

AY 2017

Operating Report

2017 RITSUMEIKAN

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On the Issuance of the AY2017 Operating Report

We established the R2020 Academy Vision to serve as 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 this vision. The 2017 academic year marks the second year of the R2020 Second Half Plan (AY2016 - 2020).

Globalization is currently the biggest issue facing higher education in Japan. At Ritsumeikan, the universities and schools have been implementing measures in accordance with the Ritsumeikan Global Initiative, our strategy to internationalize the Academy. Ritsumeikan University (RU) and Ritsumeikan Asia Pacific University (APU) have been selected by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for the Top Global University Project (SGU Project (abbreviation based on Japanese project name)), and Ritsumeikan Senior High School and Ritsumeikan Uji Senior High School, and Ritsumeikan Keisho Senior High School have all been designated as Super Global High Schools (SGH). Both Ritsumeikan University and Ritsumeikan Asia Pacific University received A grades in the SGU Project mid-term evaluations conducted in AY2017. Taking pride in these achievements, we will harness the power of the entire Academy as we continue pursuing initiatives.

At Ritsumeikan University, we established the Graduate School of Professional Teacher Education (Suzaku Campas) in AY2017, and this April we opened the College of Gastronomy Management (Biwako-Kusatsu Campas(BKC)), the American University-Ritsumeikan University Joint Degree Program in the College of International Relations (Kinugasa Campas), and the Graduate School of Human Sciences (Osaka Ibaraki Campas(OIC)). As evidenced by our plans to open the College of Global Liberal Arts on OIC in AY2019, we will continue pursuing progressive initiatives in response to the needs of society. Ritsumeikan University was also selected for MEXT's Exploration and Development of Global Entrepreneurship for the NEXT Generation (EDGE-NEXT) program and the Japan Sports Agency's Project for the

Establishment of a Comprehensive Supervisory Organization for Collegiate Sports ("Japanese NCAA") (part of the Agency's Collegiate Sports Promotion Program), and it set new records for both the number and amount of Grants-in-Aid for Scientific Research obtained. As this shows, we continue to maintain a stellar reputation within Japan.

Moreover, we are working to further improve our campuses by renovating the Zonshinkan and Kogakukan Halls on the Kinugasa Campus, opening Beyond Borders Plazas on all three campuses, and establishing the OIC International House dormitory.

At Ritsumeikan Asia Pacific University, the AY2017 academic reforms were implemented, and following on the heels of AACSB accreditation, which certifies the university as one of the world's leading providers of management education, the Tourism and Hospitality cluster obtained TedQual accreditation. As one of Japan's premier international universities, APU will continue striving to improve its international competitive edge and communicate its strengths to the world.

Meanwhile, the affiliated schools continue to pursue a range of distinctive initiatives. We made strides in developing a 12-year integrated education system that encompasses Ritsumeikan Primary School, Ritsumeikan Junior High School, and Ritsumeikan Senior High School; while Moriyama Senior High School was re-designated as a Super Science High School. At the same time, Ritsumeikan Keisho Junior and Senior High Schools and Ritsumeikan Uji Junior and Senior High Schools are working on fleshing out the details of their respective future plans.

This Report was formulated to communicate the Academy's initiatives for AY2017 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 25, 2018



The Ritsumeikan Trust
Chairman of the Board of Trustees **Tomomi Morishima**



The Ritsumeikan Trust
Chancellor **Mikio Yoshida**

1. Founding Spirit and Educational Philosophy

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, upon 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.

1-1. The Ritsumeikan Charter

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 Jinxin 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.

July 21, 2006 The Ritsumeikan Trust

1-2. R2020 – Our Vision for Ritsumeikan in 2020 –

R2020 Academy Vision

In accordance with the spirit of the Ritsumeikan Charter, we have proposed the R2020 Academy Vision as an image of the Ritsumeikan Academy in the year 2020.

R2020

"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

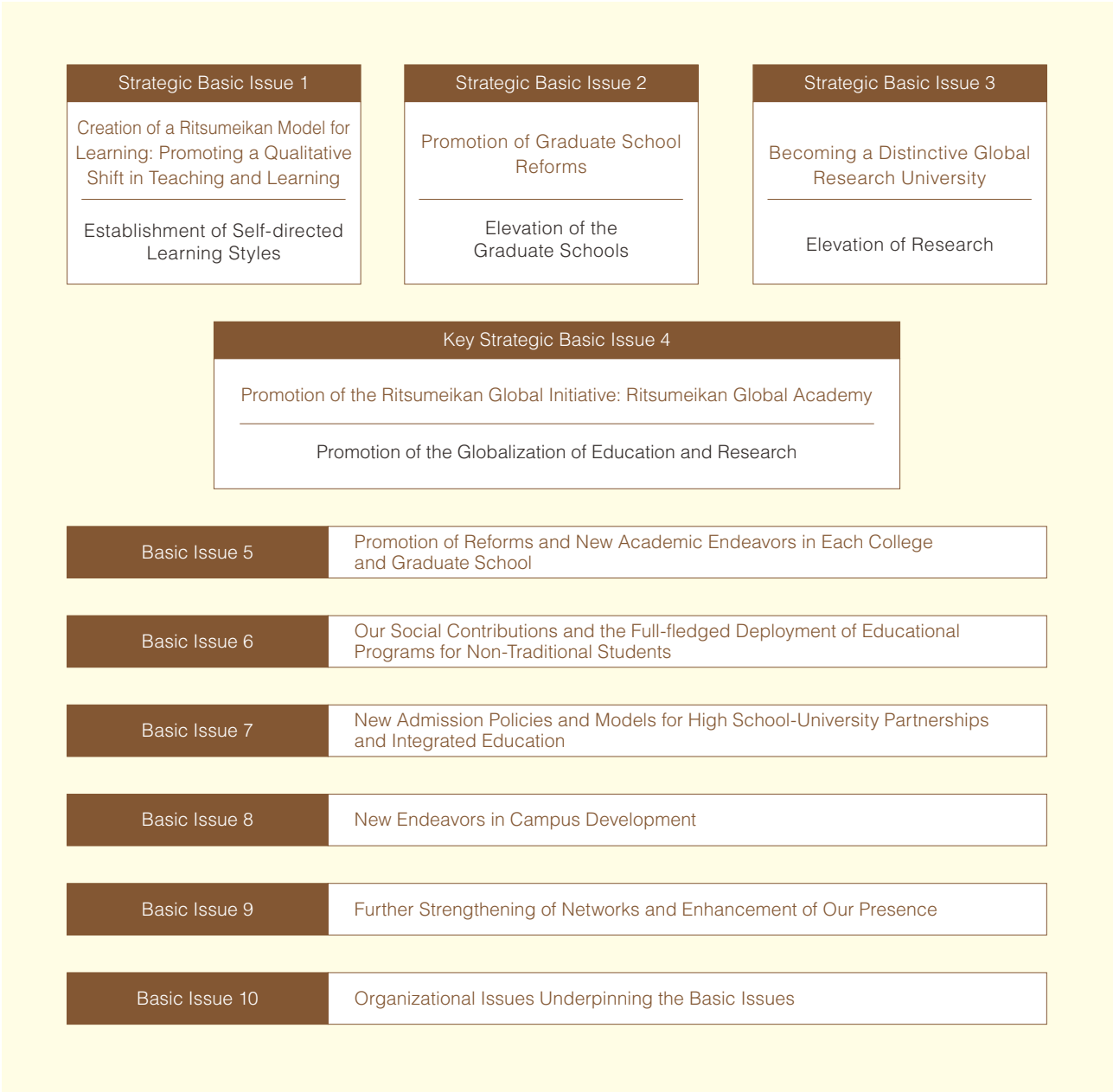
We will create a wide range of communities, networks and new values, while each and every one of us strives to create the future and create an Academy that will serve as a solid grounding for our future.

Ritsumeikan University Second Half Plan

Ritsumeikan University will continue to improve the quality of education and research based on its mission to (1) cultivate human resources who can be leaders in the global community and (2) contribute to solving the issues facing global society. With a focus on globalization in the fields of education and research, we aim to raise the level of our education and research to the standard demanded by a society that is globalizing in every aspect. We will undertake efforts to establish self-directed

learning habits, elevate our graduate schools, raise the level of our research, and promote the globalization of education and research since we have determined that this will contribute significantly to the sophistication of our education. In light of this, we have defined the following 10 Basic Issues and will strive to establish Ritsumeikan University's status within the global community.

Overview of the 10 Basic Issues



Ritsumeikan Asia Pacific University Second Half Plan

Ritsumeikan Asia Pacific University (“APU”) began elaborating upon its APU2020 Second Half Plan in March 2014 in parallel with the formulation of the APU2030 Vision. It has since stipulated a basic policy direction while seeking input from its alumni and various other stakeholders. As part of the R2020

Second Half Plan, APU defined nine basic issues, including the creation of “Global Learning,” and it listed concrete indicators or standards for each issue as well as action plans for the achievement thereof.

Basic Issue 1	Basic Issue 2	Basic Issue 3
APU Global Learning	Assuring and Improving the Quality of Education and Research in the College of International Management / Graduate School of Management	Assuring and improving the quality of education and research in the College of Asia Pacific Studies / Graduate School of Asia Pacific Studies—Undergraduate and Graduate School Reforms
Basic Issue 4	Basic Issue 5	Basic Issue 6
Reforms to Enhance Research Capacity and the Ability to Disseminate Research Outcomes	Diversity-driven Student Life	APU Global Admissions Reforms
Basic Issue 7	Basic Issue 8	Basic Issue 9
Governance Reforms	Faculty and Staff Organization Reforms	Cooperation with Stakeholders

Second Half Plan for Integrated Primary and Secondary Education and the Affiliated Schools

The value of the Ritsumeikan continuum of education lies in each level, from the primary school up through to the graduate school, working in tandem under an integrated set of educational principles based on the Ritsumeikan Charter. Convinced that

the academic development of the Academy in future lies with affiliated school education both in qualitative and quantitative terms, we have identified the following six basic issues in the Second Half Plan.

