama Junior and Senior High School

Ritsumeikan Moriyama Junior and Senior High School will develop students well versed in science and math, establish frontier science courses, advance high school-university partnership programs, cultivate global communication skills in students and strengthen ties with the local communities and local companies.

5. Executives

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

(as of March 31, 2016)

Position	Name	Full-Time or Part-Time	Position	Name	Full-Time or Part-Time
Chairman of the Board of Trustees	ToyoOmi NAGATA	Full-time	Trustee	Toshifumi KUNIHURO	Part-time
Trustee; Chancellor; President of Ritsumeikan University	Mikio YOSHIDA	Full-time	Trustee (Vice President of Ritsumeikan Asia Pacific University)	Akio KAMIKO	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Masato ICHIKAWA	Full-time	Trustee (Dean, Ritsumeikan University College of Law)	Masaaki MIYAI	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Toyohiko MATSUBARA	Full-time	Trustee (Dean, Ritsumeikan University College of Economics)	Akira MATSUMOTO	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Kozo WATANABE	Full-time	Trustee (Dean, Ritsumeikan University College of Business Administration)	Shin IKEDA	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	Shun KORENAGA	Full-time	Trustee (Dean, Ritsumeikan University College of Social Sciences)	Ikutoshi ARUGA	Full-time
Senior Executive Trustee	Tomomi MORISHIMA	Full-time	Trustee (Dean, Ritsumeikan University College of Letters)	Masami FUJIMAKI	Full-time
Executive Trustee of General Affairs	Keiko SHIMA	Full-time	Trustee (Dean, Ritsumeikan University College of Science and Engineering)	Kenichi KASAHARA	Full-time
Executive Trustee of Financial Affairs	Hideyuki TAKAHASHI	Full-time	Trustee (Dean, Ritsumeikan University College of International Relations)	GyongSu MUN	Full-time
Executive Trustee of Planning	Kazuyoshi TATEYAMA	Full-time	Trustee (Dean, Ritsumeikan University College of Policy Science)	Tamihiro SHIGEMORI	Full-time
Executive Trustee of Integrated Educational Affairs	Shoji KAWASAKI	Full-time	Trustee (Dean, Ritsumeikan University College of Information Science and Engineering)	Yoshio NAKATANI	Full-time
Executive Trustee in charge of Ritsumeikan Asia Pacific University; Vice President of Ritsumeikan Asia Pacific University	Masaharu IMAMURA	Full-time	Trustee (Dean, Ritsumeikan University College of Image Arts and Sciences)	Takashi SHINADA	Full-time
Trustee	Mitsuji ANDO	Part-time	Trustee (Dean, Ritsumeikan University College of Pharmaceutical Sciences)	Nobutaka IMAMURA	Full-time
Trustee	Koshi ITAKA	Part-time	Trustee (Dean, Ritsumeikan University College of Life Sciences)	Kazuo KOJIMA	Full-time
Trustee	Morihiro KOMODA	Part-time	Trustee (Dean, Ritsumeikan University College of Sport and Health Science)	Izumi TABATA	Full-time
Trustee	Yukio KONDO	Part-time	Trustee (Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies)	Hiroshi TODOROKI	Full-time
Trustee	Satoshi SAWAMURA	Part-time	Trustee (Dean, Ritsumeikan Asia Pacific University College of International Management)	Toshitsugu OTAKE	Full-time
Trustee	Kunitoshi SEIKE	Part-time	Auditor	Kan UEDA	Full-time
Trustee	Motaichi TAKAGI	Part-time	Auditor	Takanori OZAKI	Part-time
Trustee	Yutaka NUNOGAKI	Part-time	Auditor	Yasuhiko WATANABE	Part-time
Trustee	Kenji MURAKAMI	Part-time			
Trustee	Makoto YAMANAKA	Part-time			
Trustee	Yasuhiro WAKEBAYASHI	Part-time			

Fixed number of Executives: 40 Trustees, 3 Auditors

2 List of Trust Councilors *Trustees omitted

(as of March 31, 2016)

Position	Name	Position	Name	Position	Name
Councilor (Chairman) (External)	Izuhiko MATSUI	Councilor (External)	Yoshiyuki NISHIMURA	Councilor (Internal)	Takaharu KOHARA
Councilor (External)	Sachihiko ARAKI	Councilor (External)	Yukio HAYASHI	Councilor (Internal)	Weisheng ZHOU
Councilor (External)	Toshihiro ISHII	Councilor (External)	Keiko MAEDA	Councilor (Internal)	Satoshi TANAKA
Councilor (External)	Akihiro OTA	Councilor (External)	Itsuro MIKI	Councilor (Internal)	Charles Edward FOX
Councilor (External)	Masumi OKANO	Councilor (External)	Osamu MURAOKA	Councilor (Internal)	Yoshimasa TSUKUMA
Councilor (External)	Tadashi KASEI	Councilor (External)	Monte CASSIM	Councilor (Internal)	Katsumi TOBINO
Councilor (External)	Daisaku KADOKAWA	Councilor (External)	Akimasa YAMASHITA	Councilor (Internal)	Issei NAKANISHI
Councilor (External)	Yasutaka KUDO	Councilor (External)	Seitaka YOSHIDA	Councilor (Internal)	Seido NAGANO
Councilor (External)	Osamu SAITO	Councilor (Internal)	Akito ASANO	Councilor (Internal)	Haruhiko NARIYAMA
Councilor (External)	Shigeru SAITO	Councilor (Internal)	Hidenori ISHII	Councilor (Internal)	Yukio NISHIKAWA
Councilor (External)	Kazuichi SAKAMOTO	Councilor (Internal)	Masahiko ITAKI	Councilor (Internal)	Akira HASEGAWA
Councilor (External)	Rikifusa SATAKE	Councilor (Internal)	Nobuhiro ICHIKAWA	Councilor (Internal)	Yoshie HIGASHI
Councilor (External)	Yumiko SATO	Councilor (Internal)	Takeshi OTA	Councilor (Internal)	Yukiko HOSONO
Councilor (External)	Haruo SHIMOMURA	Councilor (Internal)	Junya OKA	Councilor (Internal)	Katsumi MATSUMOTO
Councilor (External)	Kaoru SHINGU	Councilor (Internal)	Naoki OKAMOTO	Councilor (Internal)	Takeshi MURAKAMI
Councilor (External)	Toshimi SHINTATE	Councilor (Internal)	Takeshi OGURA	Councilor (Internal)	Toshiaki YAMAI
Councilor (External)	Takuji TAKAHASHI	Councilor (Internal)	Katsuari KAMEI	Councilor (Internal)	Kohei YAMAMOTO
Councilor (External)	Tsuneshichi TANAKA	Councilor (Internal)	Naruya KIDA	Councilor (Internal)	Lailani Laynesa ALCANTARA
Councilor (External)	Kenzo TOKI	Councilor (Internal)	Keisuke KITANO	Councilor (Internal)	Yan LI
Councilor (External)	Tadashi NARUSE	Councilor (Internal)	Nobuyuki KUNO		

Fixed number of Councilors: 99 (including 40 Trustees)

3 Faculty and Staff (as of May 1, 2015)

(Unit: Number of Persons)

	Trust Headquarters	Ritsumeikan University	Ritsumeikan Asia Pacific University	Ritsumeikan Jr./Sr. HS	Ritsumeikan Uji Jr./Sr. HS	Ritsumeikan Keicho Jr./Sr. HS	Ritsumeikan Moriyama Jr./Sr. HS	Ritsumeikan Primary School	Total	
Faculty	Full-time	0	1,288	174	123	126	98	94	61	1,964
	Part-time	0	1,787	96	45	42	48	24	14	2,056
Staff	Full-time	32	1,101	197	21	25	13	14	6	1,409
	Part-time	0	2,712	1,062	7	4	2	4	6	3,797
Total	Full-time	32	2,389	371	144	151	111	108	67	3,373
	Part-time	0	4,499	1,158	52	46	50	28	20	5,853

II. Overview of Operations

1. Ritsumeikan University (RU) Master Plan



Greeting from the President of Ritsumeikan University



President
Ritsumeikan University
Mikio YOSHIDA

In today's knowledge-based society, which requires advanced theories and technologies and the ability to make creative discoveries, universities are expected to play numerous roles as the final educational institutions that students attend before heading out into the real world.

One of those roles is the cultivation of global human resources. In accordance with the spirit of the Ritsumeikan Charter, the Academy Vision and the motto of "Creating a Future Beyond Borders," we have been promoting the R2020 Plan (Mid-Term Plan) since AY2011. In this Plan, we describe the students that Ritsumeikan University strives to develop as students who "can act decisively with a social mindset as they coexist with others in global society." Underpinning this ideal is the plan entitled "Bridging the World and Asia: Human Development to Collaborate across Cultures and Contribute Globally to Asian Communities," which was selected in AY2014 for the Top Global University Project. Under this project, we are currently working out the details of various initiatives.

The centerpiece of the R2020 Plan is the improvement of the

quality of education and research. To achieve this, we have engaged in campus development, and we have held discussions aimed at creating the Ritsumeikan Learning Model in an effort to cultivate students equipped with comprehensive human skills through both curricular and extracurricular activities.

Learning Commons are important for developing richness in learning. Students, faculty and staff must congregate on our campuses and intellectually stimulate each other by way of communication and peer learning. We will create a diverse array of communities and Learning Commons as we undertake initiatives aimed at creating new value.

The following is a summary of the activities Ritsumeikan University undertook in AY2015. In the spring of 2016, we opened Hiraï Kaichiro Memorial Library on Kinugasa Campus and College of Comprehensive Psychology on Osaka Ibaraki Campus. We also made preparations toward opening the Sport and Health Commons on Biwako-Kusatsu Campus this fall.

We request the continued cooperation and support of all of our stakeholders going forward.

1 Initiatives toward Learner-Centered Education

AY2015 was the final year of the R2020 First Half Plan, and various educational improvements were implemented.

First, we held university-wide discussions to formulate new Implementation Standards in accordance with the Guidelines for Academic Affairs in the Undergraduate Colleges (Bachelor Degree Programs) that were revised in AY2014, and we established a cycle by which these are used to verify the effectiveness of the annual academic reviews and curriculum reforms and to encourage further academic improvements.

Continuing from AY2014, Ritsumeikan Learning Model Development Committee used AY2015 to propel discussions on academic system reforms and the nature of learning support.

We relocated College of Business Administration, College of Policy Science, Graduate School of Business Administration, Graduate School of Policy Science, Graduate School of Management, and Graduate School of Technology Management to the newly opened Osaka Ibaraki Campus (OIC), and we provided education in new facilities.

With regard to graduate school education, continuing from AY2014, Graduate School Reform Committee formulated a

mid-term plan for the graduate schools for the second half of R2020 and confirmed a concrete roadmap for academic improvements and other measures for the five years starting from AY2016.

In the first half of R2020, curriculum reforms were carried out in almost all of the colleges and graduate schools, and planned academic improvements, including the formulation of Academic Affairs Guidelines, were undertaken. Finally, several major improvements were made in terms of facilities. OIC was opened, and new buildings were erected on Biwako-Kusatsu Campus. In addition to a common research room for graduate students, Hirai Kaichiro Memorial Library was opened on Kinugasa Campus in April 2016.

2 Initiatives to Promote Globalization

In accordance with the Ritsumeikan Global Initiative, we tackled various issues in relation to the Top Global University Project for which we were selected in AY2014. A total of 1,706 students (Undergraduate: 1,589; Graduate: 117) were sent overseas, marking a decline of 20 undergraduate students from AY2014 coupled with an increase of 26 graduate students. Overall, figures rose 1% year-on-year. In addition, regular international student intake reached 870 undergraduate and 692 graduate students, which was 154, or 11%, more than AY2014. We accepted 1,015 non-regular international students, bringing the total intake to 2,577, or 310 more than AY2014 (+14%).

We moved forward with efforts to elaborate upon the joint bachelor's degree program with Australian National University, the Ritsumeikan Pre-College Program (tentative name), and a joint degree program with American University. It was also agreed that a trilateral Asian Community Leadership Seminar would be held in AY2016 together with Kyung Hee University (Korea) and Tamkang University (Taiwan). Moreover, we reached an agreement with the University of British Columbia (UBC, Canada) to implement a new joint program starting in AY2017.

3 Major Initiatives of Colleges, Graduate Schools and Academic Centers

In AY2015, we relocated College of Business Administration, College of Policy Science, Graduate School of Business Administration, Graduate School of Policy Science, Graduate School of Management, and Graduate School of Technology Management to the newly opened Osaka Ibaraki Campus (OIC), and we provided education in new facilities.

We established a new four-year Department of Pharmaceutical Sciences in College of Pharmaceutical Sciences and reformed the curriculum in the existing six-year Department of Pharmacy. We also reformed College of Image Arts and Sciences curriculum.

Furthermore, we submitted the notification of establishment for College of Comprehensive Psychology ahead of its slated opening on OIC in AY2016. Meanwhile, College of Law, College of Letters, and College of Science and Engineering all prepared to implement curriculum reforms in AY2016.

At the graduate level, Graduate School of International Relations and Graduate School of Image Arts both implemented curriculum reforms. With an eye on the second half of R2020, Graduate School of Science and Engineering, School of Law, and Graduate School of Technology Management all prepared to implement curriculum reforms in AY2016.

All of colleges and graduate schools undertook various initiatives aimed at the internationalization of academic affairs, and during the first half of R2020, the number of original overseas programs planned and run by colleges increased dramatically.

With regard to liberal arts education, a pilot program for lecture subjects offered in English was implemented in AY2015, and it has been decided that a handful of subjects will be offered in English in AY2016.

4 Research Initiatives

With AY2015 being the final year of the second Mid-Term Plan for Research Advancement (AY2011 - AY2015), we confirmed the achievement of the three basic goals in the said plan and formulated the third Mid-Term Plan for Research Advancement (AY2016 - AY2020). This plan is tied into the R2020 Second Half Plan and its basic goal is to "realize efforts to become a distinctive global research university."

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

i) Grants-in-Aid track record

To improve Ritsumeikan's research competitiveness, we have undertaken initiatives to increase the number of successful Grants-in-Aid for Scientific Research Subsidy ("Grants-in-Aid") applications and the amount of aid awarded, and we have striven to promote basic scientific research. As a result, 520 Grants-in-Aid applications were accepted in AY2015 for a total of JPY 1,122,160,000, placing us third among private universities for the amount of grants received. Furthermore, in terms of the total number of new grants over the past five years, we ranked first in the nation in the fields of Management and Sociology.

ii) Promote the R-GIRO Research Program for Hub Formation

In AY2012, 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. In AY2015, we implemented nine projects under the auspices of R-GIRO.

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

i) 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 implemented improvements in AY2015 to ensure the system is being fully taken advantage of by increasing research allowances, allowing short-term usage, and creating new quotas for young researchers and work-life balance.

ii) Establish Ritsumeikan Asia-Japan Research Organization and Asia-Japan Research Institute

Given that one of the concepts for the Osaka Ibaraki Campus (OIC) is that of the 'Asian Gateway,' expansion centering on Asia is a basic issue in both the Basic Policy for the R2020 Second Half and Beyond and the R2020 Second Half Plan. Therefore, we will establish Ritsumeikan Asia-Japan Research Organization and Asia-Japan Research Institute as venues for proposing ways to explore new kinds of knowledge about Asia and the world. Our ultimate aim is that these institutions will become Japan's leading Asia and Japan research hubs.

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

i) Number one in commissioned research

According to a MEXT survey entitled "Status of Industry-Academia Collaboration at Universities, etc.," Ritsumeikan University ranked number one in Japan for the number of commissioned research projects from private companies in both AY2012 (235 projects) and AY2014 (247 projects). Under the second Mid-Term Plan for Research Advancement, commissioned research from and joint research with private companies increased 1.4 times and 1.6 times, respectively, over the past five years.

5 Student Support Initiatives

(1) Student Support

In terms of financial aid, we disbursed academic support scholarships to all students with annual household incomes of less than JPY 3.29 million. The financial aid award rate for students with annual household incomes of less than JPY 4 million, our key target for support, recovered slightly (up from 89.2% in AY2014 to 92.2%) after a three-year downward trend; however, the limits of our financial aid system were made evident as we remained unable to provide support to all students in this bracket.

With regard to goal-based scholarships, the number of applicants for the +R Incentive Scholarship for Individual Students increased significantly (147.5% year-on-year), and the number of recipients of the Learning Community Development Subsidy for Groups has been rising for the past three years (AY2012: 68 → AY2014: 75). Financial aid and scholarships like these not only enable students to pursue their studies with peace of mind, they also help 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.

Furthermore, to strengthen assistance for a wide range of students with learning difficulties, focusing primarily on students with developmental disorders, we worked with the colleges and other academic bodies to continue accumulating cases and clarify a basic policy for self-understanding promotion efforts, group confidentiality and reasonable accommodations. In AY2016, we will strengthen this support by merging it with support for students with physical disabilities.

(2) Job Placement and Advancement Support

In terms of job placement and advancement support, we shared issues among the colleges and graduate schools via the Career and Job Placement Committee, working group meetings, and discussion meetings, and we actively promoted our career development and job placement/advancement support initiatives in cooperation with the colleges and graduate schools. As a result of these efforts, the contact rate for AY2015 graduates reached 91.9%, and the percentage of students making active use of Career Center rose to 42.9%.

Looking at job placement and advancement statistics for AY2015, job placement rate for undergraduate students (number of students reporting successful hires ÷ number of job-seekers) reached 96.3% (+0.6% year-on-year), while the same rate for graduate students (excluding students in professional graduate schools) was 96.5% (-0.6% year-on-year). The total ratio was 96.4% (+0.5% year-on-year), marking the fifth straight year of increases. Meanwhile, the advancement rate for all undergraduate colleges [(number of students reporting successful hires + number of students advancing to graduate school) ÷ number of graduating students] was 89.1% (+1.5% year-on-year), while the same rate for the graduate schools was 89.3% (+1.8% year-on-year). As such, the total advancement rate remained high at 89.2% (+1.6% year-on-year).

Looking at private sector job placement by company size, 67.5% (+2.5% year-on-year) of graduating students landed jobs in very large (1,000+ employees) and large companies (500 to 900 employees) (Breakdown: Humanities students: 66.4% (+3.0% year-on-year); Science students: 72.7% (+0.9% year-on-year). In AY2015, 1,466 students secured jobs in Japan's top 249 companies (+39 year-on-year), bringing the percentage of private sector job placement accounted for by Japan's top 249 companies up 0.7% year-on-year to 28.2%.