Basic Issue 1	Basic Issue 2	Basic Issue 3
Ritsumeikan Top Global Schools Project	Realizing the Affiliated School Version of the Ritsumeikan Model for Learning—Nurturing Independent Learners	Designing a System for Transitioning from Ritsumeikan's High Schools to Its Universities and Graduate Schools
Basic Issue 4	Basic Issue 5	Basic Issue 6
Creating Social Networks and Ritsumeikan's Branding and Entrance Examination Strategies	Developing Organizations and Conditions Conducive to Supporting New Developments in Each School	Enhancing Education in Cooperative Schools and Considering Cooperative Policies

2. History of the Ritsumeikan Trust (as of May 1, 2017)

May	1900	• Establishment of Kyoto Hosei School (Kyoto School of Law and Politics) approved.	August	1988	• Ritsumeikan Junior and Senior High School moved. (Location: 23 Fukakusa-Nishideyama-cho, Fushimi-ku, Kyoto)
October	1903	• Name change to Kyoto Profession School of Law approved.	April	1994	• Biwako-Kusatsu Campus (Kusatsu, Shiga) opened.
September	1904	• Establishment of Kyoto University Law and Politics approved.	August	1994	• Merger with Uji Academy (Uji Senior High School, Uji Special Training School) approved.
September	1905	• Establishment of Seiwa School (private junior high school) approved.			• Name changed from Uji Senior High School to Ritsumeikan Uji Senior High School.
April	1906	• Name changed from Seiwa School to Seiwa Junior High School in accordance with the School Ordinance.	December	1995	• Merger with Keisho Academy (Sapporo Senior High School of Economics) approved.
December	1913	• Establishment of the Ritsumeikan Foundation approved. Name change from Kyoto University Law and Politics to Ritsumeikan Private University approved.			• Name changed from Sapporo Senior High School of Economics to Ritsumeikan University Keisho Senior High School.
		• Name change from Seiwa Junior High School to Ritsumeikan Junior High School approved.	March	1997	• Establishment of Ritsumeikan University Keisho Senior High School full-time general course approved.
July	1919	• Name change from Ritsumeikan Private University to Ritsumeikan University approved.	April	1997	• Ritsumeikan University Keisho Senior High School moved. (Location: 640-1 Nishinoppo, Ebetsu, Hokkaido)
June	1922	• Establishment of Ritsumeikan University under the old University Decree approved. Establishment of undergraduate division and professional school approved.	July	1998	• Abolishment of Uji Special Training School approved.
March	1944	• Name change from Ritsumeikan University Professional School to Ritsumeikan Professional School approved.	December	1999	• Establishment of Ritsumeikan Asia Pacific University approved.
April	1947	• Establishment of Ritsumeikan Junior High School approved in accordance with educational system reforms.			• 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.
March	1948	• Establishment of Ritsumeikan University approved in accordance with the School Education Act.	April	2002	• Ritsumeikan Uji Senior High School moved. (Location: 33-1 Hachiken-yadani, Hirono-cho, Uji, Kyoto)
April	1948	• Establishment of Ritsumeikan Senior High School and Ritsumeikan Evening High School (renamed Ritsumeikan Senior High School Part-Time Program in 1952) approved.	October	2002	• Establishment of Ritsumeikan Uji Junior High School approved.
March	1950	• Establishment of Ritsumeikan University Junior College approved. Establishment of Ritsumeikan University Graduate School (Master's Program) approved.	December	2002	• Establishment of Ritsumeikan Asia Pacific University Graduate School 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)	October	2005	• Establishment of Ritsumeikan Moriyama Senior High School approved.
June	1953	• Abolishment of Ritsumeikan Professional School approved.	March	2006	• Establishment of Ritsumeikan Primary School approved.
December	1954	• Abolishment of Ritsumeikan University Junior College approved.	September	2006	• Trust offices moved. (Location: 1-7 Nishinokyo-Togano-cho, Nakagyo-ku, Kyoto)
March	1968	• Ritsumeikan Senior High School Part-Time Program closed.			• Suzaku Campus (Nakagyo-ku, Kyoto) opened.
June	1979	• Change of Trust office location approved (Office moved in September). (Location: 56-1 Toji-in Kitamachi, Kita-ku, Kyoto)	October	2006	• Establishment of Ritsumeikan Moriyama Junior High School approved.
April	1981	• Move from Hirokoji Campus (Kamigyo-ku, Kyoto) to Kinugasa Campus (Kita-ku, Kyoto) completed.	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.

3. Schools, Colleges, Departments, and Other Organizations of the Trust (as of May 1, 2017)

Ritsumeikan
University

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

Suzaku Campus

1 Nishinokyo-Suzaku-cho, Nakagyo-ku, Kyoto



School of Law
Graduate School of Public Policy
Graduate School of Professional Teacher Education

Osaka Ibaraki Campus

2-150, Iwakura-cho, Ibaraki, Osaka



College of Business Administration
College of Policy Science
College of Comprehensive Psychology
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

Ritsumeikan Senior
High School

1-1-1 Choshi, Nagaokakyo, Kyoto

Ritsumeikan Uji Senior
High School

33-1 Hachikenyardani, Hirono-cho, Uji, Kyoto

Ritsumeikan Keisho
Senior High School

640-1 Nishinopporo, Ebetsu, Hokkaido

Ritsumeikan Moriyama
Senior High School

250 Miyake-cho, Moriyama, Shiga

Ritsumeikan Junior
High School

1-1-1 Choshi, Nagaokakyo, Kyoto

Ritsumeikan Uji Junior
High School

33-1 Hachikenyardani, Hirono-cho, Uji, Kyoto

Ritsumeikan Keisho
Junior High School

640-1 Nishinopporo, Ebetsu, Hokkaido

Ritsumeikan Moriyama
Junior High School

250 Miyake-cho, Moriyama, Shiga

Ritsumeikan Primary
School

22 Koyama-Nishi-kamifusa-cho, Kita-ku, Kyoto



4. Number of Students at Each Level

4-1. Ritsumeikan University (as of May 1, 2017)

(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	—	750	3,160	3,738	
	Total	790	—	750	3,160	3,738	
College of Economics	Department of Economics	795	—	873	2,400	2,764	
	Department of International Economics	—	—	—	600	734	Student recruitment suspended in April 2017
	Total	795	—	873	3,000	3,498	
College of Business Administration	Department of Business Administration	675	—	694	2,505	2,931	
	Department of International Business Administration	150	—	165	600	724	
	Total	825	—	859	3,105	3,655	
College of Social Sciences	Department of Social Sciences	900	—	962	3,600	4,006	
	Total	900	—	962	3,600	4,006	
College of Letters	Department of Humanities	980	—	970	4,095	4,669	Changed enrollment capacity in AY 2017 (905 > 980)
	Total	980	—	970	4,095	4,669	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	167	604	677	Changed enrollment capacity in AY 2017 (142 > 154)
	Department of Mechanical Engineering	173	10	165	673	737	Changed enrollment capacity in AY 2017 (160 > 173)
	Department of Civil Engineering	91	2	96	347	390	Changed enrollment capacity in AY 2017 (84 > 91)
	Department of Environmental Systems Engineering	75	2	79	286	310	Changed enrollment capacity in AY 2017 (69 > 75)
	Department of Photonics	—	—	—	—	4	Student recruitment suspended in April 2012
	Department of Robotics	90	6	84	351	412	Changed enrollment capacity in AY 2017 (83 > 90)
	Department of Mathematical Sciences	97	—	73	367	366	Changed enrollment capacity in AY 2017 (90 > 97)
	Department of Physical Sciences	86	—	66	326	348	Changed enrollment capacity in AY 2017 (80 > 86)
	Department of VLSI System Design*	—	—	—	—	5	
	Department of Electronic and Computer Engineering	102	8	104	400	422	Changed enrollment capacity in AY 2017 (94 > 102)
	Department of Micro System Technology	—	—	—	—	3	Student recruitment suspended in April 2012
	Department of Architecture and Urban Design	91	16	90	333	344	Changed enrollment capacity in AY 2017 (70 > 91)
	Total	959	56	924	3,687	4,018	
College of International Relations	Department of International Relations	335	—	339	1,250	1,466	Changed enrollment capacity in AY 2017 (305 > 335)
	Total	335	—	339	1,250	1,466	
College of Policy Science	Department of Policy Science	410	—	393	1,490	1,668	Changed enrollment capacity in AY 2017 (360 > 410)
	Total	410	—	393	1,490	1,668	
College of Information Science and Engineering	Department of Information Science and Engineering	475	—	513	475	513	Established in April 2017
	Department of Computer Science	—	10	—	350	403	Student recruitment suspended in April 2017
	Department of Information and Communication Science	—	10	—	350	371	Student recruitment suspended in April 2017
	Department of Media Technology	—	10	—	350	378	Student recruitment suspended in April 2017
	Department of Human and Computer Intelligence	—	10	—	350	392	Student recruitment suspended in April 2017
	Total	475	40	513	1,875	2,057	
College of Image Arts and Sciences	Department of Image Arts and Sciences	160	—	160	610	695	Changed enrollment capacity in AY 2017 (150 > 160)
	Total	160	—	160	610	695	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	127	600	628	
	Department of Pharmaceutical Sciences	60	—	70	180	163	Established in April 2015
	Total	160	—	197	780	791	
College of Life Sciences	Department of Applied Chemistry	111	—	125	351	403	Changed enrollment capacity in AY 2017 (80 > 111)
	Department of Biotechnology	86	—	98	326	344	Changed enrollment capacity in AY 2017 (80 > 86)
	Department of Bioinformatics	64	—	46	244	247	Changed enrollment capacity in AY 2017 (60 > 64)
	Department of Biomedical Sciences	64	—	70	244	255	Changed enrollment capacity in AY 2017 (60 > 64)
	Total	325	—	339	1,165	1,249	
College of Sport and Health Science	Department of Sport and Health Science	235	—	241	895	989	Changed enrollment capacity in AY 2017 (220 > 235)
	Total	235	—	241	895	989	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	300	560	616	Established in April 2016
	Total	280	—	300	560	616	
Total		7,629	96	7,820	29,272	33,115	

*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 second year, the total number of freshman in this table has been equally divided among the Departments. The number which cannot be divided is allocated to 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.

(Unit: Number of Persons)

Graduate School	Program	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Graduate School of Law	Master's Program	60	9	120	24	
	Doctoral Program	10	1	30	8	
	Total	70	10	150	32	
Graduate School of Economics	Master's Program	50	12	100	88	
	Doctoral Program	5	2	15	12	
	Total	55	14	115	100	
Graduate School of Business Administration	Master's Program	60	35	120	65	
	Doctoral Program	15	2	45	15	
	Total	75	37	165	80	
Graduate School of Sociology	Master's Program	60	34	120	67	
	Doctoral Program	15	7	45	64	
	Total	75	41	165	131	
Graduate School of Letters	Master's Program	105	63	210	144	
	Doctoral Program	35	16	105	100	
	Total	140	79	315	244	
Graduate School of Science and Engineering	Master's Program	450	325	900	680	
	Doctoral Program	40	17	120	67	
	Total	490	342	1,020	747	
Graduate School of International Relations	Master's Program	60	19	120	100	
	Doctoral Program	10	3	30	30	
	Total	70	22	150	130	
Graduate School of Policy Science	Master's Program	40	16	80	77	
	Doctoral Program	15	4	45	25	
	Total	55	20	125	102	
Graduate School of Science for Human Services	Master's Program	60	32	120	78	
	Total	60	32	120	78	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	3	150	150	
	Total	30	3	150	150	
Graduate School of Language Education and Information Science	Master's Program	60	42	120	104	
	Total	60	42	120	104	
School of Law	Professional Degree Program	70	18	240	70	Changed enrollment capacity in AY 2016 (100 → 70)
	Total	70	18	240	70	
Graduate School of Technology Management	Master's Program	70	16	140	59	
	Doctoral Program	5	2	15	28	
	Total	75	18	155	87	
Graduate School of Management	Professional Degree Program	80	36	160	92	Changed enrollment capacity in AY 2015 (100 → 80)
	Total	80	36	160	92	
Graduate School of Public Policy	Master's Program	60	22	120	41	
	Total	60	22	120	41	
Graduate School of Sport and Health Science	Master's Program	25	11	50	30	
	Doctoral Program	8	10	24	50	
	Total	33	21	74	80	
Graduate School of Image Arts	Master's Program	10	6	20	11	
	Total	10	6	20	11	
Graduate School of Information Science and Engineering	Master's Program	200	139	400	299	
	Doctoral Program	15	5	45	30	
	Total	215	144	445	329	
Graduate School of Life Sciences	Master's Program	150	107	300	253	
	Doctoral Program	15	5	45	27	
	Total	165	112	345	280	
Graduate School of Pharmacy	Four-Year Doctoral Program	3	2	12	13	Established in April 2014
	Total	3	2	12	13	
Graduate School of Professional Teacher Education	Professional Degree Program	35	32	35	32	Established in April 2017
	Total	35	32	35	32	
	Master's Program	1,520	888	3,040	2,120	
	Doctoral Program	188	74	564	456	
	Five-Year Doctoral Program	30	3	150	150	
	Four-Year Doctoral Program	3	2	12	13	
	Professional Degree Program	185	86	435	194	
	Total	1,926	1,053	4,201	2,933	

*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.

4-2. Ritsumeikan Asia Pacific University (as of November 1, 2017)

(Unit: Number of Persons)

College	Department	Enrollment Capacity	Second-Year Transfer Capacity	Third-Year Transfer Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
College of Asia Pacific Studies	Department of Asia Pacific Studies	660	12	18	694	2,532	2,877	Changed enrollment capacity in AY 2017 (600 > 660)
Total		660	12	18	694	2,532	2,877	
College of International Management	Department of International Management	660	22	31	641	2,588	2,657	Changed enrollment capacity in AY 2017 (600 > 660)
Total		660	22	31	641	2,588	2,657	
Total		1,320	34	49	1,335	5,120	5,534	

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

(Unit: Number of Persons)

Graduate School	Program	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Graduate School of Asia Pacific Studies	Master's Program	60	54	120	91	
	Doctoral Program	10	7	30	23	
	Total	70	61	150	114	
Graduate School of Management	Master's Program	40	43	80	75	
	Total	40	43	80	75	
	Total	110	104	230	189	

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

4-3. Ritsumeikan Junior and Senior High School (as of May 1, 2017)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	247	645	706	
Ritsumeikan Senior High School	Full-time general course	360	341	1,080	1,021	

4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2017)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	166	540	492	
Ritsumeikan Uji Senior High School	Full-time general course	405	372	1,215	1,114	

4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2017)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	193	540	560	
Ritsumeikan Keisho Senior High School	Full-time general course	305	313	915	914	

4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2017)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	160	480	481	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	318	960	914	

4-7. Ritsumeikan Primary School (as of May 1, 2017)

(Unit: Number of Persons)

School	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Primary School	120	121	720	713	

5. Executives (Trustees and Auditors) (as of March 31, 2018)

Fixed number of Executives: 41 Trustees, 3 Auditors

Position	Name	Full-Time or Part-Time	Position	Name	Full-Time or Part-Time
Chairman of the Board of Trustees	Tomomi Morishima	Full-time	Trustee	Yasuhiro Wakebayashi	Part-time
Trustee; Chancellor; President of Ritsumeikan University	Mikio Yoshida	Full-time	Trustee; Vice President of Ritsumeikan Asia Pacific University	Hidetaka Yoshimatsu	Full-time
Trustee; Vice Chairperson	Yasunari Hisaoka	Full-time	Trustee; Dean, Ritsumeikan University College of Law	Masaaki Miyai	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Masato Ichikawa	Full-time	Trustee; Dean, Ritsumeikan University College of Economics	Akira Matsumoto	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Toyohiko Matsubara	Full-time	Trustee; Dean, Ritsumeikan University College of Business Administration	Noriji Sato	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	Haruaki Deguchi	Full-time	Trustee; Dean, Ritsumeikan University College of Social Sciences	Yoshiaki Takeuchi	Full-time
Senior Executive Trustee	Kan Ueda	Full-time	Trustee; Dean, Ritsumeikan University College of Letters	Ryuzo Ueno	Full-time
Executive Trustee of General Affairs	Yukio Nishikawa	Full-time	Trustee; Dean, Ritsumeikan University College of Science and Engineering	Ryoichi Fukagawa	Full-time
Executive Trustee of Financial Affairs	Hiroki Shikata	Full-time	Trustee; Dean, Ritsumeikan University College of International Relations	Akihiko Kimijima	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	Toshio Kobatake	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	Keisuke Kitano	Full-time
Trustee	Mitsuji Ando	Part-time	Trustee; Dean, Ritsumeikan University College of Pharmaceutical Sciences	Naoki Hattori	Full-time
Trustee	Kimihiko Uemura	Part-time	Trustee; Dean, Ritsumeikan University College of Life Sciences	Kazuo Kojima	Full-time
Trustee	Hideho Oshima	Part-time	Trustee; Dean, Ritsumeikan University College of Sport and Health Science	Tadao Isaka	Full-time
Trustee	Masumi Okano	Part-time	Trustee; Dean, Ritsumeikan University College of Comprehensive Psychology	Takao Sato	Full-time
Trustee	Yukio Kondo	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	Hiroshi Todoroki	Full-time
Trustee	Yasuko Sasaki	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of International Management	Toshitsugu Otake	Full-time
Trustee	Hideo Takasaki	Part-time	Auditor	Yoshikazu Sagami	Full-time
Trustee	Izuhiko Matsui	Part-time	Auditor	Takanori Ozaki	Part-time
Trustee	Kenji Murakami	Part-time	Auditor	Yasuhiko Watanabe	Part-time
Trustee	Makoto Yamanaka	Part-time			

6. Councilors (as of March 31, 2018)

Fixed number of Councilors: 100 (including 41 Trustees)

Position	Name
Councilor(Chairman; External)	Tadashi Kasei
Councilor (External)	Toshihiro Ishii
Councilor (External)	Hidetaka Itsuji
Councilor (External)	Morihiro Ogaki
Councilor (External)	Takashi Okoshi
Councilor (External)	Akihiro Ota
Councilor (External)	Yoshihito Ota
Councilor (External)	Rikito Obata
Councilor (External)	Daisaku Kadokawa
Councilor (External)	Yasutaka Kudo
Councilor (External)	Osamu Saito
Councilor (External)	Shigeru Saito
Councilor (External)	Kazuichi Sakamoto
Councilor (External)	Rikifusa Satake
Councilor (External)	Haruo Shimomura
Councilor (External)	Toshimi Shintate
Councilor (External)	Takuji Takahashi
Councilor (External)	Kenzo Toki
Councilor (External)	Tadashi Naruse
Councilor (External)	Yoshiyuki Nishimura

*Trustees omitted.

Position	Name
Councilor (External)	Tadashi Hayakawa
Councilor (External)	Yukio Hayashi
Councilor (External)	Keiko Maeda
Councilor (External)	Masaaki Makikawa
Councilor (External)	Wakako Matsumoto
Councilor (External)	Itsuro Miki
Councilor (External)	Akimasa Yamashita
Councilor (External)	Seitaka Yoshida
Councilor (Internal)	Nobuhiko Agatsuma
Councilor (Internal)	Tomomi Ishima
Councilor (Internal)	Takashi Ito
Councilor (Internal)	Hiromi Inamori
Councilor (Internal)	Takeshi Ota
Councilor (Internal)	Atsushi Onishi
Councilor (Internal)	Naoki Okamoto
Councilor (Internal)	Sadao Kawamura
Councilor (Internal)	Ritsuko Kawamura
Councilor (Internal)	Hirotochi Kinukawa
Councilor (Internal)	Nobuyuki Kuno
Councilor (Internal)	Yumi Sakurai

Position	Name
Councilor (Internal)	Kojiro Shimozuma
Councilor (Internal)	Hideo Taniura
Councilor (Internal)	Keiji Terada
Councilor (Internal)	Akinori Nakamura
Councilor (Internal)	Yoshifumi Noguchi
Councilor (Internal)	Akira Hasegawa
Councilor (Internal)	Yoshie Higashi
Councilor (Internal)	FOX, Charles Edward
Councilor (Internal)	Hajime Fujii
Councilor (Internal)	Miki Horie
Councilor (Internal)	Masahiro Makita
Councilor (Internal)	Masaru Mabuchi
Councilor (Internal)	Kazuya Muto
Councilor (Internal)	Toshikazu Murata
Councilor (Internal)	Yasuhide Mochida
Councilor (Internal)	Masayoshi Morioka
Councilor (Internal)	Keisuke Yamashita
Councilor (Internal)	Masateru Yamamoto
Councilor (Internal)	LI Yan

7. Principals (as of March 31, 2018)



President of Ritsumeikan University

Mikio Yoshida



President of Ritsumeikan Asia Pacific University

Haruaki Deguchi

President of Ritsumeikan Junior and Senior High School
President of Ritsumeikan Primary School

Miki Horie



President of Ritsumeikan Uji Junior and Senior High School

FOX, Charles Edward



President of Ritsumeikan Keisho Junior and Senior High School

Nobuyuki Kuno



President of Ritsumeikan Moriyama Junior and Senior High School

Keiji Terada

8. Overview of Faculty and Staff (as of May 1, 2017)

(Unit: Number of Persons)

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
The Ritsumeikan Trust	0	0	32	0
Ritsumeikan University	1,344	1,822	1,070	2,788
Ritsumeikan Asia Pacific University	170	85	191	946
Ritsumeikan Junior and Senior High School	127	37	17	2
Ritsumeikan Uji Junior and Senior High School	132	38	23	7

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
Ritsumeikan Keisho Junior and Senior High School	109	32	14	2
Ritsumeikan Moriyama Junior and Senior High School	93	27	13	5
Ritsumeikan Primary School	67	20	6	3
Total	2,042	2,061	1,366	3,753

*The number of faculty and staff for each department that records personnel expenses is stated based on the concept of posting by department, such as a breakdown of funds by school corporate accounting standards.

9. Organization Chart (as of March 31, 2018)





1. Ritsumeikan University



Strategic Basic Issue 1

Creation of a Ritsumeikan Model for Learning: Promoting a Qualitative Shift in Teaching and Learning

1. Strengthen first-year education as the foundation for learning

We defined learning support (first-year education) as a key item in the R2020 Second Half Strategic Policy Budget (Budget for Advancing Undergraduate Academics). Having completed the solicitation and screening of applications for the programs, we plan to commence said programs in AY2018 for the three-year period until AY2020.

2. Visualize learning and learning outcomes from the point of admission until graduation

Based on the results of the Learning and Growth Survey, we reported on study time outside of class at the Executive Board of Trustees Spring Review in March 2018. We plan to analyze these results and move forward with improvements.

3. Enrich the learning commons and develop and utilize various learning and teaching methods

We made progress on discussions concerning the response to learning support issues shared by all of the colleges. In AY2018, we will continue discussions aimed at working out the details of these efforts. As part of this, we will consider how to link the Beyond Borders Plazas (BBPs) with the Student Success Program (SSP) and existing student support functions.

We recruited faculty to promote active learning in the liberal arts, and they are scheduled to be appointed in AY2018. Going forward, we will collect examples of how active learning is used in class and discuss formulating a set of guidelines, much like we did with examples of ICT-driven classes. Furthermore, we formulated standard specifications for designing active learning classrooms based on those we installed

on the Osaka Ibaraki Campus (OIC). Going forward, we will put these standard specifications to use when designing classroom audio-visual systems for other campuses.

The colleges, the Career Education Center, and the Division of Career Services have worked together on career education to contribute to students' career development.