Looking at "three key difficult examinations," 21 students passed the final stage of the career-track examination for national public servants (-7 year-on-year), but including past successful test-takers, five students secured employment, up four from last year. 20 students passed the Japanese certified public accountant examination, which placed us 12th in the nation. As for the bar examination, 27 students passed the final stage (compared to 33 last academic year), which was good enough for 17th place in the nation (AY2014 rank: 13th). Meanwhile, the final pass rate fell 1.9% year-on-year to 10.5%.

After a university-wide discussion, the advancement and job placement support policy for the second half of R2020 was approved by the Executive Board of Trustees. Treating the enhancement of campus life via curricular and extracurricular activities as the key to advancement and job placement, this policy outlined four points to be elaborated upon in a multi-tiered effort: (1) proactive rollout of career development support from the first year; (2) deployment of structured career education at both the undergraduate and graduate levels; (3) setting advancement and job placement satisfaction as a comprehensive goal; and (4) enhancing career development support for humanities graduate students. Going forward, we must promote these measures in close cooperation with the colleges and graduate schools.

6 Admissions Policy Initiatives

Continuing from the previous academic year, three main types of general entrance examinations were held for AY2016: original university examinations, examinations held concurrently with National Center examinations, and National Center examinations.

The opening of College of Comprehensive Psychology and the resurgent popularity of social science colleges nationwide led to an uptick in general entrance examination applicant numbers, and the total number of applicants reached 94,930, or 108.3% year-on-year. This was the third straight increase in applicant numbers and the first time in eight years that total applicant numbers topped 90,000. Looking at examination types, our original university examinations attracted 63,095, or 110.8% of last year's number.

Looking at applicants by region, an increase in 3,593 applicants from the Kinki region suggest the continued impact of Osaka Ibaraki Campus. Meanwhile, applicants from outside of the Kinki region rose slightly, so regional diversity improved somewhat over last year.

7 Campus Improvement Initiatives

To improve the quality of education and research, which is the objective of the R2020 Plan, we are currently undertaking campus improvement initiatives on Kinugasa Campus (KIC) and Biwako-Kusatsu Campus (BKC) in line with the opening of the new Osaka Ibaraki Campus (OIC).

(1) Kinugasa Campus

At Kinugasa, construction of Hirai Kaichiro Memorial Library (i.e., the new library) began in AY2013 and was completed in December 2015. Relocation of library services and minor improvements around the building were completed in March 2016. Also, International House Taishogun, an international education dormitory located near the campus, went into operation in September 2015.

(2) Biwako-Kusatsu Campus (BKC)

At BKC, construction of BioLink (a new science and engineering building) finished in March 2015, and renovations to existing facilities were completed in March 2016, thus concluding the re-zoning of the engineering schools. Furthermore, the improvement of facilities in line with the opening of Department of Pharmaceutical Sciences in College of Pharmaceutical Sciences was completed in March 2016, one year ahead of schedule.

(3) Osaka Ibaraki Campus (OIC)

Osaka Ibaraki Campus (OIC), a priority issue of the R2020 First Half Plan, opened in April 2015.

In AY2015, we held a series of commemorative events given chance afforded by OIC's opening to develop ties with the local community, spread the word about the campus' three academic concepts, and broadcast information internally and externally about the vision of the Academy's and the campus' educational and research institutions. An opening ceremony was held on May 16, and a commemorative symposium featuring renowned speakers was held on May 17. In this way, OIC was unveiled in front of a host of Academy stakeholders, including representatives from national and regional government agencies, educational institutions, business federations, and international organizations. This afforded us an opportunity to broadcast our vision for global expansion as outlined in the Top Global University (SGU) Plan. Also on May 17, the Parents Association of Student Education Assistance convened its general meeting.

Furthermore, to visualize and disseminate OIC's three core concepts of 'Gateway to Asia', 'Urban Co-creation' and 'Community and Regional Collaboration' to Ibaraki City, Osaka Prefecture, and the greater Kansai region, we held the Ritsumeikan Ibaraki Future Plaza Opening Concert and Ibaraki Ritsumeikan Day (which together attracted 11,500 participants) as well as Asia Week (which attracted 5,500 participants). These participants indicated a high level of satisfaction with the content and scale of these events. Communicating the academic concepts of OIC has led to budding regional cooperation in both curricular and extracurricular activities. Going forward, as we strive to cultivate students who are not only active in the community but who engage in regional cooperation and development, we expect curricular and extracurricular issues to be identified for these endeavors.

The name recognition of OIC in its first year has improved due to 60,000 total visitors for conferences and other events and robust applicant numbers for 2016 enrollment into the colleges and graduate schools at OIC.

The improvement of facilities in line with the opening of College of Comprehensive Psychology was completed in March 2016.

We have made progress on various issues in relation to the opening of the campus as planned. Going forward, we will strive to implement the R2020 Second Half Plan, which includes the future vision for OIC, by tackling a range of tasks, such as developing ties with ANU and building an international dormitory on the old Chamber of Commerce site.

8 Developing a Community-Supported University

In relation to the Tomorrow's Kyoto Cultural Heritage Platform, a project centered on the themes of preserving, passing on, and developing Kyoto's cultural assets, 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. In AY2015, working with the Consortium of Universities in Kyoto, we deepened the learning of our undergraduate students with World Heritage project-based learning that used six World Heritage temples and shrines as field sites.

The Ritsumeikan Academic Center established in AY2015 offered the JHC Education and Training Course in cooperation with the Japan Professional Football League (J-League) in an effort to develop human resources who can work as managers

in the professional sports industry of the future. With efforts like this, we strived to plan and implement more open lectures. The 2015 All Ritsumeikan Alumni Association Conference was held, and around 5,000 people attended the general meeting and reception. An academic lecture open to the public was held to coincide with the conference and attracted about 1,000 participants. 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 it raised JPY 35 million in the 2015 academic year (Total since establishment: JPY 89 million).

In addition to its ongoing initiatives, including its academic lecture series and Open College events, the Parents Association of Student Education Assistance established a Disaster Assistance Scholarship in response to natural disasters that are occurring with more frequency, such as earthquakes, typhoons, and torrential rains. This scholarship aims to help those students whose household finance have been affected by a disaster to continue their studies. Furthermore, the Association's 100-yen Breakfast project, which was launched in AY2014 to promote healthy lifestyles among students, has garnered high praise as evidenced by its receipt of the Minister of Health Labour and Welfare's Grand Prize in the 4th Healthy Life Expectancy Awards.

9 University Evaluation Initiatives

In AY2015, as with every year, we conducted a self-assessment and published the Self-Assessment report on the homepage. Regarding scheduled external evaluations for each area of expertise between AY2013 and AY2016, AY2015 was the year earmarked for the following three colleges and four graduate schools: College of Social Sciences, College of Life Sciences, College of Pharmaceutical Sciences, Graduate School of Sociology, Graduate School of Life Sciences, Graduate School of Science for Human Services, and Graduate School of Core Ethics and Frontier Sciences. These evaluations were invaluable opportunities to exchange opinions with experts in each field with an eye on future academic improvements. Reports on these external evaluations were also published on the homepage.

Furthermore, Graduate School of Management applied for and passed the Japan University Accreditation Association's accreditation for professional business schools.

Ritsumeikan University Enrollment Figures

(as of May 1, 2015)

1 Undergraduate Colleges

(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	—	903	3,160	3,814	
Total		790	—	903	3,160	3,814	
College of Economics	Department of Economics	535	—	557	2,140	2,374	
	Department of International Economics	200	—	195	800	947	
Total		735	—	752	2,940	3,321	
College of Business Administration	Department of Business Administration	610	—	667	2,440	2,819	
	Department of International Business Administration	150	—	167	600	765	
Total		760	—	834	3,040	3,584	
College of Social Sciences	Department of Social Sciences	900	—	946	3,600	4,037	
Total		900	—	946	3,600	4,037	
College of Letters	Department of Humanities	1,105	—	1,217	4,420	5,037	Changed enrollment capacity in AY 2012 (1,102→1,105)
Total		1,105	—	1,217	4,420	5,037	
College of Science and Engineering	Department of Electrical and Electronic Engineering	142	12	158	592	621	Changed enrollment capacity in AY 2012 (94→142)
	Department of Mechanical Engineering	160	10	157	660	675	Changed enrollment capacity in AY 2012 (99→160)
	Department of Civil Engineering	84	2	91	340	396	
	Department of Environmental Systems Engineering	69	2	75	280	319	
	Department of Photonics	—	—	—	—	19	Student recruitment suspended in April 2012
	Department of Robotics	83	6	105	344	408	Changed enrollment capacity in AY 2012 (79→83)
	Department of Mathematical Sciences	90	—	100	360	382	
	Department of Physical Sciences	80	—	95	320	343	
	Department of VLSI System Design*	—	—	—	—	25	
	Department of Electronic and Computer Engineering	94	8	94	392	380	Changed enrollment capacity in AY 2012 (74→94)
	Department of Micro System Technology	—	—	—	—	32	Student recruitment suspended in April 2012
	Department of Architecture and Urban Design	70	16	70	312	345	Revised 3rd-year transfer capacity in AY 2012 (0→16)
Total		872	56	945	3,600	3,945	
College of International Relations	Department of International Relations	305	—	295	1,217	1,402	Changed enrollment capacity in AY 2013 (302→305)
Total		305	—	295	1,217	1,402	
College of Policy Science	Department of Policy Science	360	—	385	1,440	1,636	
Total		360	—	385	1,440	1,636	
College of Information Science and Engineering	Department of Computer Science	110	—	114	440	490	
	Department of Information and Communication Science	110	—	114	440	493	
	Department of Media Technology	110	—	114	440	496	
	Department of Human and Computer Intelligence	110	—	113	440	483	
Total		440	—	455	1,760	1,962	
College of Image Arts and Sciences	Department of Image Arts and Sciences	150	—	176	600	703	
Total		150	—	176	600	703	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	103	600	634	
	Department of Pharmaceutical Sciences	60	—	46	60	46	Established in April 2015
Total		160	—	149	660	680	
College of Life Sciences	Department of Applied Chemistry	80	—	73	320	368	
	Department of Biotechnology	80	—	75	320	341	
	Department of Bioinformatics	60	—	63	240	272	
	Department of Biomedical Sciences	60	—	61	240	249	
Total		280	—	272	1,120	1,230	
College of Sport and Health Science	Department of Sport and Health Science	220	—	237	880	950	
Total		220	—	237	880	950	
Total		7,077	56	7,566	28,437	32,301	

*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

(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	48	
	Doctoral Program	10	2	30	7	
Total		70	25	150	55	
Graduate School of Economics	Master's Program	50	14	100	58	
	Doctoral Program	5	2	15	9	
Total		55	16	115	67	
Graduate School of Business Administration	Master's Program	60	30	120	59	
	Doctoral Program	15	3	45	18	
Total		75	33	165	77	
Graduate School of Sociology	Master's Program	60	26	120	53	
	Doctoral Program	15	11	45	58	
Total		75	37	165	111	
Graduate School of Letters	Master's Program	105	49	210	122	
	Doctoral Program	35	19	105	85	
Total		140	68	315	207	
Graduate School of Science and Engineering	Master's Program	450	375	900	718	
	Doctoral Program	40	8	120	72	Changed enrollment capacity in AY 2012 (75→40)
Total		490	383	1,020	790	
Graduate School of International Relations	Master's Program	60	22	120	77	
	Doctoral Program	10	2	30	39	
Total		70	24	150	116	
Graduate School of Policy Science	Master's Program	40	16	80	40	
	Doctoral Program	15	3	45	20	
Total		55	19	125	60	
Graduate School of Science for Human Services	Master's Program	60	40	120	86	
	Total	60	40	120	86	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	23	150	151	
	Total	30	23	150	151	
Graduate School of Language Education and Information Science	Master's Program	60	40	120	91	
	Total	60	40	120	91	
School of Law	Professional Degree Program	100	43	330	121	Changed enrollment capacity in AY 2014 (130→100)
	Total	100	43	330	121	
Graduate School of Technology Management	Master's Program	70	25	140	70	
	Doctoral Program	5	2	15	26	
Total		75	27	155	96	
Graduate School of Management	Professional Degree Program	80	40	180	83	Changed enrollment capacity in AY 2015 (100→80)
	Total	80	40	180	83	
Graduate School of Public Policy	Master's Program	60	26	120	47	
	Total	60	26	120	47	
Graduate School of Sport and Health Science	Master's Program	25	24	50	51	
	Doctoral Program	8	11	24	35	Established in April 2012
Total		33	35	74	86	
Graduate School of Image Arts	Master's Program	10	4	20	10	
	Total	10	4	20	10	
Graduate School of Information Science and Engineering	Master's Program	200	135	400	290	
	Doctoral Program	15	5	45	22	Established in April 2012
Total		215	140	445	312	
Graduate School of Life Sciences	Master's Program	150	110	300	234	
	Doctoral Program	15	0	45	12	Established in April 2012
Total		165	110	345	246	
Graduate School of Pharmacy	Four-Year Doctoral Program	3	5	6	7	Established in April 2014
	Total	3	5	6	7	
Master's Program Total		1,520	959	3,040	2,054	
Doctoral Program Total		188	68	564	403	
Five-Year Doctoral Program Total		30	23	150	151	
Four-Year Doctoral Program Total		3	5	6	7	
Professional Degree Program Total		180	83	510	204	
Total		1,921	1,138	4,270	2,819	

*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



Greeting from the President of Ritsumeikan Asia Pacific University



President
Ritsumeikan Asia Pacific University
Shun KORENAGA

On April 1st, 2000, Ritsumeikan Asia Pacific University (APU)—Japan's first truly international university—was founded on a vision of freedom, peace and humanity, international mutual understanding, and the future shape of the Asia Pacific region through the cooperation of the people of Beppu City and Oita Prefecture, together with many others both within and outside Japan. Including non-degree students, 2,916 international students from 83 countries and regions and 3,043 domestic students currently study at APU.

Hailing from Asia and other parts of the world, APU's students live and study side-by-side, which allows them to naturally grow to respect and understand each other. Students at APU develop a global mindset: they learn to accept each other's differences and treat each other with empathy. It is our intention to continue producing talented individuals who will contribute to creating the future of the Asia Pacific.

At APU, we formulated the APU2030 Vision (i.e., a vision of what APU will be like in 2030 and a vision of what we want APU to be like in 2030), and in AY2015, we laid out a concrete course of action rooted in this Vision in the APU2020 Second Half Plan. Based on this, we will create unrivaled Global Learning, and we have defined several basic issues, such as

strengthening links with alumni and other stakeholders, that we are now working to elaborate upon.

Around the globe, free marketization of higher education is progressing at a rapid pace, and we now find ourselves in an era in which international students can open up a world map and choose where they want to go to university. To maintain its status as a "globally chosen" university, APU must distinguish its education from education offered at other universities and improve the quality thereof. In particular, strengthening our disciplines is an urgent issue. To do this, we are striving to obtain accreditation from AACSB, a certification that only 4% of the world's business schools possess, and the final on-site inspection for this process concluded at the end of AY2015. APU was also awarded Type B (Leaders in Globalization) funding under the Top Global University Project (SGU Project; AY2014 - AY2023). With these endeavors, we will push ahead and tackle the strategic issues in order to remain a "globally-chosen" university.

The following is a summary of the activities APU undertook in AY2015. Going forward, I would like to request that all of our stakeholders continue to provide us with a wide range of support.

1 Initiatives in Education

In the APU2020 Second Half Plan, we defined Global Learning as the next concept in education at APU, and we have been discussing how to elaborate upon this idea as part of the undergraduate academic reforms slated to go into effect in AY2017. To this end, College of Asia Pacific Studies and College of International Management have each held topic-based faculty retreats and forums. Furthermore, College of International Management and the Graduate School of Management have improved the process for verifying learning outcomes as part of efforts to obtain international accreditation from AACSB.

As for the graduate school, we finished the second year of the 2014 curriculum reforms, which means the first batch of new curriculum students have completed their programs.

Thanks to efforts to strengthen TOEFL courses and add new programs as a means to promote student mobility, the number of students who participated on exchange programs reached a record high of 81. Moreover, as part of initiatives undertaken under the auspices of MEXT's Re-Inventing Japan Project (i.e., cooperative programs with St. Edward's

University in the United States) and the Top Global University Project, we added an overseas internship (i.e., externship) among other efforts to improve our program menu to suit the wide and varied needs of our students.

We are also actively sending our students to participate in business case competitions sponsored by universities around the globe. Pitted against teams from some of the world's leading universities, the APU team placed third at a case competition held at the University of British Columbia (UBC) in Canada. We also deepened academic exchange between our students and students from foreign universities by holding our own business case competition on the APU campus.

2 Research Initiatives

Aiming to create a hub for the highly distinctive field of Asia Pacific Studies, APU administers a range of research subsidies; we also established the Research Center for Muslim Affairs with external funding. With an eye on contributing to the community, the Center holds regular seminars and is working on research projects pertaining to Muslim-related business opportunities.

Meanwhile, the Ritsumeikan Center for Asia Pacific Studies held its annual AP Conference, entitled "Societal Transformation in Asia Pacific: Charting the Waves of Change," which attracted around 250 participants, the most on record.

In AY2015, APU received 32 Grants-in-Aid for Scientific Research Subsidies (including subsidies continuing from previous years) totaling JPY 54.73 million (including indirect expenses.).

3 Student Support Initiatives

We strived to raise the quality of the multicultural exchange policies that form the basis of student learning and growth. 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 for Resident Assistants (RAs) were strengthened and several events, including a peace exchange program and the World Festival (i.e., dorm festival), were held in an effort to enhance AP House's functionality as an international education dormitory. Under the Top Global University Project, we plan to utilize the educational dormitory to provide first-year education to all incoming students. In addition, we purchased the Oita International Exchange Center, a student dormitory run by the Japan Student Services Organization (JASSO), with an eye on creating an off-campus hub for exchange between students and local citizens. This facility will not only function as a dormitory, we will allow Oita Prefecture and Beppu City to use it to offer a range of programs, such as open lectures and academic exchange events for local citizens as well as local business development projects.

At APU, we strive to ensure our students develop career awareness from the point of enrollment onward. We support our students' efforts to realize their desired career paths by inviting a large number of companies to visit our campus and creating numerous chances, both inside and outside of class, for students to interact with representatives from these companies.

4 Admissions Policy Initiatives

Amid intensifying competition for international students, factors including an uptick in applicant numbers from ASEAN nations resulted in 1,451 first-year applications from international students for our undergraduate programs (total for Fall 2015 and Spring 2016). We successfully fulfilled our recruitment quotas for both the fall of 2015 and the spring of 2016 by admitting 466 and 223 international students, respectively.

Another goal under the Top Global University Project is to achieve the steady intake of international student from 100 countries and regions. In AY2015, we reached 83 countries and regions while pursuing a strategic approach toward underrepresented countries and regions.