More specifically, we developed partnerships with companies to host internships and PBL, encouraged students in the colleges to reflect on their learning, conducted the PROG Test (a basic skills test) for students of the humanities graduate schools, held information sessions and career interviews to help students understand their strengths and weaknesses, and offered students opportunities to develop action plans for their own growth. We also confirmed a basic policy for career education reforms as part of the liberal arts education reforms slated for AY2020 while keeping in mind the rapid pace at which society is changing.

We conducted a survey at the end of the academic year about the new ways of using TAs and ESs, and we conducted a mid-term evaluation. Based on this evaluation, we plan to review the effectiveness of TA and ES usage.

Looking at difficult examinations, 21 students passed the bar examination (13th in Japan), 31 students passed the certified public accountant essay examination (8th in Japan), and 36 students passed the career-track examination for national public servants (15th in Japan). These results were good enough to launch us to the number one spot among private universities in Western Japan for these three examinations for the first time. The Office of Extracurricular Activities is working to elevate its programs, and at the same time, to strengthen

ties with the colleges and graduate schools to expand the applicant base and encourage top-tier students to join its programs.

Furthermore, we formulated the Ritsumeikan Trust Basic Policy on Staff Development (in April 2017) and developed a clear definition of staff development within the institution.

4. Improve foreign language proficiency

The Academic Affairs Committee confirmed the document entitled "Achievements in English Language Education Reforms and the Internationalization of Academic Affairs and Key Issues Going Forward" (in May 2017), and based on this, we will review the achievement of goals and deliberate the formulation of guidelines for undergraduate English language education reforms.

We also prepared to start operating a new system for tenured Sennin Lecturers in foreign languages in AY2018.

5. Provide the liberal arts base required by global society

We divided Liberal Arts B Subjects (International Liberal Arts Subjects) into three categories and primarily assigned faculty from the Institute for International Teaching and Learning to teach Intercultural Exchange Subjects and Study Abroad Subjects. In AY2017, we began hiring Lecturers to teach international education subjects, and we determined instructor assignments for all Liberal Arts Subjects. As a result, we were able to offer 43 classes of International Liberal Arts Subjects to 819 students, up from 28 classes and 497 students in AY2016. We will continue operating according to the confirmed basic policy, and keeping an eye on AY2020, we will begin discussing the kinds of liberal arts subjects that are suitable for a global era.

6. Develop infrastructure for global learning

We have been deliberating Japanese writing support for international students, and we plan to work out the details of a university-wide writing support framework.

We defined the globalization of undergraduate academics as a key item in the R2020 Second Half Strategic Policy Budget (Budget for Advancing Undergraduate Academics). Having completed the solicitation and screening of applications for the programs, we plan to commence said programs in AY2018 for the three-year period until AY2020.

7. Provide support to advance and energize various kinds of extracurricular self-directed learning and activities

To provide each and every student with the support they need to become independent learners, we established the Student Success Program (SSP) and began using this system on Biwako-kusatsu Campus (BKC) (in the spring semester of AY2017) and Kinugasa Campus (in the fall semester of AY2017) to offer students both curricular and extracurricular support. (See: <http://www.ritsumei.ac.jp/ssp/> (Japanese version only)) We will begin offering support on the OIC in AY2018.

To offer constructive learning support tailored to ensure each student can graduate, we are currently reviewing the academic guidelines for student sports clubs, and it was confirmed that these will be expanded to cover arts and culture and engineering and research clubs in AY2018.

Regarding the inter-campus shuttle bus, the Executive Board of Trustees has confirmed that we will switch from fixed-route to charter-style operation in AY2018 to respond better to students' needs, and we began coordinating the schedule and working out the contract

details with the bus company.

As part of our community service efforts, we held the "Ritsumeikan no le" (Ritsumeikan: a home from home) and "Ibaraki x Ritsumeikan Day" events at OIC, and "Sustainable Week" at BKC. In addition to the student groups on each of these campuses, groups from other campuses gave reports on their activities. In this way, we created opportunities for the sports, arts and culture, and various other groups to interact with each other.

In an effort to enhance the value of university athletics, we applied for a Japan Sports Agency program known colloquially as the "Japanese NCAA" project and were one of eight universities selected for funding. In February 2018, the Executive Board of Trustees confirmed that we will establish a body called Collegiate Sports Consortium Kansai as a key element of this program. The aim of this program is twofold: i) raising awareness of the activities of our student athletic clubs amongst students, their families, and local residents, and ii) increase the number of fans of our student athletic clubs.

With an eye on increasing chances for regular students to cheer on and become more involved with athletic clubs, we obtained official certification for BKC Quince Stadium, and we concluded a general agreement with Asics Japan Corporation (in November 2017) to help cultivate an Academy identity. We have since launched discussions with Asics Japan on potential partner projects.

We created more opportunities for regular students on all of our campuses to go to games by offering shuttle bus services (connecting Kinugasa, BKC, and OIC) to our student athletic clubs' games and competitions and distributing free tickets.

We held Student Life Seminars on topics including drugs and alcohol and exploitative part-time jobs. We also conducted patrols and awareness-raising for the campus-wide smoking ban, and we reported an overview of AY2017 activities together with the action plan for AY2018 to the Executive Board of Trustees.

Furthermore, we completed the installation of air conditioning equipment in the OIC Arena in April.

As planned, we completed the relocation of club offices and practice spaces for student clubs on both Kinugasa and BKC.

The Executive Board of Trustees confirmed the revision and establishment of regulations related to scholarships, and a new system was commenced after establishing the relevant regulations. We began conducting a review of the system in AY2017, and we plan to report this to the Student Life Council in the spring semester of 2018.

We formulated a screening policy for scholarships for students admitted from prefectures outside of the Kinki region (for AY2018 enrollees), and this was confirmed by the Student Life Council in December 2017.

We designed a system to subsidize expenses incurred by athletes chosen as representatives for the Olympics and other international sporting events, which required the establishment of the Regulations on Activity Expense Subsidies for Athletes Participating in the 2020 Tokyo Olympic and Paralympic Games and the revision of the Athlete and Creator Scholarship Program Regulations.

Regarding efforts to host the Australian field hockey team's preliminary training camp, we held discussions with Ibaraki City and made preparations for holding an international competition on OIC. A large number of BKC students participated in a Denmark Calisthenics event at the BKC Gymnasium as part of efforts to entice the Danish rowing team to choose Otsu City for their training camp. A retreat

featuring a series of exhibition matches between the Turkish national goalball team, which has chosen Moriyama City for its camp, and the Japanese team was held at BKC, and students were provided with opportunities to try goalball and get involved as volunteers. We

are considering inviting the Russian and Chinese teams to a similar retreat in AY2018. Subcommittees for each campus were established under the Planning Committee, and they will continue discussing the particulars.

Strategic Basic Issue 2

Promotion of Graduate School Reforms

1. Definitively elaborate mid-term plans and academic reforms for each graduate school

Because the Three Policies were to be reviewed to coincide with academic reforms in the graduate schools, we conducted these reviews for the graduate schools scheduled to implement reforms in AY2018.

We fleshed out measures to be implemented with the R2020 Second Half Strategic Policy Budget as part of the policy to raise the level of graduate schools, and some of these, including a system to provide support for submitting papers in English, were enacted in the 2017 fall semester.

April 2018 enrollment reached 122.6% year-on-year for the master's programs and 123% year-on-year for the doctoral programs, marking the highest numbers in five years.

2. Undertake initiatives to enhance academic affairs in all graduate schools

Continuing from AY2016, we held a research ethics seminar for all graduate schools, and we are working on efforts to improve the participation rate.

Moreover, we continued to use the system that lets students take subjects in other graduate schools to offer common graduate school subjects.

3. Flesh out a strategy for recruiting internally advancing students

In AY2017, we reviewed the GPA standard for the entrance examination for internally advancing students for three graduate schools.

The Review Committee on High School-University Partnerships between the Affiliated Schools and Universities deliberated the two topics of globalization and science and issued a report to the Executive Board of Trustees. The Committee will continue holding discussions to work out the details of measures to be implemented.

4. Flesh out a strategy for recruiting international students

We improved the graduate schools' English homepages to bring their content in line with the Japanese content. We also developed linkages with undergraduate admissions to encourage students to actively participate in information sessions about studying at foreign graduate schools. We dramatically increased the participation of international students in information sessions on advancing to Japanese graduate schools.

We accepted international students receiving public scholarships, including 143 recipients of government-funded scholarships and 14 students (Undergraduate: 6; Graduate: 8) admitted based on our successful application for the AY2017 International Student Priority Placement Program. In AY2017, we accepted international students on a wide range of schemes (e.g., SGU Project slots for

scholarship students, JICA-JDS, the Indonesian Linkage Program, the Indonesian Regular Program, ADB, the Chinese Government's State-Sponsored Study Abroad Program, PEACE (Afghanistan), the ABE Initiative, Innovative Asia, and Pacific LEADS).

Efforts to send graduate students overseas in connection with faculty members' research exchange initiatives are gradually expanding. We will continue discussing possible university-wide support measures.

5. Flesh out a strategy for recruiting adult learners

In AY2017, in the Graduate school of Professional Teacher Education, we introduced a system to allow adult learners a period of extended accreditation. A number of currently practicing teachers have been admitted, and are pursuing research, under this system, which enables adult learners to pursue academic activities whilst working. We will continue discussing the adoption of this system in other graduate schools with an eye on securing more adult learners at the graduate level.

6. Conduct a fundamental review of our graduate school tuition policy

In AY2017, we reduced tuition for master's degree programs. In AY2018, the number of students admitted to the master's programs reached 122.6% year-on-year.

In AY2017, we began operating a new scholarship system.

7. Forge ahead with the 4th Graduate School Career Path Development Support Program

The Graduate Student Career Path Support Center held events throughout the year. In AY2016, we adopted the PROG Test in cooperation with the Division of Career Services, and we have been using this to help graduate students improve their general skills.

8. Discuss academic affairs and management models for free-standing graduate programs and professional graduate schools

We collected information on the status of initiatives undertaken by the various graduate schools. We also put interim measures in place in line with the discontinuation of recruitment for the Graduate School of Public Policy.

9. Hold discussions with an eye on applying to the tentatively named MEXT Outstanding Graduate School Program in connection with research policies

We established the Review Committee for the Elaboration of the Outstanding Graduate School Vision chaired by the President, and we compiled a draft plan in preparation for application.

Strategic Basic Issue 3

Becoming a Distinctive Global Research University

1. Encourage all faculty members to apply for grants-in-aid and develop a track record

By proactively encouraging faculty to apply for research grants by using the Research Promotion Program (Grant-in-Aid Acquisition Type), we significantly increased the number of grant-in-aid applications from 638 in AY2017 to 708 in AY2018. There were also 14 applications for the AY2018 Grant-in-Aid for Publication of Scientific Research Results, which marks the highest number ever recorded.

With this, the total number of successful grants-in-aid reached 564 (25th in Japan), and the total amount of funds awarded reached JPY 1,170,130,000 (27th in Japan).

2. Provide support to researchers and foster young researchers and female researchers

We accepted applications for the AY2018 Research Specialist Program and selected a total of 11 researchers (humanities and social sciences: 8, natural sciences: 3). Continuing from last academic year, the application guidelines highlighted that we would actively hire female researchers under an affirmative action policy for the sake of gender equality.

As part of the Diversity Research Environment Realization Initiative (Distinctive-Type), for which we were selected by MEXT in AY2016, we implemented a research support program to help researchers balance life events and their research. Nine researchers were selected for this program in the spring semester, followed by 13 in the fall.