With regard to domestic student intake, overall applicant and enrollee trends remained favorable concurrent with our improved reputation on the back of increased demand for global human resources both at home and abroad. In particular, we have enhanced information sessions and other events targeting prospective students in the metropolitan Tokyo area.

5 Internationalizing and Advancing Networks

Since APU has become a model for other Japanese universities of how to internationalize education, research, and administration, we have received numerous visitors, including His Excellency Ambassador Extraordinary and Plenipotentiary of Ethiopia MARKOS Tekle Rike, former Bank of Japan Governor Masaaki SHIRAKAWA, and copywriter Shigesato ITOI, among other government officials, foreign Ambassadors stationed in Japan, and corporate executives. In this way, we have promoted exchange in a wide range of fields. In AY2015, we met with ambassadors from over 20 countries in Africa and the Middle East and discussed the cultivation of advanced human resources equipped with an understanding of Japan and Japanese corporate culture as well as potential future opportunities for collaboration.

Another pillar of the APU2020 Second Half Plan is the development of myriad partnerships with our globally-active alumni. As part of these efforts, we held sessions in Singapore and Tokyo where alumni and APU executives discussed the future of the university's administration.

We have also strengthened the Global Competency Enhancement Program (GCEP), a program that takes advantage of our multicultural and multilingual campus. Offering different types of training programs for young and mid-career employees, foreign employees, and future managers of global corporations, we accepted 22 trainees from 13 companies, including NEC Corporation and Sankyu Inc. In addition to the GCEP, we also held a Japanese language training program for employees of the Asian regional branches of the Bank of Tokyo-Mitsubishi UFJ and a short-term training session for local hires and Japanese employees of Mitsubishi UFJ Lease & Finance. In this way, we have developed a wide range of training programs for corporate partners. Having people from the business world come to the APU campus to study side-by-side with our students has afforded our students with many stimuli and positive influences.

6 University Evaluation Initiatives

In October 2015, the Japan University Accreditation Association (JUAA) visited APU for an on-site inspection and deemed APU in compliance with its University Standards. The comments and recommendations in the JUAA report pointed to our strengths, including how subjects like First-Year Student Workshop and Introduction to APU serve to foster intercultural understanding as practical venues for cooperative learning between domestic and international students. This round of accreditation remains valid for seven years, until March 31, 2023.

Meanwhile, College of International Management and Graduate School of Management made steady progress towards obtaining accreditation from AACSB, an international business school accreditation agency, and the final on-site inspection concluded at the end of AY2015.

We also continued conducting institutional research (IR) to provide support for university administration. The primary aim of these efforts is to consistently collect, analyze, and utilize student data from the point of enrollment until the time of graduation. We analyzed the results of the First-year Student Survey, the Student Life Survey, and the Graduation Survey, and compiled this into a report for the students.

Ritsumeikan Asia Pacific University Enrollment Figures (as of November 1, 2015)

1 Undergraduate Colleges

(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	686	2,472	2,886	Changed enrollment capacity in AY 2012 (618→600)
Total		600	12	18	686	2,472	2,886	Revised 2rd-year transfer capacity in AY 2012 (4→12)
College of International Management	Department of International Management	600	22	31	608	2,528	2,770	Changed enrollment capacity in AY 2012 (615→600)
Total		600	22	31	608	2,528	2,770	Revised 2rd-year transfer capacity in AY 2012 (6→22)
Total		1,200	34	49	1,294	5,000	5,656	

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

2 Graduate Schools

(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	41	120	80	
	Doctoral Program	10	9	30	33	
Total		70	50	150	113	
Graduate School of Management	Master's Program	40	41	80	75	
Total		40	41	80	75	
Total		110	91	230	188	

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

3. Master Plan for the Affiliated Schools

1 Initiatives toward Developing Academic Ability

Based on consideration of the R2020 Second Half Plan, we defined 'ambition,' 'literacy,' and 'competency' as the three components underpinning the Ritsumeikan Learning Model for the affiliated schools, and we presented a direction to support the achievement.

With regard to measures to boost fundamental academic ability, we made a distinction between short-term measures for third-year high school students and medium-term initiatives aimed at boosting academic ability through everyday classes and guidance. We also debated their concrete shape with each school and conducted remedial education at each school.

Participation in the Gap Year Study Abroad Programs at the University of British Columbia (UBC, Canada, three-month program) and the Dublin City University (DCU, Ireland, one-month program) increased significantly compared with AY2014 (AY2014: UBC 14 students, DCU 11 students; AY2015: UBC 27 students, DCU 42 students). Worthy of note in this context has been our ability to continually motivate prospective study abroad students linking this to recruitment for the Tobitate! Ryugaku Japan program, providing information at an early stage, cooperating with study abroad fellowships, conducting summer camps with on-site accommodation and holding periodic orientation sessions.

As for TOEFL scores at the time of high school graduation, among students advancing internally, 58 achieved scores of at least 500.

2 Educational Program Initiatives

Each of the three Super Science High Schools (SSH; Ritsumeikan Senior High School, Ritsumeikan Keisho Senior High School and Ritsumeikan Moriyama Senior High School) and the three Super Global High Schools (SGH; Ritsumeikan Senior High School, Ritsumeikan Uji Senior High School and Ritsumeikan Keisho Senior High School) moved firmly forward with practical education centered on global and science themes.

Among SSHs, the Ritsumeikan Senior High School managed to extend its SSH designation and also obtain the designation of a Science and Technology Human Resources Development Core School. Ritsumeikan Keisho Senior High School and Ritsumeikan Moriyama Senior High School will apply to retain the designation in AY2016 and the initiatives conducted in the final year will therefore be important.

Among SGHs, initiatives at Ritsumeikan Senior High School (currently in its second year) and Ritsumeikan Uji Senior High School have received high praise from MEXT as leading case studies, and they have been mentioned in various meetings. Following the mid-term evaluation, the implementation in AY2016 will be important.

Division of Integrated Primary and Secondary Education brought together the SSH and SGH supervisors of each school for an information exchange meeting in March 2016, where each school was able to share accumulated achievements.

Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School completed the 12-year 4-4-4 system of integrated education, and Ritsumeikan Uji Junior and Senior High School enhanced the junior and high school 4-2 system. Ritsumeikan Keisho Junior and Senior High School looked into the concept of a global boarding school, and Ritsumeikan Moriyama Junior and Senior High School studied the concept of a fast track with College of Information Science and Engineering. In this way, each school considered and conducted distinctive education.

3 Multidimensional Assessment

In our consideration of the R2020 Second Half Plan, we re-examined various data related to affiliated school education over the past 10 years, and identified successes and challenges from a long-term perspective. The plan outline exhibits confidence in the achievements of the affiliated schools, and establishes a policy of further enhancing integrated education with the universities.

We continued to implement 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 also reflected the results of students' parent questionnaires into school evaluations, highlighting the successes and challenges of our school-building efforts from a third-party perspective.

4 Plans for Each Affiliated School

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

5 Partner School Policy

Based on deliberations with each partner school, we increased the annual frequency of examinations to verify academic achievement levels from two to four, and aimed to bolster our system to guarantee fundamental academic ability.

With the aim of implementing initiatives to strengthen and advance collaboration between partner schools and Ritsumeikan University and Ritsumeikan Asia Pacific University, the universities and schools held monthly deliberations and a year-end regular conference, where they conducted in-depth discussions about the state of academic ability among students of the schools and university enrollees, and identified successes and challenges.

We also renewed our cooperative agreement with the Iwata Academy.

3-1. Ritsumeikan Junior and Senior High School



Greeting from the Principal of Ritsumeikan Junior and Senior High School



Principal
Ritsumeikan Junior and Senior High School

Haruhiko NARIYAMA

In AY2015, Ritsumeikan Junior and Senior High School celebrated the 110th anniversary of its founding. It also marked the 10th year since the opening of Ritsumeikan Primary School, and thus represented the year in which the 12-year 4-4-4 system of integrated education starting from primary school was completed.

The first batch of Ritsumeikan Primary School students graduated as third-year Ritsumeikan Senior High School students in AY2015, and having gone through the distinctive education in one of the four courses of the third and final stage of the 12-year integrated education, they advanced to Ritsumeikan University, Ritsumeikan Asia Pacific University, and other institutions.

One of CE course student who participated in a tennis-related study abroad at the IMG Academy (USA) via the Tobitate! Ryugaku Japan Representative Program (High School Student Course) is aiming for further advancement in the United States. In this way, students are not only setting their sights on Ritsumeikan's universities, but also looking abroad as they explore a wide range of advancement options.

Our SS course students have spread their wings as promising human resources with a scientific background after playing a central role in the planning and organization of our Japanese Super Science Fair (JSSF), held to commemorate the achievement of being the only private school in the country to have received the designation of Super Science School for four consecutive years since the first year of the program. The event was attended by a total of 143 high school students (115 from overseas and 28 from Japan) from 33 schools in 20 foreign countries and 15 schools in Japan, as well as by 70 faculty and

staff. The participants conducted scientific research presentations and science events.

Our GL course students took the lead in an initiative to commemorate AY2015 being our second year as a Super Global High School (SGH). The students helped make a success of the second Rits Super Global Forum (RSGF), where participants held discussions to support peace over a period that exceeded 10 hours. The forum was attended by a total of 131 high school students from seven countries (if including Ritsumeikan in Japan). Overseas participants included 61 high school students and 17 foreign faculty members from eight schools in six different countries. Among our MS course graduates, five students were accepted to Kyoto University, 14 were accepted to medical schools, and another 13 to veterinary medicine schools.

Taking advantage of the relocation to the Nagaokakyo Campus, we further enhanced the educational activities of our school focused on student-centric initiatives, proposed next-generation education models such as active learning, and developed research and training. In November, we held the 20th Affiliated School Summit (i.e., education and research gathering for nationwide private university affiliated junior and senior and high schools), and we worked to disseminate information about our education.

Based on our 12-year system of integrated education starting from primary school, we continue to generate new value and further develop a school environment that cultivates people who can contribute to the future. Going forward, we kindly request the support and guidance of all of our stakeholders.

With the help of a large number of our stakeholders, students' parents, and local residents, we were able to organize a ceremony to concurrently celebrate the 110th anniversary of Ritsumeikan Junior and Senior High School and the 10th anniversary of Ritsumeikan Primary School in June 2015, where we successfully presented everyone with a vision for Ritsumeikan's primary, junior high, and high schools.

In AY2015, we moved forward with integrated management of our primary, junior high and high schools, confirmed the significance of our 12-year integrated education system, and held classes for fifth and sixth grade Ritsumeikan Primary School students on the Nagaokakyo Campus over a period of six weeks across three terms. We provided opportunities for such students to join club activities and learn alongside junior high school seniors, and thus worked to enhance second-stage education.

As the only private school in Japan to have obtained the designation of Super Science High School (SSH) for a fourth consecutive year since the start of the program and also concurrently holding the designation of Science and Technology Human Resources Development Core School, we held our 13th Japan Super Science Fair (JSSF) and other events in an effort to further expand our SSH initiatives. In addition, we also successfully enhanced our Super Global High School (SGH) initiatives in AY2015, which marked our second year as an SGH-designated school, and we organized a Ritsumeikan Super Global Forum (RSGF) that was nearly double in scale relative to AY2014. The MS course is also steadily expanding its achievements, with five graduates being accepted to Kyoto University and another 14 to medical schools.

Taking advantage of the relocation to the Nagaokakyo Campus, we have leveraged our educational environment that benefits from extensive ICT facilities to host the 20th Affiliated School Summit (education and research gathering for nationwide private university affiliated junior and senior high schools; originally started by our school while still at Fukakusa Campus), thus adding a new page to the history of this event.

Ritsumeikan Jr. / Sr. HS Enrollment Figures (as of May 1, 2015)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Senior High School	Full-time general course	360	351	1,080	1,024	
Ritsumeikan Junior High School		215	227	645	688	

3-2. Ritsumeikan Uji Junior and Senior High School



Greeting from the Principal of Ritsumeikan Uji Junior and Senior High School



Principal
Ritsumeikan Uji Junior and Senior High School

Charles Edward FOX

As a new internationally-oriented school offering integrated junior high-high school education, Ritsumeikan Uji Junior and Senior High School has received the support of its stakeholders, and implemented a wide range of educational activities aimed at cultivating the human resources that will be required by the coming global society. Our International Baccalaureate Diploma Program (IBDP), which was established in 2009, is now fully on track, and we have made further additions to our Super Science High School (SGH) initiatives in accordance with the SGH-designation we received from MEXT in 2014. In this way, our aim has been to give students an international experience on school premises while promoting strong a career awareness and motivation to learn among them.

As part of our efforts to link junior high, high school and universities, we have achieved amazing results in self-directed activities, with our track and field team participating in the All-

Japan Relay Championship for a second consecutive year, our junior high American football club dominating nationwide, and our junior high and high school baton twirling clubs both winning gold medal at the nationals. In addition, to mark the 10-year juncture of the Scholar-Athlete Project, which consists of a collaboration with professional soccer team Kyoto Sanga F.C., some of our graduates played for the Japan National Under-23 Soccer Team and contributed to the team's qualification for the Olympics, a feat that inspired many people. The faculty and staff of Ritsumeikan's comprehensive academy are working together to pursue educational activities that are based on the four educational pillars of i) internationalization, ii) digitization, iii) contribution, and iv) all-around excellence, which intend to expand the growth potential of our students through a combination of curricular and extracurricular activities.

As an affiliated school of the Ritsumeikan Academy that pursues an educational philosophy of peace and democracy, Ritsumeikan Uji Junior and Senior High School conducted activities to reflect on peace at various events held throughout the year to commemorate the 70th anniversary of the end of World War II. The High School Student Council Representatives Conference and the Junior High School Student Council took the lead in developing a common logo in cooperation with other affiliated schools. They formulated an affiliated school students' peace declaration and strengthened cross-campus solidarity with other affiliated school students who also desire peace.

As initiatives under the Super Global High School (SGH) designation we received from MEXT, we have promoted activities that rely on cooperation with local municipalities and companies and have earned an excellent reputation accordingly. In terms of career education, we invited a large number of faculty members from across Japan to attend research meetings in our final year of MEXT-designated research, a major achievement.

In addition, based on international education, which is the main pillar of our school, we are conducting full-participation overseas training tours with the aim of giving all students an opportunity to gain international experience, offer study abroad services for interested parties, and provide opportunities to conduct exchange with international students.

For second year junior high school students, in particular, we conducted the first language training session on the Cebu Island in the Philippines. Excluding full-participation training tours, a total of 156 students were dispatched abroad on long-term and short-term programs in AY2015, and we accepted 57 international students from abroad.

In AY2015, we completed the educational reforms that had been underway since AY2013. We finalized the two-course system consisting of arts and sciences, actively held university partnership classes and visits to university research labs and lectures, while decisively conducting education that leverages the strength of our comprehensive academy.

To improve our facility environment, we replaced IT systems while establishing a new presentation room, and laid the foundations for presentation-centric classes in which students use their own tablets. We also conducted safety-related upgrades to our facilities such as the installation of safety nets and a sun shelter to prevent heatstroke on our secondary sports field.

In AY2016, we will strive to record even more impressive achievements.

Ritsumeikan Uji Jr. / Sr. HS Enrollment Figures (as of May 1, 2015)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Uji Senior High School	Full-time general course	405	375	1,215	1,085	
Ritsumeikan Uji Junior High School		180	163	540	528	

3-3.Ritsumeikan Keisho Junior and Senior High School



Greeting from the Principal of Ritsumeikan Keisho Junior and Senior High School



Principal
Ritsumeikan Keisho Junior and Senior
High School

Nobuyuki KUNO

Since opening in 1996, Ritsumeikan Keisho Junior and Senior High School has provided education based on the school goal of "cultivating globally-viable 18 year olds."

Always striving to produce students as we remained on the leading edge of the times, issues, and technologies, we were designated a Super Science High School (SSH) in AY2012 and a Super Global High School (SGH) in AY2015. In AY2015, Keisho celebrated its 20th anniversary. We intend to show the world that, as Hokkaido's core school for science, mathematics, and global education, our dual designation as an SSH and SGH is proof that the education we, the faculty, staff and students, have worked together to develop at Keisho has not been misguided.

We run 70 science projects each year and send students on topic-based overseas training to nine countries including Ecuador (the Galapagos Islands), Germany, Poland, Lithuania, Vietnam, and Malaysia. Also, continuing from AY2014, we successfully held the 2nd Ritsumeikan Keisho-Harvard University Training Program.

We hope to produce students who do not let pride get the best of them but who can remain poised at the leading edge of the

world at all times, displaying confidence in what they have seen with their own eyes and felt first hand. We also hope that the students' six years at school are spent pondering and seeking the answer to the question of whose sake they are learning and living for.

In the spring of 2016, the University of Tokyo held its first recommendation-based entrance examination, and one of our students passed this examination. We see this as yet another validation of our efforts to cultivate students who not only possess the academic ability required to take entrance examinations, which can sometimes narrow one's perspective, but also deep insight and problem-solving skills.

Our school is home to students who want to go to Ritsumeikan University or Ritsumeikan Asia Pacific University as well as students who want to go to foreign universities or highly selective universities in Japan. All of our students must think about who they are learning for: they are learning for themselves and for others. Imbued with this spirit, the Ritsumeikan of the North will continue producing talented students for the world.

We collaborated with Ritsumeikan University and Ritsumeikan Asia Pacific University to implement various one-off lectures, including school subjects such as our distinctive integrated junior high-high school subjects of Justice, Asian Studies, Tourism Development and Entrepreneurship Education, and topic-based research, and we succeeded in sending highly motivated students to both universities.

We also realized achievements in getting students accepted to highly selective universities. Even among the most selective schools, 22 students were accepted, with one accepted to the University of Tokyo, four accepted to Kyoto University, and 17 accepted to medical schools. We also sent three students to Tohoku University, one to Osaka University, one to Tokyo Institute of Technology, 13 to Hokkaido University, and three to the National Defense Academy of Japan.

As for extracurricular activities, the debate research club took home the top honor in the Kobunren Hokkaido High School Debate Tournament for a second consecutive year, the track and field team took part in the Inter High School Championship for a sixth consecutive year, and the cheerleading club advanced to the semi-finals of the Japan Cup. In our junior high school, the softball club, the baton twirling club and the go and shogi club entered national competitions. On the whole, our junior high and high school students received national praise in various fields.

Through student exchange programs, we have developed close ties with our sister schools Anyang Foreign Language High

School (South Korea), Haga High School (Sweden), Lord Botetourt High School (United States), and Gresham High School (United States). We can also send students on exchange via the Japan-France Inter-High School Network (COLIBRI) and on programs sponsored by the Government of Sakhalin, Russia. In addition, we held our second Ritsumeikan Keisho-Harvard University Training Program after launching the program in AY2014, and worked to further enhance the content.

As part of our SSH initiatives, we conducted poster presentations in the natural sciences section of the All Japan High School Cultural Festival, and held training in Hawaii and South Korea. Furthermore, we conducted training sessions in Canada and Thailand as part of the SGH project for which we were selected in AY2015. Thanks to these active initiatives, our third-year junior high school students (at the time) took home the silver medal at the Science and Geography Olympiad Japan Championship, while our second-year high school students were selected to represent Japan in the 27th International Biology Olympiad and qualified to participate in the Hanoi Tournament in July. Such were the achievements of our four years of SHH initiatives aimed at encouraging active study participation among students.

Ritsumeikan Keisho will continue its three-pronged approach to education and use its dual SSH and SGH designation to help students achieve their aspirations and dreams and further enrich and enhance the Ritsumeikan brand of private education in Hokkaido.

Ritsumeikan Keisho Jr. / Sr. HS Enrollment Figures (as of May 1, 2015)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Keisho Senior High School	Full-time general course	305	305	915	867	
Ritsumeikan Keisho Junior High School		180	190	540	562	

3-4. Ritsumeikan Moriyama Junior and Senior High School



Greeting from the Principal of Ritsumeikan Moriyama Junior and Senior High School



Principal
Ritsumeikan Moriyama Junior and Senior
High School

Katsuari KAMEI

Since opening in AY2006, Ritsumeikan Moriyama Junior and Senior High School has worked to establish an environment that enables the practical acquisition of skills and knowledge, and we have collaborated with the local community and Ritsumeikan University to provide advanced practical science education, well-rounded liberal arts education and integrated arts and science education that instills students with human skills. In AY2015, we conducted a wide range of initiatives to support our priority objectives, which are outlined below.

To support our objective of “cultivating independent learners,” we aimed to achieve a qualitative shift in students’ learning by encouraging the use of ICT devices and thus cultivate students who can learn independently. This was the second year since we introduced iPads into the learning environment, and we successfully brought about a major change in student learning patterns and faculty teaching approaches through active learning and adaptive learning. We also conducted ICT Open Lecture Research Conferences on two occasions, and these drew high praise from the many teachers who participated.

To achieve our goal of “cultivating well-rounded human skills,” we fostered a firm sense of ethics and awareness of norms and aimed to cultivate students with the ability to act independently

and autonomously. We also conducted integrated LHR, elaborated on social manners when using stations or boarding JR or other trains, and provided instruction to help students gain an awareness of their status as Ritsumeikan students as well as a corresponding sense of responsibility.

Reflecting our aim of “developing global leaders in the field of science,” we won the Science Koshien Junior Shiga Tournament, participated in national contests, took second place in the Science Koshien Shiga Tournament, and received the special jury award in the 23rd Satellite Design Contest for Hiraishi, a debris-protection spacecraft system. In addition, we promoted exchange with overseas students and concluded a sister school agreement with the Kaohsiung Municipal Jhong Jheng High School in Taiwan to expand such opportunities.

With a variety of programs and curricula making use of integrated junior high-high school-university education and unique initiatives with an eye on learning after advancement to university, we will continue aiming to cultivate students who are full of intellectual curiosity and the spirit of inquiry and who are imbued with motivation to learn so they may one day become active in the global arena.

We received the designation of Super Science High School (SSH) when we opened the school. In the second year of the project and ahead of its final year in AY2016, our achievements included the organization of a Water Environment Forum and the creation of rubrics to help assess research activities. Our FY2015 Water Environment Forum brought together domestic SSH schools and was positioned as a preliminary gathering ahead of the International High School Water Forum scheduled for AY2016. With the preliminary forum, we created the foundations to be developed into a project for collaborative research of Lake Biwa and other lake water environments.

MEXT also designated us as a Super Shokuiku School (SSS) in AY2014. In the second year of the project, we offered a content-rich course in cooperation with JA and the Ritsumeikan University College of Sport and Health Science, and this was featured on television.

In July 2015 and February 2016, we held ICT Open Lectures, and both events attracted over 100 participants from across Japan. The AY2016 Science and Technology White Paper issued by MEXT featured Ritsumeikan Moriyama's ICT utilization and the Ritsumeikan Intelligent Cyber Space (RICS), showing that our use of ICT solutions in educational

fields is becoming a model across Japan. In AY2016, we ensured all students across all years were equipped with an iPad, and successfully moved to a school-wide utilization model both in name and in practice. Additionally, in the international sphere, we concluded an education exchange agreement with Kaohsiung Municipal Jhong Jheng High School in Taiwan (integrated junior high-high school), and began steady preparations for a global course scheduled to start with third-year high school students in AY2016.

With regard to club achievements and extracurricular activities, our teams posted remarkable results in competitive events held within the prefecture. The high school girls' handball team won the Triple Crown (i.e., spring, prefecture, and fall tournaments), the American football team won the spring and fall tournaments, the boys' soft tennis team participated in the Fall All-Japan Invitational Tournament, and the baton twirling club and brass band both won gold medal. In the junior high school, the girls' handball team achieved a victory, the girls' tennis team took first place in the team competition, while the shogi club won an individual match. In national championships, our students finished second in the 46th All-Japan High School American Football Championship.

Other achievements included the special prize in the Satellite Design Competition and special prize in the JICA Junior High and High School Student Essay Contest.

A group of third-year high school students volunteered to assist in year-end reconstruction efforts in Tohoku, while others promoted the UNESCO School's Education for Sustainable Development (ESD) or were involved in the development of Fair Trade products. In this way, our students once again actively engaged in social contribution activities in AY2015.

Through these various curricular and extracurricular activities, we promoted education that only an affiliated school of Ritsumeikan can, and we instilled in our students a zest for living and social skills as well as a rich set of human skills that goes beyond just classroom learning.

Ritsumeikan Moriyama Jr. / Sr. HS Enrollment Figures (as of May 1, 2015)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Moriyama Senior High School	Full-time general course	320	301	960	905	
Ritsumeikan Moriyama Junior High School		160	162	480	448	

3-5. Ritsumeikan Primary School



Greeting from the Principal of Ritsumeikan Primary School



Principal
Ritsumeikan Primary School

Haruhiko NARIYAMA

Since opening AY2006, Ritsumeikan Primary School has provided education under the four pillars of i) establishing a definitive model of education, ii) raising global citizens, iii) nurturing open-mindedness, and iv) cultivating ethics and individuality.

Now that the relocation of the Ritsumeikan Junior and Senior High School to the Nagaokakyo Campus has been completed, our fifth and sixth grade primary school students are spending a total of six weeks at the Nagaokakyo Campus each year. In this way, we are realizing integrated education for primary, junior high and high schools in the form of classes that make use of the indoor pool and halls, joint learning with junior high and high school students, and classes that leverage the professional knowledge of junior high and high school faculty.

This initiative also provides an opportunity to further step up ICT utilization, such as having all fifth and sixth grade students leveraging various software applications on their tablets and letting them conduct presentations and software-assisted reports on their learning. In addition, we replaced the artificial

grass on the sports field as part of a project to celebrate the 10th year since our founding, and thus further enhanced our facilities.

In AY2015, we also moved forward with initiatives supporting a shift to an integrated organization for the primary, junior high and high schools. Some examples here included the consolidated principal position for the primary, junior high and high schools, the weekly regular executive meeting (attended by the Principal, Vice-Principal, and Administrative Director), the establishment of a Second-Stage Promotion Office and regular meeting, and faculty meetings and training sessions attended by all second-stage (fifth grade primary students to second-year junior high students) faculty.

Moreover, we also finalized personnel transfers ahead of AY2016, welcoming three faculty members from Nagaokakyo at Kitaoji and sending two Kitaoji members to Nagaokakyo.

We are determined to further expand upon our 12-year integrated education system through cooperation with Ritsumeikan Junior and Senior High School.

AY2015 marked both the 10th anniversary of Ritsumeikan Primary School and the year in which the first batch of Ritsumeikan Primary School students graduated from Ritsumeikan Senior High School. We held a corresponding ceremony that also celebrated the 110th anniversary of the founding of the Ritsumeikan Junior and Senior High School. At the same time, we organized an RNK2020 Committee comprised of primary, junior high and high school faculty, set up six working groups, and continued discussions to make further progress with integration.

With regard to the enhancement of fundamental academic ability, we achieved the following results in the National Survey of Scholastic Aptitude held by MEXT: Japanese A: 87.3 points (national average 70.2), Japanese B: 81.9 points (65.6), Mathematics A: 91.4 points (75.3), and Mathematics B: 69.0 (45.2). AY2015 coincided with the year in which the first batch of Ritsumeikan Primary School students graduated from Ritsumeikan Senior High School. Many of these advanced to Ritsumeikan University and Ritsumeikan Asia Pacific University. A large number were also accepted at other universities after passing the respective entrance examinations, including two at Kyoto University, two at Osaka University, three at Kobe University, and two at Hokkaido University.

Additionally, we worked to enhance our international exchange programs, and 81 of our total 238 fifth and sixth grade students participated in some kind of overseas travel program in AY2015. The revisions to the National Curriculum Standards scheduled for 2020 call for further expansion of English learning, but we have already updated our curriculum

ahead of these revisions and increased the weekly English load (and corresponding credits) for fifth and sixth grade students to four hours (the updated curriculum will take effect from 2016).

Since the opening of our school, we have sent our students to APU's World Week event as part of ongoing exchange with the university, and organized accommodation-based visits for sixth grade students. In this way, we continued to provide initiatives that brought students in touch with the world in AY2015.

As part of our education that nurtures open-mindedness, we worked to enhance ceramic arts and painting. We also cultivated a fondness for reading among our students by adding a weekly hour of reading time. As a result, each student now checks out around 120 books per year. We also organized a chorus singing competition in the Nagaokakyo Campus hall for a second year, providing an opportunity for fifth and sixth grade students to appreciate each other's chorus singing. In the Culture Festival for first to fourth grade students, we incorporated musicals and plays in an effort to encourage various forms of artistic expression.

With the support of Microsoft Japan, all fifth and sixth grade students were successfully equipped with tablets in AY2013, a rare initiative in Japan. Following this development, we worked to promote ITC education, and offered 18 hours of classes per year covering subjects such as information ethics, programming, and presentations. This led us to be designated by Microsoft Japan as one of six Showcase Schools in Japan.

Ritsumeikan Primary School Enrollment Figures (as of May 1, 2015)

(Unit: Number of Persons)

School	Enrollment Capacity	Enrollee Numbers	Intake Capacity	Current	Remarks
Ritsumeikan Primary School	120	122	720	713	

4. Ritsumeikan Academy Master Plan

1 Democratic Academy Development through Participation

In the process of drawing up the R2020 Second Half Plan Outline, we formulated "R2020: Creating the Future - The Ritsumeikan Academy Master Plan: Second Half (AY2016 - AY2020) Outline (First Draft)" (2015.9.2 Executive Board of Trustees), which we then subjected to Academy-wide discussion to gather feedback. The R2020 Second Half Plan Outline Drafting Committee undertook discussions based on the results of this opinion collection effort, after which "R2020: Creating the Future - The Ritsumeikan Academy Master Plan: Second Half (AY2016 - AY2020)" was finalized (2016.3.8 Executive Board of Trustees; 2016.3.23 Board of Trustees / Trust Council).

Amid the progression of globalization in both society and education, the demand for educational institutions to serve as hubs for the development of human resources who can spearhead innovation is on the rise. With the decline of the school-age population imminent, educational institutions at every level find themselves in an increasingly competitive environment. Amid this backdrop, for the Ritsumeikan Academy to remain a "chosen Academy" in the 2020s, we formulated the R2020 Second Half Plan to share with all of our stakeholders, including faculty, staff, students, alumni and parents, our vision for Ritsumeikan in the 2020s as well as the basic objectives and issues for achieving that vision.

AY2015 not only marked the final year of the First Half Plan (AY2011- AY2015), it was the year in which we need to formulate the Second Half Plan (AY2016 - AY2020). In accordance with "Basic Policy for the R2020 Second Half and Beyond," which we formulated in AY2014, the Second Half Plan, which takes into account society's assessment of the achievements of the First Half Plan while aiming for Ritsumeikan to become an Academy that can generate creativity and innovation from diversity, was formulated by the R2020 Academy Policy Drafting Committee (whose members are the members of the Executive Board of Trustees) after an Academy-wide discussion and collection of opinions. The Plan defines concrete standards, goals, and indicators for toward which each university and school must strive and calls for a process of implementation that ends with the verification of achievements. This process will not only encourage our myriad stakeholders to become involved in our education and research activities, extracurricular activities, and social outreach initiatives, it will ensure that the efforts of every member of the Academy contribute to the implementation of the Plan.

Furthermore, 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 (BKC) and Osaka Ibaraki (OIC). Campus planning was furthered through a variety of initiatives, such as workshops, gatherings, and hearings, in which faculty, staff, undergraduate students and graduate students participated. Our new campus, OIC, was opened with an eye on regional and community outreach partnerships. Meanwhile, at the Kyoto campuses and at BKC, we formulated Campus Master Plans after listening to feedback from the students and convening working groups and discussion meetings composed of numerous faculty and staff.

2 Developing the Academy into a Rewarding Workplace

During the first half of R2020 at Ritsumeikan University, we implemented a Faculty Organization Development Plan aimed at increasing the number of full-time faculty over the five-year span starting in AY2011. As a result of hiring more full-time faculty, we significantly improved the student-teacher ratio. In AY2015, we continued to improve the educational environment by hiring more full-time faculty. We also deliberated a new Faculty Organization Development Plan with an eye on the second half of R2020.

In April 2015, we launched the administrative system at Osaka Ibaraki Campus (OIC), after making the necessary preparations in AY2014. Although the burden of relocating and preparing for the opening of the campus in such a short period of time was concentrated on the staff in certain divisions and offices, the campus opened without any problems and administrative duties were commenced smoothly. Taking advantage of the new campus, staff at OIC then shifted their focus to the administration of education.

In accordance with the training-based personnel system, we identified and proposed the capacities that all staff and staff in each division should have. Then we carried out capacity-building measures and systematically implemented a training program. Career Sheets, Career Support Sheets, and career interviews have taken root in every workplace. By encouraging staff growth through enhanced career awareness, we also helped to improve workplace communication. We are currently preparing to compile the results of these efforts in an annual report.

To achieve work-life balance, we decided to improve nursery care at the university when class days fall on holidays.

Following the lead of Ritsumeikan Asia Pacific University, for all campuses of Ritsumeikan University, we either opened nursery care centers or sealed agreements with nursery care providers. In light of the enactment of the Act Concerning the Promotion of Women's Career Activities, in addition to existing work-life balance measures, we set targets for the participation of female employees for each job type, and we made preparations to establish an Academy-wide committee to monitor the progress made toward achieving those targets.

Regarding gender equality, we continue to elaborate upon measures rooted in the aforementioned work-life balance policy.

To improve working conditions for affiliated school teachers, we conducted research on the situation at other schools in cooperation with the Office of Human Resources. Review work will continue into AY2016, and we will continue discussing possible policy solutions.

In an effort to alleviate the gender imbalance among the teachers at certain affiliated schools, we set a target to raise the ratio of full-time teachers to at least 30%. In AY2016, we will strive toward meeting this target by hiring and transferring teachers.

The Education and Research Training Center held four Mid-Career Training Sessions for mid-career affiliated school teachers. Adopting a new format relying on the voluntary efforts of the teachers, these sessions served as the first step toward cultivating the next generation of leaders for all of the schools. In AY2016, each affiliated school will move forward with institutional reforms and discuss administrative systems in terms of effective teacher-staff cooperation.

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

In an effort to develop an Academy identity, the Office of Publications on the History of Ritsumeikan was reorganized into the Ritsumeikan Archive Center, which opened in October 2015. In addition to collecting, organizing, and preserving historical materials pertaining to the founding of the Academy, the Center aims to help foster and disseminate an Academy identity rooted in the Ritsumeikan Charter. The Center is working to cultivate this identity by teaching students at all levels the history of their schools and by having faculty and staff learn about and reflect upon the historical developments pertaining to their education and research activities or administrative duties.

Furthermore, the Center strives to develop a sense of belonging among alumni and parents, not just the constituent members of the Academy, and to help build society's trust in the Academy.

4 Financial Policy to Support the Academy's Master Plan

Following the basic policy of financial operations of the first half of the R2020 Plan, we took concrete steps to improve the faculty organization, campuses, and other basic infrastructure for education and research. We have also sought to diversify and fortify our sources of revenue and to maintain and improve our financial health and stability by reducing expenses.

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

- (1) Disclosure of Information
We upgraded the Ritsumeikan Trust and Ritsumeikan University websites and strived toward more effective communications as a means to disseminate the education and research achievements of the Academy as well as the wide and varied achievements of our students at every level of education.
- (2) Social Contribution and Community Outreach
As for social outreach, in AY2015, we opened the Osaka Ibaraki Campus (OIC) and undertook campus development initiatives focused on our connection to the community in accordance with the three-pronged academic concept of 'Gateway to Asia', 'Urban Co-creation' and 'Regional Cooperation.' We are engaging in cooperation with Ibaraki City, the Ibaraki Chamber of Commerce, and local companies as a means to co-create a campus that can become a hub in the local community. In Kyoto (Suzaku and Kinugasa Campuses), we are engaging in outreach activities that can only be done in Kyoto, such as the Tomorrow's Kyoto Cultural Heritage Platform. At the Biwako-Kusatsu Campus (BKC), we are strengthening ties with Shiga Prefecture, Kusatsu City, local companies and organizations, and other stakeholders in a

variety of fields including food science. On these and our other campuses, we are proactively undertaking community outreach activities.

In the OIC Library, which opened when the new campus did, we established a system whereby members of the general public who live and work in Ibaraki City can make use of our services. In its first year of operation, 821 people registered. At the Tokyo and Osaka Umeda campuses, public lectures are regularly held on an ongoing basis, and have played a role in the wider dissemination of Ritsumeikan's educational and research activities into society at large. In AY2015, we established the Ritsumeikan Academic Center, and we held cooperative courses with outside partners like the Japan Professional Football League (J-League). We also planned and implemented courses funded with subsidies from the Ministry of Economy, Trade and Industry (METI).

Since its opening 23 years ago, the Kyoto Museum for World Peace has embodied Ritsumeikan University's educational philosophy of Peace and Democracy through its various activities (such as exhibits, lectures, and educational support) that contribute to realizing world peace. In AY2015, in particular, the museum held a wide range of events in cooperation with partners both inside and outside the university in commemoration of the 70th anniversary of the end of the war. Through the academic year ended March 31, 2016, 48,547 visitors came to the museum, bringing the overall total number of visitors to 985,168.