3. Promote research exchange and collaboration within and outside of the university

In terms of specific programs, we solicited applications for the Hirai Kaichiro Overseas Researchers Support Grant Program, the Sonia and Shuichi Kato Young Researcher Education Program, and the ANU-RU Visiting Researcher Program, and one young researcher from China was accepted. Meanwhile, one RU researcher went to conduct research in Vienna, and two researchers from ANU were welcomed—one each on the Kinugasa and Osaka Ibaraki Campuses. Concurrent with these programs we forged ahead with international joint research.

Furthermore, the Ritsumeikan University Asia-Japan Research Organization and the Mario Einaudi Center for International Studies at Cornell University held a series of discussions on the possibility of engaging in a research partnership centered on Meridian 180 (a multilingual policy proposal platform). It was agreed that an agreement will be signed in June 2018. We will continue promoting

research exchange that leads to the dissemination of research outcomes including the publication of e-books.

4. Globally disseminate research outcomes

Under the Research Findings International Dissemination Program, we selected a total of 43 projects over the full year in AY2017 to receive support for the international dissemination of the project outcomes. Under the same program, we selected a total of 153 projects throughout AY2017 to receive support for manuscript submission, overseas travel, the invitation of foreign researchers, and the publication of homepages in foreign languages. In terms of initiatives outside the realm of financial support, we held three workshops on writing papers in English.

5. Promote problem-based research and interdisciplinary research spanning the arts and sciences

In light of the fact that all projects under the Program for the Third-Phase R-GIRO Research were selected, we held a symposium entitled “Towards a Solution to the 2060 Population Decline Problem” and presented the R-GIRO initiatives there. What’s more, as part of the Private University Research Branding Project, we established a homepage and printed pamphlets based on the R-GIRO research outcomes. Aiming to establish distinctive hubs of research, we continued to administer the Asia and Japan Research Promotion Program, the Research Center Priority Research Program, and the Research Hub Formation Support Program.

We established the Review Committee for the Elaboration of the Outstanding Graduate School Program chaired by the President and fleshed out our vision with an eye toward the application. We also proactively approached potential partner companies for the program. In early AY2018, we plan to establish a consortium of companies who will support the program.

6. Train and retain global standard researchers

As part of the basic infrastructure necessary to apply for the Outstanding Graduate School Program, we formulated a proposal entitled “Introduction of a Ritsumeikan University Cross-Appointment System and Enactment of Corresponding Regulations,” and this was confirmed by the Executive Board of Trustees in February 2017. In accordance with this, private companies started hiring faculty in the College of Information Science and Engineering as part-time researchers in April 2017. This initiative garnered attention from various quarters as the first example in Japan of a cross-appointment system under which faculty members are seconded to private companies.

Key Strategic Basic Issue 4

Promotion of the Ritsumeikan Global Initiative: Ritsumeikan Global Academy

1. Steadily implement the Top Global University Project (SGU) Plan

In July 2017, the Global Initiative underwent an external evaluation and received a grade of A. Likewise, the mid-term evaluation for the Top Global University (SGU; abbreviation based on the Japanese term) Project was conducted by MEXT, and we were notified of our A grade in March 2018. The evaluators highly commended our wide-ranging initiatives for being exceptionally proactive and diverse. We plan to step

up our efforts for those items for which targets have not been met yet.

2. Promote international student intake

We admitted a total of 3,157 international students (regular: 1,890; non-regular: 1,267) in AY2017. The breakdown of non-regular international students consists of 245 short-term exchange students, 261 non-degree students (privately-funded SKP students etc.), and 761 short-

term program students (RSJP etc.; Kinugasa: 531 students on 18 programs, BKC: 30 students on one program, OIC 200 students on 1 program).

In AY2017, we established the Information Systems Global Program in the College of Information Science and Engineering and prepared for the establishment of the American University-Ritsumeikan University Joint Degree Program in the College of International Relations in AY2018; and the College of Global Liberal Arts in AY2019. All of these programs are or will be offered in English.

We began operating a new scholarship program for inbound international students. Going forward, we will review the effectiveness of this program.

We also provided support for international students seeking employment in Japan by offering guidance sessions, workshops, joint information sessions, and on-campus recruiting. In addition, we collected resumes and provided job matching using an offer system.

3. Increase the number of domestic students sent abroad

In AY2017, we sent 1,805 domestic students overseas (undergraduate: 1,682, graduate: 123).

Under the Global Fieldwork Project we established to expand student opportunities for overseas experience, we sent 60 students (out of 150 applicants) overseas with scholarships from the Alumni Association Educational Fund for Future Leaders.

In AY2017, we also started a new scholarship program for outbound students participating in overseas programs. Going forward, we will review the effectiveness of this program.

To ensure the steady dispatch of students on overseas programs, the Division of International Affairs began outsourcing program logistics to Creotech's Ritsumeikan Study Abroad Support Desk.

4. Create venues for peer learning between international and domestic students

We determined the facilities required for the operation of Beyond Borders Plazas on each campus (to begin from AY2018.) In addition, we worked on encouraging international students to form student organizations on Kinugasa and BKC.

We completed construction on the 168-room OIC International House, which will go into operation in AY2018. We decided to use a donation from alumnus and trustee Yasuhiro Wakebayashi to build the tentatively named Yasuhiro Wakebayashi Memorial Exchange Center, which will also house an international dormitory, on OIC, and discussions aimed at fleshing out this plan are underway. We plan to continue holding discussions aimed at meeting our SGU Project targets for the construction of mixed home-international dormitories.

5. Strengthen the global dissemination of information

The Office of Public Relations oversaw the implementation of global publicity initiatives. The Office also hired a native English speaker to strengthen the dissemination of information in English.

In September 2017, we opened an office inside the Japan Society for the Promotion of Science office in Beijing, and in March 2018, we opened an office inside Foreign Trade University in Hanoi, Vietnam.

6. Reform academic systems in response to globalization

We put some semblance of order to the issues to be addressed concurrent with adopting a globally compatible academic calendar in or after AY2023.

We are rolling out a subject numbering system starting first with the colleges and departments that offer programs in English.

We adopted some of the systems used at American University, including the appointment of an academic advisor for course registration, for the American University-Ritsumeikan University Joint Degree Program which will open in the College of International Relations in AY2018. The College of Global Liberal Arts, which is scheduled to open in AY2019, will feature a dual undergraduate degree with Australian National University, and we are currently discussing the adoption of tutorials and other systems primarily used at universities in the Commonwealth countries.

7. Promote international cooperation projects

We implemented Japanese-medium education at the Applied Technology High School Abu Dhabi (ATHS). We also conducted training for ATHS students at the Ritsumeikan Uji Junior and Senior High School.

We participated in the Malaysia-Japan International Institute of Technology (MJIT) Staff Training Program, the Egypt-Japan University of Science and Technology (E-JUST) Establishment Project, and the Vietnam Japan University Establishment Project. We were commissioned by JICA to provide administrative support for E-JUST, and we dispatched one of our permanent employees to Egypt to handle those duties.

8. Promote the globalization of staff

We steadily conducted overseas dispatch training programs by sending three staff abroad on the Self-Improvement Leave of Absence Program and one staff member to serve as a Japan Society for the Promotion of Science (JSPS) Coordinator of International Cooperation, as well as conducting the existing University of British Columbia (UBC) and APU work training programs. We are also making progress with enhancing the average foreign language proficiency levels of our staff members.

9. Improve global campus infrastructure

We determined the facilities required for the Beyond Borders Plazas (BBP) slated to go into operation in AY2018 on each campus, and we opened the BBP on OIC in AY2017 ahead of schedule. We also hired four Sennin Lecturers in foreign languages and two Shokutaku Lecturers for Ritsumeikan International to handle the administration of the BBPs.

1. Move forward with academic reforms in existing colleges and graduate schools

We implemented academic reforms by transitioning from departments to programs and establishing one program offered in English in the

College of Information Science and Engineering. We also transitioned from departments to majors in the College of Economics.

Deliberations and preparations are underway for the establishment of the Master's Program in Pharmaceutical

Sciences in the Graduate School of Pharmacy.

2. Develop global standard academic programs, including joint bachelor's degree programs, joint degrees, and double degrees with foreign universities

We put systems in place in preparation for the establishment of the American University-Ritsumeikan University-Joint Degree Program in the College of International Relations in April 2018.

We launched the College of Global Liberal Arts Development Committee and worked out the details on a number of issues, including the curriculum, faculty hiring, admissions policy, facilities, and tuition. In October 2017, Ritsumeikan University concluded a dual degree agreement with Australian National University.

Two new programs, the Japan-China-Korea Campus Asia Program and the East Asia Global Leader Program, have been steadily administered since AY2016.

3. Create new academic disciplines

In AY2017, we opened the Graduate School of Professional Teacher Education, Ritsumeikan's third professional school, on Suzaku Campus.

Ahead of the establishment of the College of Gastronomy Management on BKC in AY2018, we concluded an agreement with Le Cordon Bleu to enhance the new college's academic offerings by way of the Global Culinary and Management Program. We also opened the Graduate School of Human Sciences on OIC.

4. Promote cross-campus or Academy-wide educational programs

We continued to deliberate the possibility of interdisciplinary academic programs at the undergraduate level.

At the graduate level, we made use of the system that lets students take subjects in other graduate schools to offer common graduate school subjects.

Basic Issue 6

Our Social Contributions and the Full-fledged Deployment of Educational Programs for Non-Traditional Students

1. Enhance programs offered by the Ritsumeikan Academic Center (ACR) that leverage Ritsumeikan's distinctive features and strengthen networks with program participants

Our Adult Learning Workshops, part of our ACR Culture Classes, continue to gain name recognition. The offerings in AY2017 all followed clear topics and were taught by experienced instructors, and this has helped us to steadily expand the participant base. In addition to programs aimed at individual participants, we promoted cooperative projects with the various municipalities with whom we have concluded agreements. We also developed cooperative programs with private companies that generate business opportunities across sectors, and these have garnered high acclaim. We were proactive in developing relationship with METI-subsidized businesses and came together with government and industry for a service of discussions based upon the idea of creating a menu with greater variety; with the discussions also eventually playing a significant role in the opening of the college or Gastronomy Management. What's more, the JMOOC Task Force created and put on offer four new courses.

2. Strengthen ties with Kyoto, Shiga, Osaka, and other local communities, governments, and organizations with whom we cooperate

In step with the development of ACR, we strived to improve the Kyoto Tomorrow Cultural Asset Platform, promote initiatives rooted in the community under the Kyoto Community Museum Historic Corridor Project, and implement the projects of the Shizuka Shirakawa Memorial East Asian

Literature and Culture Research Institute, which aims to enhance and spread knowledge about Chinese characters. As part of these efforts, we managed to strengthen ties with partners in Kyoto, Shiga, Osaka, and Tokyo. We also implemented cooperative projects with Sapporo City, Ofunato City, Kyotango City, and Shima City, and these served to boost the level of trust between the local communities and the Academy.