Meanwhile, the Ritsumeikan Office for the Support of Post-Disaster Recovery is undertaking a wide variety of disaster recovery assistance efforts from the three angles of education, research, and social contribution, and large numbers of students, faculty and staff, and staff have participated in these endeavors. We sent groups of students to disaster-affected areas as well as faculty and staff volunteers to provide logistical support.

The Alumni Association's work for the Future Leaders Fund brought in approximately JPY35 million in contributions in AY2015, bringing the cumulative total since the fund's inception to JPY 89 million. Furthermore, the Parents Association of Student Education Assistance's 100-yen Breakfast project, which was launched in AY2014 to promote healthy lifestyles among students, won the Minister of Health Labour and Welfare's Grand Prize in the 4th Healthy Life Expectancy Awards.

(3) Initiatives to Reduce our Impact on the Environment.

Aiming to create a sustainable environment in the future, we undertook efforts to reduce CO2 emissions, save energy and conserve resources.

Spearheaded by the Ritsumeikan Global Environment Committee, we established medium to long-term goals for reducing our impact on the environment, and energy-saving measures were implemented at each school and on each campus. Despite an increase in campus area and the impact of weather phenomena, our electricity usage for AY2015 decreased 2.8% over AY2010 levels (Ritsumeikan Environment Report: <http://www.ritsumei.ac.jp/rs/eco>).

(4) Developing a Safe and Trusted Academy

Regarding efforts to create a safe Academy, we raised awareness of disaster prevention by having the volunteer fire brigades on each university and affiliated school campus lead disaster preparedness drills and by creating disaster prevention manuals. Also, to teach undergraduate and graduate students about safety management and improve voluntary safety inspections in the science and engineering laboratories, we held safety workshops and undertook other efforts to raise awareness of inspections for science and engineering laboratories and research activities.

In April 2008, we formulated a policy aimed at achieving a campus-wide smoking ban. This policy confirmed the need to: (1) undertake education and awareness-raising for all members of the Academy about the damage that smoking causes to health and society; (2) protect non-smokers from the damaging health effects of second-hand smoke; (3) undertake education and awareness-raising to prevent people from starting smoking; and (4) provide smokers with smoking cessation support. After implementing a series of trial efforts based on this policy, our campuses have been smoke-free since April 2013. As a result of these initiatives, the rate of smoking among our students has declined dramatically, and the importance of maintaining a smoke-free campus has gradually permeated through the members of Academy; however, from an administrative viewpoint, we could not overlook the issue of cigarette butt littering, so we established fire prevention areas on the three campuses other than Suzaku. While instances of people "sneaking" cigarettes on campus are on the decline, the problem persists. To reduce the damaging health effects on non-smokers, we have decided to consider a range of measures, including punitive measures for students, with an eye on the more effective implementation of the smoking ban.

(5) International Contribution

We carried out international cooperation projects as part of our efforts to contribute to international society. As a continuation of projects from previous academic years, we implemented public policy creation training (Indonesia), Japanese language education (United Arab Emirates), and staff training at the Malaysia-Japan International Institute of Technology. We also began a new staff training program for Vietnam-Japan University (Vietnam). Furthermore, we accepted high school students from multiple countries under the Japan-Asia Youth Exchange Program in Science.

6 Initiatives in Response to the Great East Japan Earthquake

Five years have passed since we established the Office for the Support of Post-Disaster Recovery in April 2011. Since then, we have promoted the strengthening of ties with our partners, developed new partners and reinforced our frameworks for sending students to provide support to disaster-stricken areas.

In March 2015, we held a joint event with Fukushima Prefecture (with whom we signed a cooperative agreement in December 2013) called Fukushima no Ima wo Katara ("Let's talk about the Fukushima of today") on the Ritsumeikan University Osaka Ibaraki Campus. In January 2016, we invited lecturers from Fukushima Prefecture for our Saturday Lecture Series to help dispel harmful rumors and communicate accurate information about Fukushima Prefecture. We also held several study tours for international students to turn Fukushima into a venue for international exchange and international understanding. Furthermore, we undertook a joint effort with a foundation called Naraha Mirai to help people returning to Naraha Town (which was designated as a zone preparing for the lifting of evacuation orders) revitalize their local neighborhood communities, which were broken apart in the wake of the disaster.

With our students playing an increasingly active role in interacting with local citizens and providing support for tourism festivals, summer festivals and Christmas events, we deepened our ties with Ofunato City. Since the disaster recovery assistance agreement is set to expire in March, we expect to conclude a general agreement that will allow us to use our education and research resources to provide assistance for upcoming community development and industrial promotion initiatives.

In our partnership with Kesennuma City, we sent students to participate in the Kesennuma Tree House Construction Project, a recovery assistance initiative spearheaded by a group of local residents. The unveiling held in August helped contribute to community revitalization.

In AY2014, to respond to the changing needs of the areas affected by the Great East Japan Earthquake, we established a new travel expense subsidy to assist students traveling alone or in groups to participate in reconstruction efforts. By March 2015, 149 students had made use of this subsidy, and they deepened their learning by engaging in activities in the actual places affected by the disaster.

In September 2015, students from Laos, Indonesia, and Ritsumeikan University who were selected for the Japan Science and Technology Agency's Japan-Asia Youth Exchange Program in Science (Sakura Science) implemented a project to build a produce stand for farm-direct sales. This served as an opportunity to engage in both problem-based learning (PBL) and international exchange. We received a letter of appreciation from Miyako City for these activities.

In AY2011, we began sending students to our primary partner sites, and since then a total of 371 students have joined 33 excursions on the Volunteer Bus Tour (to Kesennuma, Fukushima and Ofunato) and other logistical support programs as well as dispatch programs (to Ofunato) organized by an extracurricular student organization.

7 Steady Implementation of the R2020 Plan

We steadily implemented the R2020 First Half Plan (AY2011 - AY2015) again in AY2015, the final year of the Plan.

First-half achievements for each of the five pillars of the R2020 Plan are outlined below.

(1) Becoming an Open Academy that Contributes to Global Society and the Region

Ritsumeikan University has promoted globalization, as spurred by the Project for Establishing University Networks for Internationalization (G30), by increasing international student intake, Japanese student dispatch, and foreign faculty hiring as well as enhancing international education programs and improving the infrastructure for these efforts. With regard to Ritsumeikan Asia Pacific University (APU), its reputation continues to improve, and we made advances in international education for domestic students under the Project for the Promotion of Global Human Resources Development (AY2012 - AY2016). In the affiliated schools as well, we have made advances in the globalization of primary and secondary education as witnessed by the designation of Ritsumeikan Senior High School, Ritsumeikan Uji Senior High School, and Ritsumeikan Keicho Senior High School as Super Global High Schools (SGH).

(2) Education: Learning Communities and Learner-Centered Education

With learner-centered education and the development of Learning Commons and other learning communities, Ritsumeikan has striven to improve the quality of education for students at all levels by instilling lifelong self-directed learning habits centered on international education. With regard to Ritsumeikan University in particular, we undertook efforts to improve the student-teacher ratio and reduce large scale lectures while holding discussions on the Ritsumeikan Learning Model and the deployment of educational programs for non-traditional students to respond fully to the learning needs of adult learners. In addition, we commenced discussions improving the issue of falling capacity

fulfillment rates in the graduate schools. At APU, the 2011 academic reforms have been thoroughly implemented, and efforts have been made to enhance first-year education, language education and Active Learning. In the affiliated schools, we promoted school development by offering education that takes advantage of each school's respective characteristics.

(3) Research: Aiming to Become a Distinctive Global Research University

Ritsumeikan University has made significant progress with the Ritsumeikan Global Innovation Research Organization (R-GIRO) as well as the promotion of the creation of distinctive research hubs that take advantage of the unique features of the Kinugasa and Biwako-Kusatsu campuses, the encouragement of basic scientific research by increasing the number and amount of Grants-in-Aid awards, and the promotion of industry-university collaboration.

(4) Comprehensive Academy Development: Development to Improve the Quality of Education and Research

We have confirmed new endeavors and campus development, including the opening of the Osaka Ibaraki Campus and the relocation of Ritsumeikan Junior and Senior High School to the Nagaokakyo campus, and we verified progress in the facilities improvement plans for the Kinugasa and Biwako-Kusatsu campuses.

(5) Ritsumeikan's Role as an Institution of Education and Research: In Light of the Great East Japan Earthquake

We signed new cooperative agreements with Himeji City, Hokkaido Prefecture, Shima City (Mie Prefecture) and Kyoto Prefecture and strived to expand regional cooperation by way of education and research projects in those areas. We also made progress in numerous activities undertaken in relation to disaster recovery assistance for the Great East Japan Earthquake.

In addition to these pillars, we also made achievements in terms of financial management as evidenced by our policy for the primary expenditures in the Campus Development and Improvement Plan and the Faculty and Staff Organization Development Plans, and the respective improvements are being carried out as planned.

At the end of AY2015, we formulated the R2020 Second Half Plan. This Plan maintains the tenor of "Basic Policy for the R2020 Second Half and Beyond," which we formulated in AY2014, while objectively assessing recent social trends and the reputation of the Academy in terms of its achievements in the First Half Plan. It also takes into consideration trends within Ritsumeikan since the formulation of the Basic Policy and acts as a concrete plan.

[Glossary]

4-4-4 System: A three-stage educational system that seeks to connect Ritsumeikan's primary, secondary and upper secondary academics. The first stage covers grades one through four in the primary school, the second stage covers grades five and six in the primary school and grades one and two at the junior high school level, and the third stage begins with the third year of junior high school and lasts until the third year of high school. By providing students with systematic learning within an integrated education framework, we aim to foster individuals with advanced academic ability, international perspective and human skills at each stage of development.

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

Active learning: A collective term for teaching and learning methods that encourage the active participation of learners in the learning process, as opposed to just listening to faculty give lectures. By actively engaging in their studies, learners can acquire universal skills, including intellectual, ethical and social skills, liberal arts skills, knowledge, and experiences. It also encompasses discovery learning, problem-based learning, experiential learning and inquiry-based learning.

Adaptive learning: A method of instruction in which students are provided with appropriate assignments optimally timed to their student learning progress. Adaptive learning in this day and age is typified by the use of ICT and social media to optimize academic content and learning levels.

Business case competition (BCC): A competition in which teams of undergraduate students from various countries and regions around the globe must come up with a solution to a management problem and give a presentation on the said solution within 24 hours.

CE Course: A wide-ranging humanities and social sciences-based high school-university partnership program at Ritsumeikan Senior High School that aims to instill in students the skills required for social design. In this course, students participate in the Super Law Program and take high school-university partnership subjects to develop an interest in social issues and raise their awareness about resolving them. They also learn to form their own opinions.

Education for Sustainable Development (ESD): Education that aims to (1) make students think about, deal with, and resolve the problems that could make it difficult for future generations to live on Earth; and (2) cultivate leaders for a sustainable society.

Fast Track Program: A program that allows students to finish their undergraduate studies in three years and advance to graduate school early.

Gap Term Study Abroad Program: A study abroad program for third-year students in all four of Ritsumeikan's affiliated high schools that makes use of the "gap" between high school graduation and university enrollment—a term that can last anywhere from one to three months. Programs are currently held at the University of British Columbia (UBC, Canada) and Dublin City University (DCU, Ireland).

Global Boarding School Project: Modeled after Western boarding schools that produce internationally viable human resources, this project, which aims to recruit students from both near and far, is the centerpiece of Ritsumeikan Keicho Junior and Senior High School's future vision.

Global Competency Enhancement Program (GCEP): A program that utilizes APU's multicultural and multilingual environment—where

international students from approximately 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.

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.

IR: Institutional research. An organized effort to inform planning and decision-making in institutions of higher education by effectively analyzing and reporting data.

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.

Joint Degree: Under a joint degree system, a student who completes a single educational program offered jointly by multiple partnered universities is granted one degree.

Joint Program: Using an original curriculum designed jointly by Ritsumeikan University and the University of British Columbia (UBC) in Vancouver, Canada, this program aims to boost the academic ability and language proficiency of students and grow them into internationally minded individuals by way of their daily life in Canada.

MS Course: A course at Ritsumeikan Senior High School designed to nurture truly outstanding students with high academic skills and well-rounded personalities that have the potential to lead in the medical and pharmaceutical world of the 21st century and look to advancing to medical, dental, or pharmaceutical courses in college.

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 University Networks for Internationalization (G30): One of MEXT's subsidies for creating internationalization hubs. 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.

RICS: Ritsumeikan Intelligent Cyber Space. A new ICT education system at Ritsumeikan Moriyama Junior and Senior High School. It enables new kinds of learning practices, including adaptive learning (i.e., providing appropriate assignments optimally timed to individual student learning progress), collaborative learning over social networking sites, and the collection and utilization of big data from academic and activity records.

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

Rits Super Global Forum (RSGF): An event organized as part of the SGH Project by Ritsumeikan Senior High School in which high school students from throughout Japan and around the world gather to give presentations on what they have learned, share experiences and an awareness of issues with each other, and engage in discussions with the aim of learning the importance of seeking solutions to problems.

Science and Technology Human Resources Development Core School: An initiative to provide additional support to SSH-designated schools so they can uniformly promote strategic efforts together with the SSH Project with regard to the cultivation of human resources for science and technology by way of regional hub formation and continuing overseas partnerships, and so on.

SS Course: Super Science Course. A course at Ritsumeikan Senior High School designed to engage in the research and development of educational systems for cultivating the fundamental skills students need to become globally-active scientists.

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

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

Tobitate! Ryugaku Japan: A campaign launched by MEXT in October 2013 to encourage all skilled and motivated young people to take steps toward study abroad. This program aims to help motivated young people who hope to exhibit leadership and succeed in the global arena in a wide range of fields, or who want to contribute to the world from Japan, to study abroad during their high school years, thus enhancing the chances that they might participate in overseas exchange programs in the future.

Top Global University Project (SGU): A MEXT project that aims to boost the international compatibility of Japan's higher education and ultimately enhance its international competitiveness by providing priority funding to a) top-class universities that offer world-class education and research by promoting internationalization through partnerships with excellent foreign universities and university reforms (Type A: Top-Class Institutions), and b) universities spearheading the internationalization (Type B: Leaders in Globalization). The term "SGU etc." refers to the combined Top Global University Project and Go Global Japan Project.

Resident Assistant (RA): Student staff who provide support and explain dormitory life rules at AP House. Two RAs, one Japanese-basis student and one English-basis student, are assigned to each floor, and they provide support to ensure that international students can adjust to life at APU with peace of mind.

III . Financial Overview

Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions

● Incorporated Educational Institutions

An incorporated educational institution refers to the legal entity established for the purpose of opening a private school as provided for in the School Education Act and the Private School Act.

While companies operate for the sake of profit, incorporated educational institutions do not: their objective is to conduct education and research activities and to give the outcomes of those activities back to society. In accordance with their respective founding principles and missions, these institutions are highly public in that they engage in teaching and research, and they are also highly autonomous.

In accordance with the Private School Promotion Subsidy Act, incorporated educational institutions that receive subsidies from the national or local government ("private school subsidies") are required to create financial statements based on the Accounting Standards for Incorporated Educational Institutions stipulated by the Minister of MEXT.

● Accounting Standards for Incorporated Educational Institutions

Due to the highly public nature of private schools, they are expected to be stable and to operate on a break-even basis to ensure long-lasting education and research activities. In light of this, MEXT established the Accounting Standards for Incorporated Educational Institutions as a uniform set of guidelines to ensure that incorporated educational institutions receiving private school subsidies perform proper accounting.

● Differences between Accounting for Incorporated Educational Institutions and Corporate Accounting

Financially speaking, companies are producing entities that produce and sell goods to recover the capital they have invested and to generate profits, which are then used to make new capital investments or improve existing facilities. Meanwhile, incorporated educational institutions secure revenues by admitting students and collecting fees from them, but if expenditures increase, increasing revenues to offset those outlays is difficult. In other words, they are consuming entities.

Therefore, the purpose of corporate accounting is to disclose to shareholders the performance of profit-making business activities and the financial situation of a company, while the purpose of accounting for incorporated educational institutions is to assess and disclose the health of education and research activities undertaken as part of school operations from a financial standpoint.

1. Key Points of the FY2015 Financial Report

1 Statement of Cash Flow for FY2015

● Cash Revenues

After excluding the balance carried forward from the previous fiscal year from the Revenues section total of JPY 115.4 billion, cash revenues for FY2015 came to JPY 88.4 billion.

We earned JPY 57.2 billion in revenues from student fees such as student tuition and admission fees.

Revenues from entrance examination fee payments and other fees totaled JPY 3.1 billion.

Revenues from subsidies amounted to JPY 11.2 billion, and consisted of ordinary expense subsidies for private universities, affiliated school operating subsidies, as well as subsidies received through the Top Global University Project (SGU) and the Re-Inventing Japan Project (MEXT).

In other revenues, revenues from a reversal of reserve specified assets came to JPY 6.9 billion, and were allocated to FY2015 campus maintenance and the like.

● Cash Expenditures

After excluding the balance carried forward to the next fiscal year from the Expenditures section total of JPY 115.4 billion, cash expenditures for FY2015 came to JPY 94.3 billion.

Personnel expenses totaled JPY 37.5 billion reflecting efforts to strengthen the faculty organization in order to improve the quality of education at the universities and affiliated schools.

Education and research expenses amounted to JPY 23.7 billion, and included cost related to the Top Global University Project (SGU) project, operating costs for the universities and affiliated schools, and costs associated with scholarships to support learning and growth among students (issued under systems individually managed by the universities and affiliated schools).

Facility-related expenses came to JPY 7.6 billion and equipment-related expenses to JPY 2.7 billion, reflecting construction work for a new library (Hirai Kaichiro Memorial Library) and an international education dormitory (International House Taishogun) at Ritsumeikan University.

(in 100 million of JPY)

Item	FY2015 Budget	FY2015 Settlement	Difference
Revenues			
Revenue From Student Fees	570	572	+2
Revenue From Processing Fees	28	31	+3
Donation Revenue	9	9	+1
Subsidy Revenue	108	112	+4
(National Government Subsidy Revenue)	77	80	+3
(Local Government Subsidy Revenue)	31	32	+1
Revenue from Sales of Assets	0	0	+0
Income from University-Owned Businesses	27	29	+2
Income from Interest and Dividends	12	18	+7
Miscellaneous Revenue	15	20	+5
Revenue from Borrowings	0	0	+0
Revenue from Advances Received	99	105	+6
Amount Reversal from Specified Assets and Other Revenues	124	101	△23
Revenue Adjustments	△117	△114	△3
Carryover from Previous Year	270	270	
Total: Revenues	1,146	1,154	+8
Expenditures			
Personnel Expenditures	380	375	△4
Education and Research Expenditures	245	237	△8
Institutional Administrations Expenditures	53	49	△4
Loan Interest Expenditures	0	0	△0
Loan Repayment Expenditures	2	2	0
Facility-related Expenditures	106	76	△30
Equipment-related Expenditures	31	27	△4
Deposits for Specified Assets	38	118	+80
Accounts Payable from Previous Fiscal Year and Other Expenditures	110	114	+4
Reserve Fund	4		△4
Expenditure Adjustments	△59	△56	+3
Carryover into Next Year	237	212	△25
Total: Expenditures	1,146	1,154	+8

* Due to rounding up, totals may not match the sum of individual items.

* Items listed in parentheses are breakdowns of the items above them.

* 'Difference' refers to the budget amount less the settlement amount.

● Statement of Cash Flow

The Statement of Cash Flow presents a clear picture of all revenues and expenditures relating to activities for a given fiscal year as well as the details regarding cash intake and outlays.

2 Statement of Operations for FY2015

● Educational Activity Revenues and Expenditures

Educational activity revenues and expenditures show revenues and expenditures from educational and research activities that are included under ordinary revenues and expenditures.

Revenues totaled JPY 75.4 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 73.4 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 2 billion in net income for FY2015.

Meanwhile, depreciation costs included in education and research expenses and administrative expenses reached JPY 7.1 billion.

● Non-Educational Activity Revenues and Expenditures

Non-educational activity revenues and expenditures show revenues and expenditures from financial activities that are included under ordinary revenues and expenditures.

Revenues comprised of interest, dividend and other income totaled JPY 2.1 billion, while expenditures, which included loan interest and other income, amounted to JPY 100 million, producing a final outcome of JPY 2 billion in net income.

● Ordinary Net Income/Loss

Tallying up the totals for educational activity and non-educational activity revenues and expenditures, the final outcome was JPY 4 billion in ordinary net income.

● Special Revenues and Expenditures

Special revenues and expenditures, which reflect one-time revenues and expenditures, included subsidies to cover costs associated with opening facilities on Osaka Ibaraki Campus to the general public, and the final outcome was JPY 1.7 billion in net income for FY2015.

● Net income/loss for current fiscal year

Tallying up the totals for educational activity, non-educational activity and special revenues and expenditures, the final outcome for the current fiscal year after subtracting JPY 4.8 billion included allocated to capital funds was net income of JPY 800 million.

(in 100 million of JPY)

Item	FY2015 Budget	FY2015 Settlement	Difference
General Account; Education and Research			
Revenues			
Student Fees	570	572	+2
Processing Fees	28	31	+3
Donations	9	8	△1
Subsidies	92	95	+3
Income from University-Owned Businesses	27	29	+2
Miscellaneous	17	18	+1
Total: Revenues	744	754	+10
Revenues			
Personnel	379	378	△1
Education and Research	313	301	△12
(Depreciation Cost)	69	64	△5
Institutional Administrations	58	56	△3
(Depreciation Cost)	5	7	+2
Unrecoverable Amount	0	0	+0
Total: Expenditures	750	734	△16
Income/Loss	△7	20	+26
General Account; Others			
Revenues			
Income from Interest and Dividends	12	18	+7
Other Revenues	0	3	+3
Total: Revenues	12	21	+9
Expenditures			
Interest on Loan	0	0	△0
Other Expenditures	0	0	+0
Total: Expenditures	0	1	+0
Income/Loss	12	20	+9
Income/Loss of General Account	5	40	+35
Special Account			
Revenues			
Gains from Sales of Assets	0	0	+0
Other Revenues	18	20	+2
Total: Revenues	18	20	+3
Expenditures			
Balance of Asset Disposal	3	3	+1
Other Expenditures	0	0	+0
Total: Expenditures	3	3	+1
Income/Loss	15	17	+2
Reserve Fund	4		△4
Net Income/Loss before Allocated Capital Funds	16	57	+41
Total Amount of Allocated Capital Funds	△92	△48	+44
Net Income/Loss for This Fiscal Year	△76	8	+85
Net Income/Loss Brought Forward from Previous Fiscal Year	△250	△250	+0
Amount Reversed from Capital Funds	0	0	+0
Net Income/Loss to be Carried Forward to Next Fiscal Year	△327	△242	+85
Total Revenues of Statement of Operations	773	795	+22
Total Expenditures of Statement of Operations	757	738	△18

* Due to rounding up, totals may not match the sum of individual items.

* Items listed in parentheses are breakdowns of the items above them.

* 'Difference' refers to the budget amount less the settlement amount.

* Total Revenues of Statement of Operations= Revenues from General Account + Revenues from Special Account

* Total Expenditures of Statement of Operations= Expenditures from General Account + Expenditures from Special Account + Reserve Fund

● Statement of Operations

The Statement of Operations classifies business revenues and expenditures for a given fiscal year into (1) revenues and expenditures from educational activities, (2) revenues and expenditures from non-educational activities, and (3) special revenues and expenditures. It presents a clear picture of the balance of revenues and expenditures for each category, and calculates changes in the net assets of incorporated educational institutions (changes in capital funds and carried-forward net income/loss).

While the Statement of Cash Flow covers all funds, the Statement of Operations aims to show the change of an institution's net assets; therefore, it does not include incoming and outgoing liabilities (e.g., borrowing and deposits), but it does include revenues and expenditures that do not entail cash transactions (e.g., in-kind donations, depreciation cost).

● Categories of Activity Revenues and Expenditures

Educational Activity Revenues and Expenditures:

Among ordinary revenues and expenditures, this category consists of revenues and expenditures from educational and research activities.

Non-Educational Activity Revenues and Expenditures:

Among ordinary revenues and expenditures, this category consists of revenues and expenditures from activities other than education and research (chiefly financial activities).

Special Activity Revenues and Expenditures:

This category consists of one-time revenues and expenditures such as asset sales and asset disposals.

● Capital Funds

To conduct education and research activities, incorporated educational institutions must have capital funds to maintain assets such as buildings, equipment, books and cash-on-hand. According to the standards for incorporated educational institution accounting, the amount of funds to acquire assets during the fiscal year is included in the capital funds. The Accounting Standards for Incorporated Educational Institutions define four types of capital funds as follows:

Type 1: Acquisition cost of tangible fixed assets, such as land, buildings, equipment, supplies and books

Type 2: Amount of deposits or other funds set aside for the purpose of acquiring fixed assets in the future

Type 3: Amount for scholarship funds, research funds, and other funds

Type 4: Amount of operating funds required for administration (amount designated by the Minister of MEXT)

● Income/Loss

Net ordinary income/loss (net income/loss from educational activities + net income/loss from non-educational activities):

This shows the balance of ordinary revenues and expenditures for a given fiscal year.

Net income/loss for given fiscal year prior to allocation to capital funds (ordinary net income/loss + special net income/loss):

This shows the balance of ordinary revenues and expenditures for a given fiscal year after including one-time revenues and expenditures. The net income/loss amount represents the change in net assets of an incorporated educational institution for a given fiscal year.

Net income/loss for the current fiscal year, net income/loss for the current fiscal year carried forward from the previous fiscal year, net income/loss for the current fiscal year to be carried forward to the next fiscal year:

This shows the net income/loss after allocation to the capital funds, and reflects the long-term balance of revenues and expenditures.

3 Statement of Financial Position for FY2015

● Assets

The Assets section shows all assets held as of the end of the fiscal year.

Tangible fixed assets, such as land, buildings, equipment and books, increased by JPY 2.7 billion from the end of last fiscal year to JPY 233.8 billion owing to campus maintenance projects and other factors.

Specified assets, which include assets allocated to the reserve for retirement benefits (fixed liabilities), Type 3 and Type 4 capital funds and future facility maintenance, increased by JPY 4.7 billion from the end of last fiscal year to JPY 100.5 billion.

Moreover, following a revision to the Accounting Standards for Incorporated Educational Institutions in FY2015, liquid assets declined by JPY 7.3 billion from the end of last fiscal year owing to the new establishment of specified assets corresponding to Type 4 capital funds.

● Liabilities and Net Assets

This Liabilities and Net Assets section shows the sources of funds used to acquire assets. Liabilities accounted for 12.5% of total assets and net assets made up 87.5%.

The Liabilities section declined by JPY 5.2 billion from the end of the previous fiscal year to JPY44.9 billion.

The Net Assets section increased by JPY 5.7 billion from the previous fiscal year to JPY 314.3 billion supported by an increase in capital funds from acquisitions of assets allocated to capital funds (e.g., buildings, education and research equipment/fixtures, and books).

(in 100 million of JPY)

Item	End of FY2015	End of FY2014	Change
Assets			
Fixed Assets	3,360	3,282	+78
Tangible Fixed Assets	2,338	2,312	+27
(Land)	699	699	+0
(Buildings and Structures)	1,353	1,340	+13
(Equipment for Education and Research)	94	93	+2
(Books)	144	142	+2
Specified Assets	1,005	958	+47
(Reserve Assets for Type 3 Capital Fund)	137	137	+0
(Reserve Assets for Type 4 Capital Fund)	53	0	+53
(Reserve Assets for Retirement Benefits)	121	120	+1
Other Fixed Assets	17	12	+4
Current Assets	232	305	△73
(Cash and Deposits)	212	270	△58
Assets: Total	3,592	3,587	+5
Liabilities			
Fixed Liabilities	265	266	△1
(Long-term Debt and School Bonds)	137	138	△2
(Reserve for Retirement Benefits)	121	120	+1
Current Liabilities	184	235	△51
(Short-term Debt and School Bonds)	2	2	0
(Advances Received)	105	102	+4
Liabilities: Total	449	501	△52
Net Assets			
Capital Funds	3,385	3,336	+48
(Type 1 Capital Fund)	3,194	3,147	+47
(Type 2 Capital Fund)	0	0	0
(Type 3 Capital Fund)	137	137	0
(Type 4 Capital Fund)	53	52	+1
Net Income/ Loss	△242	△250	+9
Net Assets: Total	3,143	3,086	+57
Liabilities and Net Assets: Total	3,592	3,587	+5

* Due to rounding up, totals may not match the sum of individual items.

* Items listed in parentheses are breakdowns of the items above them.

* 'Change' refers to the budget amount less the settlement amount.

● Statement of Financial Position

The Statement of Financial Position provides a detailed account of assets, liabilities, and net assets (i.e., capital funds and income/loss carried forward) as well as the balances for each. It aims to provide a clear picture of an incorporated educational institution's financial situation.

● Assets

This section shows all assets held as of the closing date.

● Liabilities and Net Assets

These sections show the sources of funds used to acquire assets. The total of the Liabilities and Net Assets sections is equal to the total of the Assets section.

The Liabilities section, which includes loans and the reserve for retirement benefits, reflects funds originating from other persons or organizations outside of the institution, while the Net Assets section (capital funds + carried-forward net income/loss) reflects the institution's own funds.

4 Other

Asset Inventory (Summary)

Total Assets	JPY 359,190,463,168
Endowment	JPY 235,329,639,592
Operating Assets	JPY 123,860,823,576
Total Liabilities	JPY 44,912,571,512
Net Assets	JPY 314,277,891,656

(as of March 31, 2016)

Type	Amount (JPY)
Assets	
1 Endowment	
Land	2,300,150.18 ㎡ 69,902,146,905
Buildings	807,484.55 ㎡ 120,960,950,243
Books	3,118,137 14,383,025,844
Equipment	18,991 10,200,786,886
Construction in Progress	4,011,146,904
Other	15,871,582,810
2 Operating Assets	
Cash and Deposits	21,163,026,889
Assets Held for School Trips	189,232,003
Reserve Fund	100,532,303,718
Securities	123,999,743
Accounts Receivable	1,273,985,081
Advance Payments	499,488,964
Other	78,787,178
Total Assets	359,190,463,168

Type	Amount (JPY)
Liabilities	
1 Fixed Liabilities	
Long-term Debt and School Bonds	13,671,320,000
Long-term Account Payable	592,225,977
Reserve for Retirement Benefits	12,149,345,029
Guarantee Deposits	60,000,000
2 Current Liabilities	
Short-term Debt and School Bonds	155,330,000
Account Payable	5,143,505,591
Advances Received	10,534,607,552
Deposits	2,416,082,720
Cash Held for School Trips	189,232,003
Suspense Receipts	922,640
Total Liabilities	44,912,571,512

Net Assets	314,277,891,656
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Audit Report

Audit Report

May 20, 2016

To: The Board of Trustees and Trust Council of the Ritsumeikan Trust
 From: Kan UEDA, Full-time Auditor of the Ritsumeikan Trust
 Takanori OZAKI, Auditor of the Ritsumeikan Trust
 Yasuhiko WATANABE, Auditor of the Ritsumeikan Trust

In accordance with Article 37, Paragraph 3 of the Private School Act and Article 16, Item 3 of the Ritsumeikan Trust Act of Endowment, we, the auditors, hereby report on the operations and status of property of the Ritsumeikan Trust for the 2015 fiscal year commencing on April 1, 2015 and ending on March 31, 2016.

1. Method

We, the auditors, examined the operations and status of property of the Ritsumeikan Trust by attending meetings of the Board of Trustees and the Trust Council, receiving reports from the Trustees and other executives on the performance of duties, viewing important management documents, and liaising with Ernst & Young ShinNihon LLC—a third-party auditing firm.

We also received an explanation of the auditing report from Ernst & Young ShinNihon LLC and a report on the internal audit by the Office of Inspections and Auditing, and we carefully examined the financial statements.

2. Results

- (1) We deem the operations of the Ritsumeikan Trust to be appropriate, and we deem the financial statements to be appropriate representations of the status of property as of the end of the fiscal year in question.
- (2) We deem that there exists no misconduct with regard to the operations or property of the Ritsumeikan Trust and no serious acts in violation of the laws of Japan or the Act of Endowment.

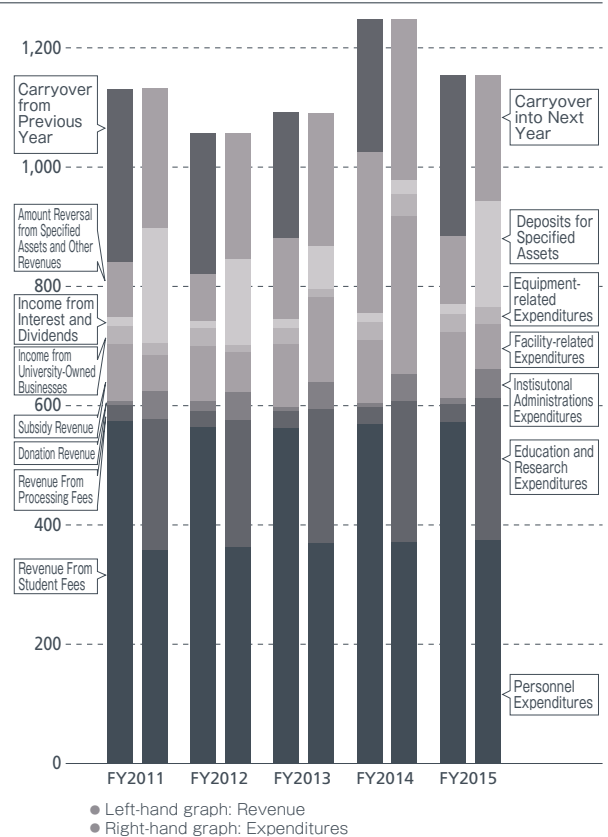
2. Cash Flow (FY2011~2015)

(in 100 million of JPY)

Item	FY2011	FY2012	FY2013	FY2014	FY2015
Revenues					
Revenue From Student Fees	574	564	562	569	572
Revenue From Processing Fees	27	27	28	28	31
Donation Revenue	6	16	8	8	9
Subsidy Revenue	96	93	104	105	112
Revenue from Sales of Assets	0	52	0	22	0
Income from University-Owned Businesses	31	30	28	29	29
Income from Interest and Dividends	14	11	14	16	18
Miscellaneous Revenue	17	17	17	21	20
Revenue from Borrowings	—	—	1	130	—
Revenue from Advances Received	100	97	102	102	105
Amount Reversal from Specified Assets and Other Revenues	102	38	134	121	101
Revenue Adjustments	△125	△123	△117	△127	△114
Carryover from Previous Year	290	235	210	223	270
Total: Revenues	1,131	1,056	1,091	1,248	1,154
Expenditures					
Personnel Expenditures	358	363	369	371	375
Education and Research Expenditures	218	212	226	237	237
Institutional Administrations Expenditures	47	48	45	45	49
Loan Interest Expenditures	1	0	0	0	0
Loan Repayment Expenditures	32	8	8	10	2
Facility-related Expenditures	62	66	141	264	76
Equipment-related Expenditures	19	12	15	38	27
Deposits for Specified Assets	164	130	69	65	118
Accounts Payable from Previous Fiscal Year and Other Expenditures	57	59	55	58	114
Expenditure Adjustments	△61	△53	△61	△112	△56
Carryover into JNext Year	235	210	223	270	212
Total: Expenditures	1,131	1,056	1,091	1,248	1,154

*Numerical value from 2011 to 2014 are recalculated based on the revised accounting standards for incorporated educational institution for the reference.

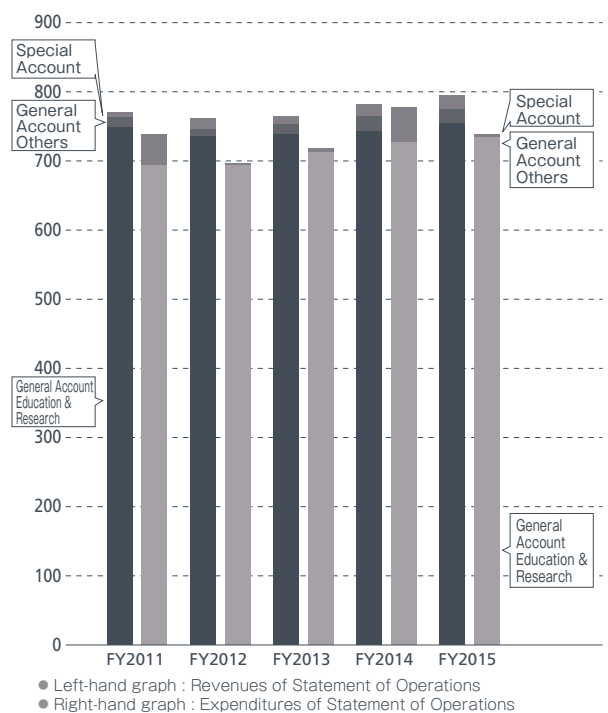
*Due to rounding up, totals may not match the sum of individual items.