3. Continue and expand upon the functions of the Office for the Support of Post-Disaster Recovery (established in 2011)

The Division of Student Affairs and the Office of Public Relations cooperated with Fukushima Prefecture's Take on the Challenge Fukushima Juku project and Iwate Prefecture's Ofunato Community Development Program. The participants recognized the significance of these programs and developed an awareness of the relevant issues, and many of them have said they will continue participating. In this way, these projects contributed significantly to participants' learning and growth. Another notable project in AY2017 was the Inochi no Tsudoi ("Gathering of Life"), an event dedicated to the memory of the 3.11 disaster that was conducted in close cooperation with the affiliated schools. Teachers and students from Ritsumeikan Senior High School and Ritsumeikan Uji Senior High participated in the event, and their presentations were excellent. With this, we were able to successfully communicate far and wide what the entire Academy, not just Ritsumeikan University, is doing to contribute to the disaster recovery effort.

Basic Issue 7

New Admission Policies and Models for High School-University Partnerships and Integrated Education

1. Reconsider the current state of admission selection procedures (general entrance examination and special entrance examinations such as the AO entrance examination)

We reached our admission targets for AY2018 and maintained our position nationally by securing: more than 80,000 total applicants across all types of general entrance examinations, with a pass rate of more than 1 in 3 and more than 35,000 actual applications; more than 50,000 applicants for our own original general entrance examination. We also maintained the nationwide distribution of applicants on general entrance

examinations. We also fulfilled recruitment quotas for recommended admissions, AO entrance examinations, arts and sports entrance examinations, international student entrance examinations, and English-basis entrance examinations, and we were able to secure highly motivated and skilled enrollees from these examinations.

We established a committee to consider our response to the reforms to high school-university partnerships that MEXT has implemented, and we undertook discussions on a university-wide basis. We are currently considering releasing a summary of information on AY2021 admissions in the first half of AY2018.

2. Strengthen cooperation with the affiliated schools

We moved forward with a discussion of educational linkages between Ritsumeikan University and the affiliated schools. It was agreed that the College of International Relations and the College of Science and Engineering would implement partnership programs in cooperation with the affiliated schools from AY2018.

We defined high school-university partnerships and exchange as one of the topics for the Student Organization Subsidy System (project-based grants) and agreed to provide support via the Division of Student Affairs. We promoted interaction between the primary clubs and the affiliated schools with joint practices and performances (Ritsumeikan Junior and Senior High School: brass band club; Ritsumeikan Uji Junior and Senior High School: cheerleading club, judo club; Ritsumeikan Keisho Junior and Senior High School: shogi club, cheerleading club, baton twirling club, kendo club; Ritsumeikan Moriyama Junior and Senior High School: robotics club, shogi club, baton twirling club).

We created a system to subsidize the activities of student-athletes chosen as representatives for the Olympics or other international competitions, and we formulated the new Regulations on Conditional Scholarships for Affiliated School Students with Outstanding Athletic Ability.

We used the transportation expense subsidy system to send sports club coaches and students to the affiliated schools.

3. Retain global human resources from schools other than the affiliated schools

In preparation for the recruitment of students for College of International Relations' American University-Ritsumeikan University Joint Degree Program scheduled to open in April 2018, we engaged in vigorous public relations targeting high schools with students strongly interested in international affairs in the metropolitan Tokyo area.

4. Create Ritsumeikan Models for Learning in the primary, secondary, upper secondary, tertiary, and post-graduate levels

We moved forward with a discussion of educational linkages between Ritsumeikan University and the affiliated schools. It was agreed that the College of International Relations and the College of Science and Engineering would implement partnership programs in cooperation with the affiliated schools from AY2018. Discussions of programs in the other colleges are ongoing.

5. Deliberate the state of affiliated and partner schools

We established a committee to consider our response to the reforms to high school-university partnerships that MEXT has implemented, and we undertook discussions on a university-wide basis. Going forward, the Committee will discuss how to cooperate with affiliated and partner schools, keeping in mind enrollee composition and university entrance examinations.

Basic Issue 8

New Endeavors in Campus Development

1. Elaborate upon a Campus Improvement Plan for the Kyoto Campuses (Kinugasa and Suzaku) with particular emphasis on efforts to further alleviate the space restrictions on the Kinugasa Campus

Major renovations were completed on Zonshinkan and Kogakukan Halls. A learning commons and active learning classrooms were installed, amenities were improved, and the buildings went into service the new home of the College of Law. A basic design was completed for major renovations of Seishinkan Hall (the College of Letters building) and Keimeikan Hall. Construction is slated to begin in AY2018. We opened a faculty lounge inside Gakujikan Hall.

We completed the earthquake-proofing and other renovations to the Student Center and reopened the building in the fall of 2017. With a lounge and kitchen facilities, the Center is actively being put to use as a new hub of student exchange.

Renovations were completed on the plaza in front of the old library, and it reopened in April 2017 as the East Plaza. The cafeteria in the basement of Zonshinkan Hall reopened after renovations, and this together with the opening of the new student lounge in the revamped Student Center, helped us improve campus amenities including spaces for eating,

commons, places for congregation, and greenery. Furthermore, we determined a policy for the establishment of Beyond Borders Plazas and made progress toward their installation.

2. Elaborate upon an improvement plan for BKC

We completed renovations in line with the establishment of the College of Gastronomy Management in AY2018.

We opened the Across Lounge inside the Across Wing and the Beyond Borders Plaza inside Central Arc. Moreover, we redesigned the restrooms in Union Square and Across Wing. To enhance campus safety, we also upgraded equipment for the handling of high-pressure gas as well as liquid waste from experiments, and we upgraded the fire alarms. We also implemented the Greenery Pilot Program.

3. Fleshing out future expansion and development plans for OIC

We finalized the basic plan for the facilities required for the College of Global Liberal Arts and other academic initiatives to be undertaken on OIC. We also decided to use a donation from an alumnus to build an exchange center, which will also house an international dormitory.

We launched the OIC Future Vision Review Committee and worked on formulating an OIC Campus Master Plan.

Basic Issue 9

Further Strengthening of Networks and Enhancement of Our Presence

1. Create a system that promotes lifelong ties with students (and alumni)

By holding the National Alumni Association Conference in AY2017, we were able to encourage young new alumni to join the organization. As for the Alumni Association Educational Fund for Future Leaders,

we achieved our annual target of JPY 150 million in cumulative donations and more than 1,000 alumni donating JPY 20,000 or more. Furthermore, by communicating the activities of our students to alumni throughout Japan, we were able to create a culture of alumni supporting the younger generation. In terms of spending plans, we

added the new category Study Abroad Support and raised funds for this and the existing Growth Support category under the +R Alumni Association Educational Fund for Future Leaders, thereby effectively supporting student learning.

We also visited overseas chapters of the Alumni Association and arranged exchange events between those alumni and international students to help expand the organization and strengthen its networks. The Alumni Association launched its Cambodia chapter in AY2017, bringing the total number of chapters around the globe up to 30.

2. Promote the solicitation of donations under the supervision of the Network Promotion Office Meeting

We held the Network Promotion Headquarters Committee Meeting to continue sharing information about the basic donation solicitation policy and the status of fundraising. In AY2017, we managed to secure large donations thanks to the fruits of our continued efforts since the establishment of the Network Promotion Headquarters Committee Meeting.

We began soliciting Globalization Promotion Project Donations to provide support for the American University-Ritsumeikan University Joint Degree Program in the College of International Relations and the dual degree program between Australian National University and the soon-to-be-established College of Global Liberal Arts. We

also established the Ritsumeikan Sakura Honors Scholarship for the American University-Ritsumeikan University Joint Degree Program.

We established topics based on a diverse range of interests and support levels and put in place a crowdfunding platform to also solicit donations from parties unrelated to the university in addition to alumni, parents, and faculty and staff. This will go into operation in AY2018.

3. Promote thorough information publication and disclosure

We issued reports on our analysis of the results of the World University Rankings and various Japanese rankings.

In accordance with the AY2017 strategy and action plan for public relations, we implemented various publicity projects based on the strategically defined themes of i) international education, ii) research and innovation, and iii) culture creation. With regards to international education, we created the Ritsumeikan Project in Globalization (RPG) to ensure the penetration of RU's strong reputation for globalization, and we publicized our efforts in newspaper advertisements, advertisements on public transportation, and online advertisements. Furthermore, to broadcast our research capacity, and capacity as an academic institution, we held press seminars in Tokyo almost monthly, which allowed us to raise our presence and generate publicity in the metropolitan Tokyo area.

Basic Issue 10

Organizational Issues Underpinning the Basic Issues

1. Formulate and elaborate upon the New Faculty Organization Development Plan

We established the Faculty Organization Development Plan Review Committee again this year to review of the Specially Appointed Professor system, consider the adoption of a tenure track system and strategically examine a range of other issues. We also distributed funds from the Academy-level policy-based budget for faculty hiring to recruit and hire faculty for various colleges and centers. We established a new tenured Sennin Lecturers system.

2. Formulate and elaborate upon the staff Organization Development Plan

Based on the basic policy for faculty organization development we formulated in June 2016, we established a Faculty Organization Design Review Committee under the Administrative Directors' Meeting. The Review Committee compiled proposed measures for the sustainable and stable execution of duties and shared them with the rest of the university.

We compiled a policy regarding staff who can sustainably and stably execute duties as we added more types of indefinite employment in addition to the conventional permanent staff member system.

3. Establish multi-campus university governance structures

We held regular discussions and several other meetings with the leaders of the Student Government Board. Leading up to the Representatives' Meeting, we deepened discussions on the implementation of thematic discussion sessions with relevant divisions and offices on five different themes. Moreover, we held multiple administrative briefings with the Division of Academic

Affairs, Division of Financial Affairs, and other relevant divisions to confirm a future policy direction ahead of the AY2018 Plenary Council. In December 2017, the Preliminary Session to the Plenary Council and the Representatives' Meeting were held.

A new framework that enabled the involvement of members of Ritsumeikan Asia Pacific University in the selection of presidential candidates was adopted on a pilot basis. The selection of the new president with this process garnered a significant response in Japan. We moved forward with improvements and reforms in accordance with the report entitled "Regarding Governance in the Affiliated Schools and the Division of Integrated Primary and Secondary Education."

4. Develop an environment in which we efficiently leverage ICT as an education and research institution and in a secure manner

We replaced equipment and software nearing the end of their respective maintenance periods in a well-planned manner, and we continue striving to provide safe and reliable service. We also adopted new software products and created user guidelines to respond to increased information security risks.

5. University evaluation

The Law School underwent an accreditation screening and successfully obtained accreditation as a professional graduate school from the Japan Law Foundation. Meanwhile, the College of Pharmaceutical Sciences underwent and passed a third-party evaluation by the Japan Accreditation Board for Pharmaceutical Education. At the university level, we began making preparations for our third institutional certified evaluation slated for AY2018 centered on the efforts of the Self-Assessment Committee.

2. Ritsumeikan Asia Pacific University



Basic Issue 1

APU Global Learning

1. SGU Project Promotion

We received a grade of A from MEXT on the mid-term evaluation for the Top Global University Project (SGU Project) in March 2018. MEXT commended us on putting a governance structure in place to pursue the planned initiatives and on obtaining international accreditation as a step toward quality assurance. We plan to step up our efforts to bring the original plan to fruition.

2. Classroom reforms: Offer multicultural cooperative learning

With an eye on our goal of implementing multicultural collaborative learning in 100% of classes, we offered nine subjects as Model Lectures for Multicultural Collaborative Learning. We also added a field to the syllabus system where faculty can input practical methods for multicultural collaborative learning, and this will go into effect in AY2018.