3. Income/Loss of the Statement of Operations (FY2011~2015)

(in 100 million of JPY)

Item	FY2011	FY2012	FY2013	FY2014	FY2015
General Account; Education and Research					
Revenues					
Student Fees	574	564	562	569	572
Processing Fees	27	27	28	28	31
Donations	6	6	8	8	8
Subsidies	92	92	95	90	95
Income from University-Owned Businesses	31	30	28	29	29
Miscellaneous	18	16	19	18	18
Total: Revenues	749	735	739	742	754
Expenditures					
Personnel	357	362	373	375	378
Education and Research	284	276	287	297	301
Institutional Administrations	53	55	52	53	56
Unrecoverable Amount	0	0	0	1	0
Total: Expenditures	693	693	712	726	734
Income/Loss	55	42	28	16	20
General Account; Others					
Revenues					
Income from Interest and Dividends	14	11	14	16	18
Other Revenues	0	0	0	6	3
Total: Revenues	14	11	14	22	21
Expenditures					
Interest on Loan	1	0	0	0	0
Other Expenditures	0	0	0	0	0
Total: Expenditures	1	0	0	1	1
Income/Loss	14	11	14	21	20
Income/Loss of General Account	69	53	42	37	40
Special Account					
Revenues					
Gains from Sales of Assets	0	3	0	0	0
Other Revenues	7	13	11	18	20
Total: Revenues	7	16	11	18	20
Expenditures					
Balance of Asset Disposal	5	4	7	51	3
Other Expenditures	39	0	0	0	0
Total: Expenditures	44	4	7	51	3
Income/Loss	△36	12	4	△33	17
Net Income/Loss before Allocated Capital Funds	32	64	46	4	57
Total Amount of Allocated Capital Funds	△50	△120	△125	△47	△48
Net Income/Loss for This Fiscal Year	△18	△56	△79	△42	8
Net Income/Loss Brought Forward from Previous Fiscal Year	△106	△124	△131	△208	△250
Amount Reversal from Capital Funds	0	49	2	—	0
Net Income/Loss to be Carried Forward to Next Fiscal Year	△124	△131	△208	△250	△242
Total Revenues of Statement of Operations	771	762	765	782	795
Total Expenditures of Statement of Operations	738	698	719	778	738



* 2011 expenditures from special account includes the reserve for retirement allowances (3.8 billion Japanese yen).
* 2014 expenditures from special account includes the gain on disposal of fixed assets (5.1 billion Japanese yen) at the Ritsumeiikan Junior and Senior High School which was relocated to Nagaokakyō city.

*Numerical value from 2011 to 2014 are recalculated based on the revised accounting standards for incorporated educational institution for the reference.

*Due to rounding up, totals may not match the sum of individual items.

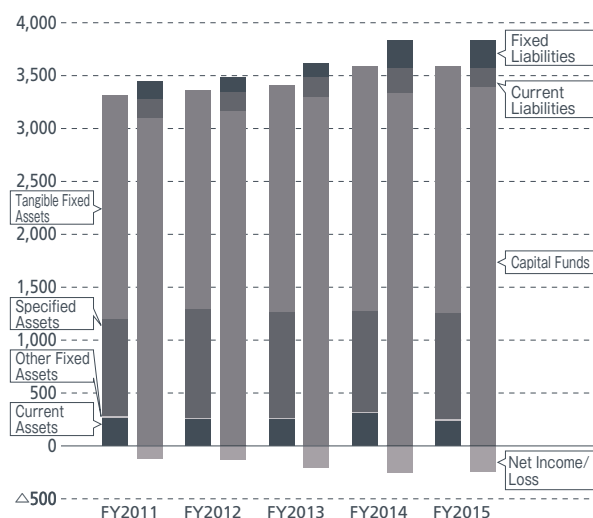
*Total Revenues of Statement of Operations= Revenues from Current Account + Revenues from Special Account

*Total Expenditures of Statement of Operations= Expenditures from Current Account + Expenditures from Special Account + Reserve Fund

4. Financial Position (FY2011~2015)

(in 100 million of JPY)

Item	FY2011	FY2012	FY2013	FY2014	FY2015
Assets					
Fixed Assets	3,049	3,111	3,158	3,282	3,360
Tangible Fixed Assets	2,111	2,066	2,150	2,312	2,338
Specified Assets	923	1,030	994	958	1,005
Other Fixed Assets	15	15	14	12	17
Current Assets	263	247	252	305	232
Assets: Total	3,311	3,358	3,410	3,587	3,592
Liabilities					
Fixed Liabilities	156	144	137	266	265
Current Liabilities	184	178	191	235	184
Liabilities: Total	340	322	328	501	449
Net Assets					
Capital Funds	3,095	3,166	3,290	3,336	3,385
Type 1 Capital Fund	2,895	2,912	3,030	3,147	3,194
Type 2 Capital Fund	22	72	72	—	—
Type 3 Capital Fund	129	132	137	137	137
Type 4 Capital Fund	50	51	51	52	53
Net Income/ Loss	△124	△131	△208	△250	△242
Net Assets: Total	2,971	3,036	3,082	3,086	3,143
Liabilities and Net Assets: Total	3,311	3,358	3,410	3,587	3,592



● Left-hand graph : Assets
● Right-hand graph : Liabilities and Net Assets

*Numerical value from 2011 to 2014 are recalculated based on the revised accounting standards for incorporated educational institution for the reference.

*Due to rounding up, totals may not match the sum of individual items.

5. Financial Ratios

● Financial Ratios for the Statement of Operations

(%)

Type	Ratio	Calculation	FY2011	FY2012	FY2013	FY2014	FY2015
Revenues	Student Fees Ratio	Student Fees ÷ General Revenues	75.2	75.5	74.6	74.5	73.8
	Donations Ratio	Donations ÷ General Revenues	0.8	0.8	1.0	1.1	1.1
	Subsidies Ratio	Subsidies ÷ General Revenues	12.1	12.3	12.6	11.8	12.3
Expenditures	Personnel ratio	Personnel Expenditures ÷ General Revenues	46.7	48.5	49.5	49.1	48.7
	Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	37.2	37.0	38.1	38.9	38.8
	Institutional Administrations Ratio	Institutional Administrations Expenditures ÷ General Revenues	6.9	7.4	6.9	6.9	7.2
Balance of Payments	Personnel Expenditure Dependence Ratio	Personnel ÷ Student Fees	62.1	64.3	66.3	65.9	66.1
	Balance of Payments in General Accounts; Education and Research	Income/Loss of General Accounts; Education and Research ÷ Revenues in General Accounts; Education and Research	7.4	5.7	3.7	2.2	2.6
	Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	9.0	7.0	5.5	4.9	5.2

*Numerical value from 2011 to 2014 are recalculated based on the revised accounting standards for incorporated educational institution for the reference.

*General Revenues = Revenues from General accounts

● Financial Ratios for the Statement of Financial Position

(%)

Type	Ratio	Calculation	FY2011	FY2012	FY2013	FY2014	FY2015
Assets	Ratio of Fixed to Total Assets	Fixed Assets ÷ Total Assets	92.1	92.7	92.6	91.5	93.6
	Ratio of Liquid to Total Assets	Current Assets ÷ Total Assets	7.9	7.3	7.4	8.5	6.4
Liabilities	Ratio of Fixed Liabilities to Total Assets	Fixed Liabilities ÷ Total Assets	4.7	4.3	4.0	7.4	7.4
	Ratio of Current Liabilities to Total Assets	Current Liabilities ÷ Total Assets	5.5	5.3	5.6	6.6	5.1
Constitution of the acquisition source of assets	Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	89.7	90.4	90.4	86.0	87.5
	Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	10.3	9.6	9.6	14.0	12.5
	Ratio of Total Liabilities to Net Assets	Total Liabilities ÷ Net Assets	11.4	10.6	10.7	16.2	14.3
Assets to offset liabilities	Liquidity Ratio	Current Assets ÷ Current Liabilities	142.9	138.7	132.0	129.6	125.6
	Advances Received Ratio	Cash and Deposits ÷ Advances Received	235.3	216.5	218.2	265.9	201.9

*Numerical value from 2011 to 2014 are recalculated based on the revised accounting standards for incorporated educational institution for the reference.

IV. Basic Data

1 Student Numbers (as of May 1, 2015)

(1) 5 Year Trend in Student Numbers (Ritsumeikan University / Ritsumeikan Asia Pacific University / Affiliated Schools) (Unit: Number of Persons)

	2011	2012	2013	2014	2015
Ritsumeikan University No. of Undergraduate Students	32,982	32,524	32,280	32,449	32,301
Ritsumeikan University No. of Graduate Students	3,503	3,190	2,924	2,779	2,819
Ritsumeikan Asia Pacific University No. of Undergraduate Students	5,421	5,262	5,330	5,517	5,656
Ritsumeikan Asia Pacific University No. of Graduate Students	224	195	164	167	188
No. of Affiliated School Students	6,540	6,712	6,802	6,851	6,820
Total	48,670	47,883	47,500	47,763	47,784

*The numbers of Ritsumeikan Asia Pacific University undergraduate and graduate students are current as of November 1.

2 Admissions Statistics (as of March 31, 2016)

(1) AY2016 Enrollment Capacities, Applicant Numbers and Number of Accepted Applicants for Each College, Graduate School and Affiliated School

● Per College (Unit: Number of Persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Ritsumeikan University			
College of Law	790	8,328	3,357
College of Economics	735	8,808	3,854
College of Business Administration	760	9,661	2,887
College of Social Sciences	900	11,362	2,814
College of Letters	905	11,423	4,074
College of Science and Engineering	872	18,381	7,849
College of International Relations	282	3,204	924
College of Policy Science	340	4,733	1,271
College of Information Science and Engineering	440	5,049	2,031
College of Image Arts and Sciences	150	1,814	351
College of Pharmaceutical Sciences	160	2,268	971
College of Life Sciences	280	6,035	2,776
College of Sport and Health Science	220	2,540	629
College of Comprehensive Psychology	280	5,047	1,035
Ritsumeikan University Total	7,114	98,653	34,823
Ritsumeikan Asia Pacific University			
College of Asia Pacific Studies	460	1,949	795
College of International Management	325	1,417	639
Ritsumeikan Asia Pacific University Total	785	3,366	1,434
Ritsumeikan University/ Ritsumeikan Asia Pacific University Grand Total	7,899	102,019	36,257

*Does not include transfers (Ritsumeikan University).

*The enrollment capacity for the College of International Relations does not include September admissions (Capacity: 23).

*The enrollment capacity for the College of Policy Science does not include September admissions (Capacity: 20).

*The figures for Ritsumeikan Asia Pacific University are only for AY2016 spring admissions.

● Affiliated Junior and Senior High Schools (Unit: Number of Persons)

Schools	Enrollment Capacity	No. of applicants	No. of accepted applicants
Ritsumeikan Senior High School	360	691	368
Ritsumeikan Junior High School	215	720	381
Ritsumeikan Uji Senior High School	370	391	233
Ritsumeikan Uji Junior High School	180	451	278
Ritsumeikan Keicho Senior High School	305	505	469
Ritsumeikan Keicho Junior High School	180	312	209
Ritsumeikan Moriyama Senior High School	320	473	367
Ritsumeikan Moriyama Junior High School	160	419	271
Affiliated Junior and Senior High Schools Total	2,090	3,962	2,576

*Applicant numbers and the number of accepted applicants for the junior and senior high schools do not include the number of students who advanced internally

● Per Graduate School (Unit: Number of Persons)

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Ritsumeikan University Graduate Schools				
Doctoral Program/Master's Program				
Graduate School of Law	Master's	60	27	13
	Doctoral	10	3	3
Graduate School of Economics	Master's	50	41	19
	Doctoral	5	3	2
Graduate School of Business Administration	Master's	60	73	33
	Doctoral	15	2	1
Graduate School of Sociology	Master's	60	42	29
	Doctoral	15	13	13
Graduate School of Letters	Master's	105	102	72
	Doctoral	35	24	17
Graduate School of Science and Engineering	Master's	450	392	350
	Doctoral	40	13	13
Graduate School of International Relations	Master's	60	40	30
	Doctoral	10	11	6
Graduate School of Policy Science	Master's	40	35	30
	Doctoral	15	4	3
Graduate School of Science for Human Services	Terminal Master's	60	106	46
Graduate School of Language Education and Information Science	Terminal Master's	60	69	50
Graduate School of Technology Management	Master's	70	38	30
	Doctoral	5	6	6
Graduate School of Public Policy	Terminal Master's	60	36	25
Graduate School of Sport and Health Science	Master's	25	21	19
	Doctoral	8	11	11
Graduate School of Image Arts	Terminal Master's	10	6	5
Graduate School of Information Science and Engineering	Master's	200	146	138
	Doctoral	15	7	5
Graduate School of Life Sciences	Master's	150	159	140
	Doctoral	15	11	10
Master's Sub-total		1,520	1,333	1,029
Doctoral Sub-total		188	108	90
Total		1,708	1,441	1,119

Full-Term Doctoral Program

Graduate School of Core Ethics and Frontier Sciences	Full-Term Doctoral	30	25	22
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Four-Year Doctoral Program

Graduate School of Pharmacy	Doctoral	3	4	4
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Professional Degree Program

School of Law	Professional Degree	70	239	100
Graduate School of Management	Professional Degree	80	72	62
Total		150	311	162

Ritsumeikan Asia Pacific University Graduate Schools

Doctoral Program/Master's Program				
Graduate School of Asia Pacific Studies	Master's	60	16	15
	Doctoral	10	4	3
Graduate School of Management	Master's	40	22	17
Master's Sub-total		100	38	32
Doctoral Sub-total		10	4	3
Total		110	42	35

*Does not include transfer admissions (RU Graduate Schools); However, third-year transfer admissions for the Graduate School of Core Ethics and Frontier Sciences are included in the figures for general entrance examinations.

*The figures for Ritsumeikan Asia Pacific University are only for AY2016 spring admissions;

However, the graduate school enrollment capacity is not divided into spring and fall categories.

(2) 5 Year Trend in Applicant Numbers (by College and Graduate School)

[College]

(Unit: Number of Persons)

	2012	2013	2014	2015	2016
Ritsumeikan University					
College of Law	6,800	7,058	6,927	7,811	8,328
College of Economics	8,785	7,731	7,826	9,149	8,808
College of Business Administration	8,128	7,103	8,667	10,654	9,661
College of Social Sciences	10,166	9,820	10,647	9,440	11,362
College of Letters	11,915	11,252	11,834	12,166	11,423
College of Science and Engineering	17,230	17,758	19,160	17,638	18,381
College of International Relations	3,517	2,533	2,867	2,594	3,204
College of Policy Science	3,685	3,591	3,600	3,641	4,733
College of Information Science and Engineering	5,252	5,359	5,308	5,201	5,049
College of Image Arts and Science	1,582	1,308	1,460	1,611	1,814
College of Pharmaceutical Science	2,235	2,430	2,191	2,151	2,268
College of Life Sciences	7,375	7,669	7,243	6,701	6,035
College of Sport and Health Science	2,203	2,607	2,568	2,562	2,540
College of Comprehensive Psychology	—	—	—	—	5,047
Total	88,873	86,219	90,298	91,319	98,653

(Unit: Number of Persons)

	2012	2013	2014	2015	2016
Ritsumeikan Asia Pacific University (Spring Enrollment)					
College of Asia Pacific Studies	2,293	2,453	2,626	1,902	1,949
College of International Management	1,334	1,872	2,286	1,447	1,417
Total	3,627	4,325	4,912	3,349	3,366

(Unit: Number of Persons)

	2011	2012	2013	2014	2015
Ritsumeikan Asia Pacific University (Fall Enrollment)					
College of Asia Pacific Studies	183	250	286	365	411
College of International Management	362	432	475	561	594
Total	545	682	761	926	1,005

Graduate Schools

● Ritsumeikan University Graduate Schools: Doctoral Programs/Master's Programs (Unit: Number of Persons)

Graduate Schools	Programs	2012	2013	2014	2015	2016
Graduate School of Law	Master's	57	68	53	57	27
	Doctoral	3	4	2	8	3
Graduate School of Economics	Master's	29	47	30	40	41
	Doctoral	1	2	2	2	3
Graduate School in Business Administration	Master's	40	48	44	53	73
	Doctoral	1	2	4	3	2
Graduate School of Sociology	Master's	35	31	46	47	42
	Doctoral	11	24	18	17	13
Graduate School of Letters	Master's	97	85	93	87	102
	Doctoral	13	24	26	27	24
Graduate School of Science and Engineering	Master's	420	448	403	490	392
	Doctoral	17	22	10	9	13
Graduate School of International Relations	Master's	50	37	57	36	40
	Doctoral	9	9	14	4	11
Graduate School of Policy Science	Master's	21	18	11	28	35
	Doctoral	4	3	6	4	4
Graduate School of Science for Human Services	Terminal Master's	90	75	104	83	106
Graduate School of Language Education and Information Science	Terminal Master's	57	67	43	79	69
Graduate School of Technology Management	Master's	79	54	33	28	38
	Doctoral	10	2	2	3	6
Graduate School of Public Policy	Terminal Master's	54	50	30	36	36
Graduate School of Sport and Health Science	Master's	31	19	43	31	21
	Doctoral	11	14	9	12	11
Graduate School of Image Arts	Terminal Master's	12	8	9	6	6
Graduate School of Information Science and Engineering	Master's	165	186	143	173	146
	Doctoral	10	5	2	6	7
Graduate School of Life Sciences	Master's	136	94	133	126	159
	Doctoral	9	2	4	0	11
Sub-total	Master's	1,373	1,335	1,275	1,400	1,333
	Doctoral	99	113	99	95	108
Total①		1,472	1,448	1,374	1,495	1,441

● Ritsumeikan University Graduate Schools: Five-Year Doctoral Program (Unit: Number of Persons)

Graduate Schools	Programs	2012	2013	2014	2015	2016
Graduate School of Core Ethics and Frontier Sciences	Full-Year Doctoral	33	31	26	29	25
Total②		33	31	26	29	25

● Ritsumeikan University Graduate Schools: Four-Year Doctoral Program (Unit: Number of Persons)

Graduate Schools	Programs	2012	2013	2014	2015	2016
Graduate School of Pharmacy	Doctoral	—	—	2	5	4
Total③		—	—	2	5	4

● Ritsumeikan University Graduate Schools: Professional Degree Program (Unit: Number of Persons)

Graduate Schools	Programs	2012	2013	2014	2015	2016
School of Law	Professional Degree	444	311	405	307	239
Graduate School of Management	Professional Degree	60	44	54	50	72
Total④		504	355	459	357	311

● Ritsumeikan University Graduate Schools: Total Number of Applicants (Unit: Number of Persons)

Graduate Schools	2012	2013	2014	2015	2016
Grand Total ①+②+③+④	2,009	1,834	1,861	1,886	1,781

● Ritsumeikan Asia Pacific University Graduate School Doctoral Program/Master's Program (Spring Enrollment) (Unit: Number of Persons)

Graduate Schools	Programs	2012	2013	2014	2015	2016
Graduate School of Asia Pacific Studies	Master's	23	13	18	25	16
	Doctoral	2	7	8	5	4
Graduate School of Management	Master's	24	9	16	26	22
Sub-total	Master's	47	22	34	51	38
	Doctoral	2	7	8	5	4
Total		49	29	42	56	42

● Ritsumeikan Asia Pacific University Graduate School Doctoral Program/Master's Program (Fall Enrollment) (Unit: Number of Persons)

Graduate Schools	Programs	2011	2012	2013	2014	2015
Graduate School of Asia Pacific Studies	Master's	151	136	94	89	64
	Doctoral	11	6	6	10	6
Graduate School of Management	Master's	62	42	28	42	44
Sub-total	Master's	213	178	122	131	108
	Doctoral	11	6	6	10	6
Total		224	184	128	141	114

3 Number of Faculty and Staff; Student-Teacher Ratios (as of May 1, 2015)

(1) 5 Year Trend in Number of Faculty and Staff

(Unit: Number of Persons)

		2011	2012	2013	2014	2015
Ritsumeikan University	No. of Faculty and Staff	1,165	1,180	1,242	1,267	1,288
Ritsumeikan Asia Pacific University	No. of Faculty and Staff	166	167	163	175	174
Affiliated School	No. of Faculty	480	483	493	515	514
Ritsumeikan Trust	No. of Full-Time Staff	703	727	735	729	723
Total		2,514	2,557	2,633	2,686	2,699

*Affiliated school faculty refer to permanent teachers, full-time instructors, IBDP special instructors, special contract teachers, specially-appointed teachers, part-time advisors, and continuously-employed teachers.