3. Pursue global-standard academic systems: Implement assurance of learning (AOL) activities and subject numbering

The College of International Management (APM) and Graduate School of Management (GSM) continue to implement AOL primarily in required subjects. In addition, the College of Asia Pacific Studies designed an AOL process in the spring semester of AY2017, and after running a trial on several

subjects in the fall semester, it collected and analyzed data.

4. Develop programs that utilize the dormitory for first-year experience: Further utilize the AP House international education dormitory

In December 2017, we confirmed a policy direction including new AP House developments at the university level. Based on this policy, we will begin rolling out and expanding upon planned initiatives in AY2018. Furthermore, we systematically allocated students to all four AP House dormitories, and this allowed us to increase the number of first-year Students residing in AP Houses 1 & 2 (located next to the campus).



5. Develop outbound overseas programs for Japanese students: Encourage Japanese students to gain overseas experience

We increased the number of partner schools for student exchange programs from 142 at the beginning of AY2017 to 149 at the end of AY2017. We also added the Nihongo Partners program (in which participants



serve as assistant Japanese language teachers at schools in foreign countries) to our roster of programs for sending Japanese students overseas. As a result of these efforts, more than 80% of Japanese students have had some sort of overseas experience by the time of graduation (actual figure for AY2017).

6. Develop an Honors Program (tentative name)

We strengthened the supervisory framework and made other improvements with an eye on continuing the existing Honors Program for Global Citizenship.



7. Develop "J/E + AP Language" programs

We offered Common European Framework of Reference for Languages (CEFR)-compliant English subjects. We are now designing subjects and grading methods for Japanese language subjects that are based on the CEFR model. Regarding the six Asia Pacific (AP) languages we offer, we have begun discussing the design of CEFR-compliant Spanish language subjects.

By opening up our AP language immersion programs to first-time learners and strengthening recruitment efforts, we were able to attract double the number of participants as last year.



Basic Issue 2

Assuring and Improving the Quality of Education and Research in APM and GSM

1. Acquire international accreditation

We acquired AACSB accreditation in AY2016, and in preparation for the maintenance of said accreditation in five years, we strengthened our AOL system in an effort to keep improving quality. In September 2017, APU became the first university in Japan to establish a chapter of Beta Gamma Sigma (BGS), a premier honor society for students of AACSB-accredited business programs.



2. Place in the top 30 of the QS Asia Business School Ranking (by AY2023)

In the QS Asia University Rankings 2018 released in November 2017, APU received full marks for diversity, and our total score put us within the top 2.5% of universities in Asia. What's more, the Graduate School of Management ranked in the top 30 in QS Global MBA Rankings 2018: Asia, Australia, New Zealand.

3. Establish the Asian Business School Alliance

APM and the Division of Academic Affairs continued to hold discussions to flesh out the Asian Business School Alliance concept.

Basic Issue 3

Assuring and Improving the Quality of Education and Research in the College of Asia Pacific Studies / Graduate School of Asia Pacific Studies: Undergraduate and Graduate School Reforms

1. Implement internationally-compatible AOL

APS designed an AOL process in the spring semester of AY2017, and after running a trial on several subjects in the fall semester, it collected and analyzed data.

2. Assure the quality of the faculty organization

Discussions were held in the APS Faculty Council Meeting on the faculty organization (including faculty qualifications).

3. Consider obtaining TedQual accreditation

In March 2018, we acquired TedQual certification, an

international accreditation scheme for tourism studies administered by the United Nations World Tourism Organization (UNWTO), valid for three years.



Basic Issue 4

Reforms to Enhance Research Capacity and the Ability to Disseminate Research Outcomes

1. Strengthen research fields for which APU is well-known

We established the International Center for Asia Pacific Tourism (iCAPt) as a Ritsumeikan Center for Asia Pacific Studies (RCAPS)-affiliated research center for researchers in the field of

tourism studies.

2. Build and strengthen networks

The number of presenters at the AP Conference reached 485,

thus allowing us to strengthen our research networks both inside and outside the university. RCAPS concluded a research agreement with the Seoul National University Asia Center, and in cooperation with the Division of Academic Affairs, it also concluded an MOU focused on research exchange with the University of Antwerp.



3. Enhance the international reputation of research outcomes

Among other research achievements, two of our faculty members were selected for Grant-in-Aid Fund for the Promotion of Joint International Research, eight faculty members used the Conference Presentation Subsidy to present at conferences overseas, and we published a book series on Asia Pacific Studies with Peter Lang, a well-known academic publisher based in Switzerland. Moreover, we made better use of Facebook, updated our homepages, and worked on building the APU Researchers Catalog (ARCAT). We also published our regular publications RCAPS Journal and APU Journal of Language Research.

Basic Issue 5

Diversity-driven Student Life

1. Promote intercultural cooperation in campus life and student activities

To encourage multicultural collaborative learning in AP House, we decided to offer community living workshops, courses on specific topics, and language learning support inside the dormitories. Six



student organizations were selected under the new project-based student support system established in AY2017 to support self-directed student activities, and they were provided with support throughout the year.

2. Strengthen campus management

We reviewed the roles of the Advisory Committee for Students with Disabilities and its Executive Board that were established in AY2016 to ensure that the types of support and how they are delivered can be determined in a timely manner.



For the sake of crisis management, we bolstered measures to encourage students to register their overseas travel plans with the university online.

Basic Issue 6

APU Global Admissions Reforms

1. Regularly attract students from 100 countries and regions: Increase intake from Africa, the West and South Asia

We expanded markets and bases of operation by signing new contracts with 11 agents in 2017 (bringing the total to 25). In addition, we engaged in online marketing and used social media to expand our publicity into countries and regions where we have yet to pursue in-country activities.

2. Offer partnership education with high schools around the world

In AY2017, 30 high school students from 13 countries participated in the ACE Program, our world-class high school-university partnership program. With an eye on the AY2018 program, we will adopt a rubric to clarify participants' learning



ACE Program

outcomes, and we are considering a framework that encourages participants to develop a better understanding of the skills that are required for high

school-university partnerships in light of APU's education and research objectives.

3. Adopt an Admissions Officer system

We established a working group to consider an Admissions Officer system, and it began discussing internationally compatible screening schemes for a wide range of elements from recruitment to publicity to student screening.

4. Establish an alumni admissions associates system

Based on the success we have already achieved in Samoa and Thailand, we finalized the details of our Admissions Ambassador program. Focusing on cultivating Ambassadors before they graduate, we have developed a system that encourages students and alumni to take the initiative. We will officially begin recruiting Ambassadors in AY2018.

5. Elaborate upon a new Admissions Policy with an eye on 2020

Counting backwards from the year 2020, we have begun preparing for university admissions reforms slated to go into effect in AY2020 by establishing a working group, and launched discussions in the University Senate Meeting.

Basic Issue 7

Governance Reforms

1. Establish the APU Governing Advisory Board (composed of educators, alumni, and company representatives from both Japan and overseas) (AY2017)

Under the leadership of the new president, we commenced a discussion on Board membership and the scope of advice.

2. Strengthen institutional research (IR) functions

In addition to the IR system we have developed to date, we adopted BI Tool's Tableau to enable the expeditious preparation and analysis of data. We formulated an IR Report that includes analyses of leaves of absence, withdrawals, and scholarships. Furthermore, we plan to implement a pilot of the Alumni Survey in AY2018.

Basic Issue 8

Faculty and Staff Organization Reforms

1. Encourage cross-divisional collaboration through the participation of a diverse array of faculty and staff

The Working Group on Promoting Diversity identifies issues in a collaborative effort transcending both affiliation and rank.

2. Establish a multicultural FD/SD center

The Institute for Professional Excellence in Global Learning, which was established in AY2016, ran an event called APU Night, an informal gathering to share the university's mission



and issues for consideration with faculty and staff; as well as a Japanese language course for faculty.

3. Reform the faculty hiring system to enhance faculty mobility

In AY2017, we revised the part-time faculty system in response to the revised Labor Contract Act. We will continue discussing structural reforms for the dispatch and intake of faculty.

4. Raise staff to a global-standard level

We offered TOEIC courses for staff and sent staff to conferences and overseas training programs. Going forward, we will continue taking a comprehensive approach to considering the kinds of staff training the Institute for Professional Excellence in Global Learning (which was established in AY2016) will provide.

Basic Issue 9

Cooperation with Stakeholders

1. Cooperate with alumni

As part of the Global Alumni Lecture (GOAL) initiative, we invited 41 alumni to join over 100 classes and events, including language and first-year education classes and various Career Office events.

To help meet the Alumni Association's goal of "self-realization" and encourage the exchange of information among alumni, we held five events that attracted a total of 163 alumni.



2. Strategic international partnerships

APS undertook measures to strengthen partnerships with its key partners, including implementing the dual degree program with Kyung Hee University in Korea. In addition, we will continue to negotiate with other TedQual and AACSB-accredited universities about possible partnerships.

3. Cooperate with companies and the community to develop global human resources

We accepted a total of 28 trainees on the Global Competency Enhancement Program (GCEP) and other training programs for corporate partners.

In terms of community outreach, we held a joint lecture on local heritage in cooperation with Oita Godo Shimbun, which we believe served to deepen students' understanding of the local community. This also helped the university recognize the issues that the local community faces which could be resolved through cooperation.



3. Integrated Primary and Secondary Education and the Affiliated Schools

Basic Issue 1

Ritsumeikan Top Global Schools Project

Pivoting on implementing education under the Super Global High School (SGH) and International Baccalaureate (IB) schemes, the affiliated schools made strides towards the creation of Ritsumeikan Top Global Schools, that is, schools that can achieve the highest level in Japan for English and international education.

In AY2017, in particular, we strived to cultivate students with advanced English proficiency in order to move forward with global human resources development in cooperation with Ritsumeikan



University and Ritsumeikan Asia Pacific University. Using the Ritsumeikan Gap Year System, which lasts from January to March of the third year of high school, we worked with partner schools to send 15 students on a

three-month program to the University of British Columbia and 48 students on a one-month program to Dublin City University. In this way, we promoted university pre-enrollment education. Furthermore, we offered 551 Project lectures for high achieving students aiming to enhance their English proficiency (by scoring higher than 550 on TOEFL). Throughout the year, 83 students participated in these lectures, and their scores increased between 60 and 100 points.

Sixty-five students received awards or commendations at domestic or international tournaments pertaining to global issues. Due to the hard work of our students, we saw more remarkable achievements than usual, including a bronze medal winner at the International Geography Olympiad and the publication of a paper in an American science journal. The number of students going on to participate in international programs after advancing to Ritsumeikan University reached 206, which is evidence that affiliated school students are putting what they learned into practice after going to university.

Basic Issue 2

Realizing the Affiliated School Version of the Ritsumeikan Model for Learning: Nurturing Independent Learners

We continue working to realize an affiliated school version of the Ritsumeikan Model for Learning which cultivates independent learners who see serving society and others as the motivation for their learning. Emphasizing learning centered on problem-based research under the Super Science High School (SSH) and SGH programs, we are cultivating students who “approach learning independently but can learn in cooperation with a diverse array of people” and “possess the academic inquisitiveness required to solve problems with no clear answers.” Ritsumeikan Moriyama Senior High School was informed it will be designated as an SSH again in AY2018.