*Full-time staff of the Ritsumeikan Trust refers to staff who work at Ritsumeikan University, Ritsumeikan Asia Pacific University and the affiliated schools as well as staff seconded to outside institutions.

(2) Student-Teacher Ratios

● Ritsumeikan University

(Unit: Number of Persons)

College/ Department		No. of Full-Time Faculty	No. of Enrolled Students Per Full-Time Faculty Member
College of Law	Department of Law	64	54.5
College of Economics	Department of Economics	43	50.5
	Department of International Economics	23	37.9
	College of Economics Total	66	46.1
College of Business Administration	Department of Business Administration	53	48.6
	Department of International Business Administration	17	42.5
	College of Business Administration Total	70	47.2
College of Social Sciences	Department of Social Sciences	102	37.0
College of Letters	Department of Humanities	143	33.1
College of Science and Engineering	Department of Electrical and Electronic Engineering	32	19.4
	Department of Mechanical Engineering	32	21.4
	Department of Civil Engineering	17	22.0
	Department of Environmental Systems Engineering	18	17.7
	Department of Robotics	17	22.7
	Department of Mathematical Sciences	23	15.9
	Department of Physical Sciences	26	12.7
	Department of Electronic and Computer Engineering	19	20.3
	Department of Architecture and Urban Design	11	31.4
	College of Science and Engineering Total	195	19.5
College of International Relations	Department of International Relations	64	21.2
College of Policy Science	Department of Policy Science	54	28.7
College of Information Science and Engineering	Department of Computer Science	23	20.4
	Department of Information and Communication Science	25	19.0
	Department of Media Technology	28	17.1
	Department of Human and Computer Intelligence	20	23.0
	College of Information Science and Engineering Total	96	19.6
College of Image Arts and Sciences	Department of Image Arts and Sciences	25	27.0
College of Pharmaceutical Sciences	Department of Pharmacy	28	21.9
	Department of Pharmaceutical Sciences	10	4.6
	College of Pharmaceutical Sciences Total	38	17.4
College of Life Sciences	Department of Applied Chemistry	14	24.5
	Department of Biotechnology	19	17.1
	Department of Bioinformatics	15	18.1
	Department of Biomedical Sciences	12	20.8
College of Life Sciences Total	60	19.8	
College of Sport and Health Science	Department of Sport and Health Science	29	30.6

*The number of enrolled students in the Department Electrical & Electronic Engineering in the College of Science and Engineering includes 19 students from the Department of Photonics, a department for which student recruitment was discontinued.

*The number of enrolled students in the Department of Mechanical Engineering in the College of Science and Engineering includes 32 students from the Department of Micro System Technology, a department for which student recruitment was discontinued.

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

*In the "No. of enrolled students per full-time faculty member" field, the number of faculty who belong to other undergraduate academic bodies have been equally divided among the Colleges and Departments based on their respective intake capacities.

● Ristumeikan Asia Pacific University

(Unit: Number of Persons)

College/ Department		No. of Full-Time Faculty	No. of Enrolled Students Per Full-Time Faculty Member
College of Asia Pacific Studies	Graduate School of Asia Pacific Studies	55	30.5
College of International Management	Graduate School of Management	41	34.7

*In the "No. of enrolled students per full-time faculty member" field, 77 full-time faculty members who belong to the Center for Language Education and the Education Development and Learning Support Center have been equally divided between the Colleges based on their respective intake capacities.

4 International Exchange

(1) Ritsumeikan University: Number of Students Sent Overseas Per College and Graduate School in AY2015 (as of March 31, 2016) (Unit: Number of Persons)

College of Law	College of Economics	College of Business Administration	College of Social Sciences	College of Letters	College of Science and Engineering	College of International Relations	College of Policy Science	College of Information Science and Engineering	College of Image Arts and Science	College of Pharmaceutical Science	College of Life Sciences	College of Sport and Health Science	Graduate Schools
133	146	185	154	318	82	178	122	98	17	4	22	25	114

*Covers programs operated by the Center for International Education, the Colleges, the Graduate Schools and other academic centers (i.e., credit transfer and for-credit programs).

(2) 5 Year Trend in Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2015)

■ Ritsumeikan University College ■

● Number of Regularly-Enrolled International Students (Unit: Number of Persons)

College	AY	2011	2012	2013	2014	2015
College of Law		17	32	34	29	27
College of Economics		57	73	67	71	56
College of Business Administration		174	159	149	166	165
College of Social Sciences		106	106	99	87	88
College of Letters		57	61	70	74	85
College of Science and Engineering		74	54	51	52	61
College of International Relations		108	138	162	184	206
College of Policy Science		15	12	13	22	30
College of Information Science and Engineering		61	58	47	34	47
College of Image Arts and Sciences		17	19	25	25	29
College of Life Sciences		13	16	18	17	16
College of Sport and Health Science		1	1	3	5	7
Total		700	729	738	766	817

● Number of Short-Term Exchange Students (Unit: Number of Persons)

College	AY	2011	2012	2013	2014	2015
College of Law		1	4	1	2	9
College of Economics		0	4	6	7	5
College of Business Administration		7	10	18	15	22
College of Social Sciences		7	7	10	14	12
College of Letters		22	29	28	31	60
College of Science and Engineering		3	0	1	2	3
College of International Relations		28	43	64	45	49
College of Policy Science		0	0	2	5	16
College of Information Science and Engineering		1	1	1	2	2
College of Image Arts and Sciences		1	3	10	7	6
College of Life Sciences		0	1	0	1	3
Total		70	102	141	131	187

*Does not include short-term exchange students on the RSJP and RWJP operated by the Center for International Education.

■ Ritsumeikan University Graduate School ■

● Number of Regularly-Enrolled International Students (Unit: Number of Persons)

College	AY	2011	2012	2013	2014	2015
Graduate School of Law		4	5	7	9	9
Graduate School of Economics		68	63	55	48	43
Graduate School of Business Administration		57	51	42	43	51
Graduate School of Sociology		16	11	14	15	20
Graduate School of Letters		27	24	25	30	34
Graduate School of Science and Engineering		115	106	89	96	78
Graduate School of International Relations		68	69	64	52	61
Graduate School of Policy Science		40	43	39	29	39
Graduate School of Science for Human Services		3	6	5	5	6
Graduate School of Core Ethics and Frontier Sciences		11	10	14	14	15
Graduate School of Language Education & Information Science		15	26	47	47	58
School of Law		1	0	0	0	0
Graduate School of Technology Management		8	14	16	22	23
Graduate School of Management		10	8	11	9	10
Graduate School of Sport and Health Science		3	1	1	2	2
Graduate School of Image Arts		1	1	1	1	0
Graduate School of Information Science and Engineering		—	2	19	50	55
Graduate School of Life Sciences		—	1	7	15	20
Total		447	441	456	487	524

● Number of Short-Term Exchange Students (Unit: Number of Persons)

Graduate Schools	AY	2011	2012	2013	2014	2015
Graduate School of Law		0	0	1	2	1
Graduate School of Business Administration		0	0	4	3	3
Graduate School of Sociology		0	1	2	1	1
Graduate School of Letters		2	6	3	6	8
Graduate School of Science and Engineering		0	0	0	0	1
Graduate School of International Relations		13	1	7	6	8
Graduate School of Policy Science		0	0	0	1	1
Graduate School of Language Education and Information Science		1	1	2	0	4
Graduate School of Image Arts		0	0	1	0	1
Graduate School of Information Science and Engineering		—	0	0	1	3
Graduate School of Life Sciences		—	0	0	1	1
Total		16	9	20	21	32

*Does not include short-term exchange students on the RSJP and RWJP operated by the Center for International Education.

■ Ritsumeikan Asia Pacific University College ■

● Number of Regularly-Enrolled International Students (Unit: Number of Persons)

College \ AY	2011	2012	2013	2014	2015
College of Asia Pacific Studies	752	727	686	768	919
College of International Management	1,694	1,540	1,498	1,518	1,587
Total	2,446	2,267	2,184	2,286	2,506

● Number of Short-Term Exchange Students (Unit: Number of Persons)

College \ AY	2011	2012	2013	2014	2015
College of Asia Pacific Studies	19	40	42	34	50
College of International Management	18	24	22	33	35
Total	37	64	64	67	85

■ Ritsumeikan Asia Pacific University Graduate School ■

● Number of Regularly-Enrolled International Students (Unit: Number of Persons)

Graduate School \ AY	2011	2012	2013	2014	2015
Graduate School of Asia Pacific Studies	176	153	120	109	115
Graduate School of Management	34	42	52	38	59
Total	210	195	172	147	174

5

Number of Graduate Degrees Conferred, Number of Students Who Passed Examinations (Career-Track Examination for National Public Servants, Bar Examination, and Japanese Certified Public Account's Examination) and Advancement Data (as of March 31, 2016)

(1) Number of Graduate Degrees Conferred

	Degree	Number
Ritsumeikan University Graduate School	Doctoral	66
	Master's	892
	Professional	82
Ritsumeikan Asia Pacific University Graduate School	Doctoral	6
	Master's	61

(2) Number of Students Who Passed Examinations (Career-Track Examination for National Public Servants, Bar Examination, Japanese Certified Public Accountant Examination) and National Ranking

■ Career-Track Examination for National Public Servants ■

Rank	University	Number
1	University of Tokyo	459
2	Kyoto University	151
3	Waseda University	148
4	Keio University	91
5	Tohoku University	66
6	Osaka University	63
7	Chuo University	58
8	Hitotsubashi University	54
8	Hokkaido University	54
10	Tokyo Institute of Technology	53
18	Ritsumeikan University	21

(Data from National Personnel Authority announcement)

■ Bar Examination ■

Rank	University	Number
1	Chuo University	170
2	Keio University	158
3	University of Tokyo	149
4	Waseda University	145
5	Kyoto University	128
6	Hitotsubashi University	79
7	Kobe University	72
8	Meiji University	53
9	Osaka University	48
10	Hokkaido University	42
17	Ritsumeikan University	27

(Data from Ministry of Justice announcement)

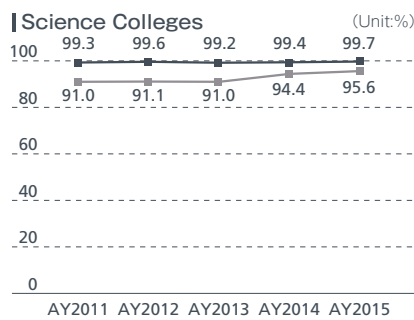
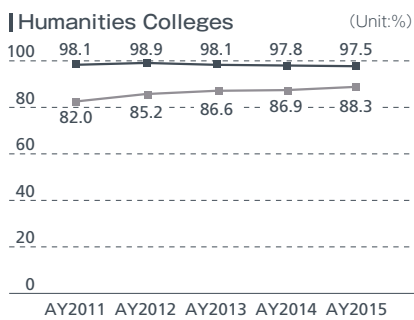
■ Certified Public Accountant Examination (Japan) ■

Rank	University	Number
1	Keio University	123
2	Waseda University	91
3	Chuo University	64
4	Meiji University	56
5	Doshisha University	33
6	Kansai University	29
7	Kwansei Gakuin University	28
7	Kobe University	28
9	University of Tokyo	23
10	Senshu University	22
	Ritsumeikan University	20

(Data from CPA Mitakai, except the data on Ritsumeikan University)

(3) 5 Year Trend in Advancement Data

Ritsumeikan University



■ Known advancement Rate
 - - - ■ Advancement Rate

*Known Advancement Rate = (Job Placement + Advancement + Other) ÷ No. of Graduates × 100.

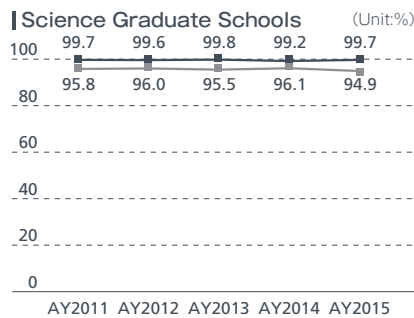
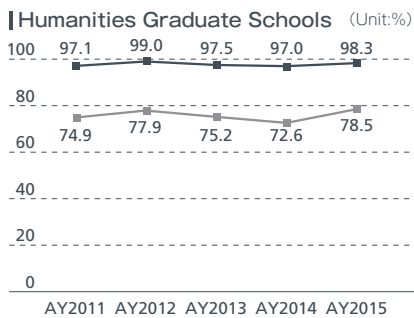
*Advancement Rate = (Job Placement + Advancement) ÷ No. of Graduates × 100.

*The number of graduates includes spring semester and accelerated program graduates.

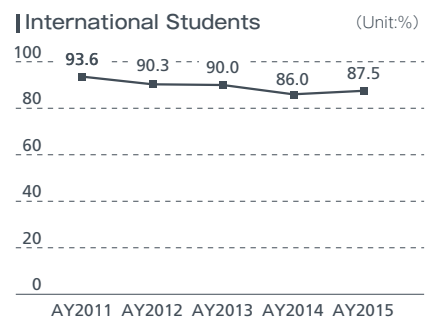
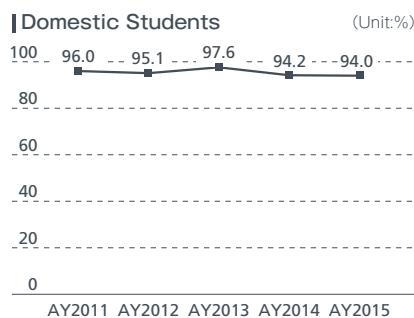
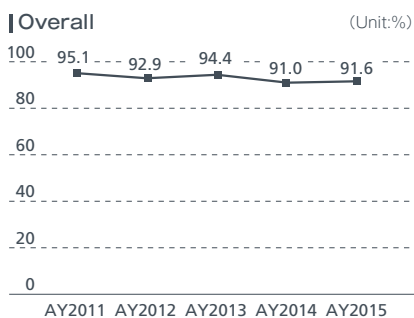
*Successful Hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), individuals who continue their studies while seeking employment, individuals who go on to work in a family business, individuals who sign a professional sports contract, individuals who start a business, and individuals with prospective employment.

*Advancement: This refers to advancement to graduate schools in Japan, universities or graduate schools in other countries, other universities and other post-secondary schools.

*Other: This figure refers to individuals who are preparing for certification testing or applying to a graduate school, individuals who intend to continue their job search, individuals with no intention of searching for employment, individuals engaged in part-time work, individuals who returned to their home countries, individuals on study abroad etc.



Ritsumeikan Asia Pacific University



■ Job Placement Rate

*Job Placement Rate = Successful Hires ÷ Job Seekers × 100.

*Includes fall graduates.

*Successful Hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), individuals who continue their studies while seeking employment, individuals who go on to work in a family business, and individuals who start a business.

6 Research Funding at Ritsumeikan University (as of March 31, 2016)

External Research Funding (No. and Amount)

(Unit: JPY)

AY2015	Number	Amount
Public Research Funding		
Grants-in-Aid for Scientific Research (MEXT / JSPS)*1	574	1,297,170,015
MEXT-Supported Program for the Strategic Research Foundation at Private Universities	10	218,139,000
Other Public Research Funding	72	641,826,520
Research Funding for Industry-Academia Cooperation		
Contracted Research	390	413,798,735
Joint Research	90	94,502,052
Grants and Subsidies etc.	92	280,702,599
Private Research Founding	43	46,495,320
Revenue from Patents etc.*2	27	7,675,336
Other Revenue*3	53	22,126,100
Total	1,351	3,022,435,677

*1: Including Grants-in-Aid for JSPS Fellows and fund for the Promotion of Joint International Research (Fostering Joint International Research).

*2: Royalties, Licensing and Transfer Fees.

*3: Revenue from Research Consortium Membership Dues, Rental Fee for SR Center by Non-university Personnel.

Regarding the disclosure of information on our homepage

To fulfill our social responsibility with regard to administration, education and research, realize fair and highly transparent management, and contribute to improving the quality of administration and other activities at the Ritsumeikan Trust, we formulated the Ritsumeikan Trust Personal Information Protection Regulations and strive to proactively disclose information.

<http://en.ritsumeikan-trust.jp/>

HOME

The screenshot displays the homepage of the Ritsumeikan Trust. At the top left is the logo 'R THE RITSUMEIKAN TRUST'. To the right are navigation links: 'About the Ritsumeikan Trust', 'Affiliated schools and campuses', 'Facts & Figures', 'Japanese', and 'Chinese'. Below the navigation is a large image of a building with the 'R' logo on its facade. Underneath the image is the section 'About the Ritsumeikan Trust' with a grid of links: 'Greetings from the Chairperson', 'Chairperson's Profile', 'List of Trustees', 'Ritsumeikan Charter', 'School spirit', 'The Ritsumeikan tradition on sports', 'Ritsumeikan History', 'Organization Chart', 'Academic Management Plans', 'Operating Reports', 'Financial Information', and 'Facts & Figures'. Below this grid are two image-based sections: 'Affiliated Schools and Campuses' and 'Engagement'. At the bottom, there is a footer with 'Contact | Site Map | Site Policy | Privacy Policy' on the left and '© The Ritsumeikan Trust. All rights reserved.' on the right.



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