Transitioning to ICT-assisted learning will be an important issue for the coming era. This is why Ritsumeikan Moriyama Junior and Senior High School has developed ICT-assisted preparation-style classes and a system to record study time, and these initiatives have resulted in a steady increase in the amount of time students spend studying.

We continue to emphasize initiatives that make students think about the meaning of continuous learning through the lens of serving society and others. In light of the successes that Ritsumeikan Uji Junior and Senior High School recorded with its

Career Service Learning (CSL) lectures, we began implementing the same classes at Ritsumeikan Junior and Senior High School. Twenty-five students joined the Next Leadership Program, a program for third-year high school students before they enter university, and they undertook activities in Ishinomaki City (Miyagi Prefecture) based on the program's topic of “Living in the Era of AI: Creating a Sustainable Future”. Also, in cooperation with the Ritsumeikan Inamori Philosophy Research Center's RITA Lab, Ritsumeikan Primary School offered moral education classes based on Mr. Inamori's management philosophy, Ritsumeikan Moriyama Junior High School held a course on resilience, and Ritsumeikan Senior High Schools held a workshop entitled “What is work? Teaming@Company”.



Basic Issue 3

Designing a System for Transitioning from Ritsumeikan's High Schools to Its Universities and Graduate Schools

We defined the development of a new model of integrated high-school-university-graduate school education that harnesses our strengths as a comprehensive private academy as one of the strategic issues of the Ritsumeikan Academy's R2020 Second Half Plan. In AY2017, we considered a wide range of initiatives to boost affiliated school students' motivation toward self-directed

learning by connecting the distinctive specialized education of the colleges and graduate schools with learning at the primary school, junior high school, and senior high school levels; and cultivating students at every level in a joint effort between the Ritsumeikan University and the affiliated schools. In AY2018, we will work out the details of an educational system that cultivates

outstanding students with the characteristics of the academic disciplines in each college, all while stimulating students' intellectual curiosity and increasing their motivation and creativity.



We made progress in promoting cross-generational peer learning in both the regular curriculum and extracurricular activities.

We established a peer support system in which affiliated and partner school graduates support current affiliated and partner school students participating in pre-enrollment education programs and open campuses, and 100 students attended the Pre-Entrance Day. We also had affiliated school graduates provide support to primary school students. We will continue promoting these efforts to ensure that both the younger students receiving support and the older students providing support can experience growth.

Basic Issue 4

Creating Social Networks and Ritsumeikan's Branding and Entrance Examination Strategies

To ensure that students also grow as members of society, it is vital for the affiliated schools, as members of the community, to develop strong networks with the local community, organizations, companies, and other stakeholders as a part of their institutional development activities.

We cooperated with Kyoto City, the Kyoto City Board of Education, local companies, local universities, and local schools as a member of the Kyoto Education Discussion Forum. In AY2017, we were recognized at the Kyoto Education Discussion Forum's 69th Awards for Educational Contributions for our 10 years of service as a member of the Forum.

We also held Ritsumeikan Day, a joint admissions

information session for our junior and senior high schools that serves to showcase the features of our integrated education to the parents of applicants and the general public. More than 1,000 people attended. The three junior high schools in Kyoto and Shiga held a joint information session on junior high school admissions, which featured a popular discussion session with university faculty members on the Academy's unique brand of integrated education.



Basic Issue 5

Developing Organizations and Conditions Conducive to Supporting New Developments in Each School

To ensure that affiliated school students grow into independent learners who can succeed in the global arena, it will be increasingly important for us to help faculty boost their teaching capacity. Again, in AY2017, we promoted myriad initiatives in



the realm of teacher training based on our image of the ideal affiliated school teacher. The Education and Research Training Center held several workshops and training sessions. We also offered new sessions for instructors

of health and physical education and home economics subjects. Furthermore, because the affiliated schools all face the challenge of cultivating the next generation of leaders, we formulated the Standards for Principals and School Offices and began offering a new training program for principals and school office staff.

As for the promotion of gender equality, we made steady progress in hiring female teachers and have successfully met the 30% ratio of female faculty that we set in our Action Plan. In light of the public attention garnered by the issue of teacher work styles, we began a discussion aimed at implementing work style reforms for our teachers.

Basic Issue 6

Enhancing Education in Cooperative Schools and Considering Cooperative Policies

To encourage the self-directed management of the high school-university partnership education provided by our partner schools, we reviewed initiatives with an eye on pursuing more effective high school-university partnerships. We also encouraged students from the affiliated schools to attend high school-university partnership programs. Nineteen students participated in Gap Term Study Abroad and 52 joined the 551 Project, which aims to improve the English proficiency of top-tier students. Due to these efforts, the academic performance of

affiliated school graduates after they go to university has steadily improved. We also renewed our cooperative agreement with Heian Jogakuin Academy and agreed to continue our partnership.



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



Basic Issue 1

Integration of School Management and Organization to Support Promotion of the 4-4-4 System of Integrated Primary and Secondary Education

AY2017 marked the first year for the integrated administration of the 4-4-4 system of integrated primary and secondary education. More specifically, we appointed a Representative Principal as the chief executive for the 12 years of integrated education and established a system whereby the principals of the primary, junior high, and senior high schools serve concurrently as the persons in charge of each four-year stage of education. Although there is a physical restriction in the fact that Second Stage education (Grade 5 - Grade 8) occurs at both Kitaoji and Nagaokakyo, we have been able to firmly establish collaborative relationships between the teachers of certain subjects or in charge of certain duties. Moreover, by promoting personnel exchanges among the primary school and the junior and senior high schools, more of

our teachers are now aware of how students grow over the long term from primary school up through high school and are putting this information into practice in their lessons.

AY2017 also marked the year in which the first cohort of Ritsumeikan Primary School first grade students became third-year high school students, so it was when the schools were finally able to draw some conclusions from their experience in teaching the same students for 12 years. Until now, the 12-year integrated education model was only conceptual, but looking at the actual progress students have made under the three-stage 4-4-4 system, we are able to raise the level of our education to truly contribute to student growth.

Basic Issue 2

Achievement of Academic Issues in 4-4-4 System of Integrated Primary and Secondary Education

In the primary school, we took efforts to promote the "Four Pillars of Education" (academic ability, international spirit, intuitive sensibilities, and sense of ethics) and realize the "Five Pledges" that paint an ideal picture of a primary school graduate.

In our efforts to cultivate solid academic ability, we continue reviewing the degree to which students acquire math skills and Chinese characters, and we set concrete goals for the 100-square Math Problem and Arithmetic Proficiency Test and the Kanji Aptitude Test. We added new IT subjects (Grades 1 -

4: Robotics; Grades 5 - 6: ICT) to create a curriculum more in tune with today's information society. In terms of international education, we added two more countries as destinations for our overseas training programs based on the theme of "Kids, Go Abroad!" By providing



students with a solid foundation for learning and the spirit of *baikon tasshi** in the first stage, we have been able to position the second stage as a time for diverse learning experiences aimed at producing students with independence and autonomy and an attitude geared toward self-directed learning. In the third stage, we leveraged learning in the CE, SS, GL and MS Courses,

respectively, and developed practical education by cultivating students "who are capable of discovering issues, voluntarily and independently address these, and generate new value."

**Baikon tasshi: The idea (based on the philosophy of Zhu Xi) that it is crucial to develop solid foundations for living and learning when young to lead a rich life and succeed academically.*

Basic Issue 3

Approach toward Unique Issues in Integrated primary and secondary Education for Junior High and High Schools

We aimed to further enhance the quality of classes at Ritsumeikan Junior and Senior High School for the second year in a row after establishing the Lesson Delivery Improvement Committee. We promoted open-class initiatives, had faculty in the mathematics and English departments mutually organize open classes on a regular basis, and held Open-class Study Sessions open to outside participants as

well.

Going forward, we will maintain the 12-year integrated education vision as a common awareness, and flexibly and creatively accommodate conditions pertinent to all students, including those who enroll from the junior and senior high schools, all while moving forward with the concrete development of creative education.

Basic Issue 4

Expansion and Development of Distinctive Character of SGH and SSH Projects, and Dissemination of Positive Outcomes

The SSH Projects ended on a highly successful note by attracting 33 schools in 24 countries and regions and 16 domestic schools for Japan Super Science Fair (JSSF) 2017 (Last year's attendance: 33 schools from 22 countries and regions; 14 Japanese schools). In AY2017 again, we held the fair to provide students with a "dreamlike week" of studying science in an international atmosphere, and we witnessed an increase in joint research projects with foreign schools. Our students gained experience in working on projects in English with students from Singapore, Korea, and Taiwan, and we plan to expand this initiative going forward. We also received the highest possible score on the SSH mid-term evaluation conducted in the third year of the project.

We held the Rits Super Global Forum (RSGF), the core initiative under the SGH project, and attracted participants from 11 schools in 10 countries and regions as well as two Japanese schools, making it the largest forum we have held to date. This year's topic was "Education for Children". and the participants engaged in a lively and in-depth discussion. At the MEXT-sponsored AY2017 Super Global High School National High School Student Forum, we were awarded the Screening Committee Chairman's Prize, the second highest award possible.

In AY2017, a total of 877 students from all of Ritsumeikan's junior and senior high schools were sent abroad, and our schools welcomed 573 students from other countries. We began exchanges at the student club level with a Spanish partner school and sent 34 members of the high school soccer team to Spain. Many of the dispatched students said the experience had a positive impact on their future path, so it clearly helped us to expand our internationalization efforts. Furthermore, in March, we sent the brass band to Guam for another club-to-club exchange.

Basic Issue 5

Enhance the Medical Science (MS) Course and Improve the Rate of Advancement to Other Universities

In terms of students advancing to other universities, a noticeable number students, mostly from the MS Course, were successfully admitted to the following renowned national and public universities in AY2018: University of Tokyo: 1, Kyoto University: 6, Osaka University: 2, Kobe University: 4, Kyushu University: 1, and Nagoya University: 1. As for students advancing to medical schools, 23 passed the examination to enter either Kyoto Prefectural University of Medicine or the Shiga University of Medical Science, one was accepted to a veterinary medicine program (and is currently attending), five were accepted to dental schools, and 25 were accepted to pharmacy schools (of which 24 are currently attending).

Since nearly 30% of AY2017 high school graduates advanced to other universities, however, we must improve partnership programs with Ritsumeikan University and Ritsumeikan Asia Pacific University and heighten the appeal of integrated education.

Basic Issue 6

Improve Working Conditions to Promote the Aforementioned Educational Issues

Issues presently under consideration are faculty organization to support educational development, the provision of training to support faculty growth, measures to secure the necessary time for such initiatives, and the development of facilities to fully leverage the environment of the Nagaokakyo Campus and further pursue integrated education with the Kitaoji Campus. We will also undertake institutional development to realize the "development of global leaders who generate new value and contribute to the future," which is the objective of our 12-year integrated elementary, junior high, and high school education.

3-2. Ritsumeikan Uji Junior and Senior High School



Basic Issue 1

Career Education that Questions Lifestyles

Among the Ritsumeikan affiliated schools, the Ritsumeikan Uji Junior and Senior High School has the advantage of being able to provide education with a long-term view that spans the six years from junior high to high school and factors in prospects for subsequent advancement to university. Under these conditions, the school encourages students to call into question their way of life, and accordingly aims to cultivate genuinely independent learners through various educational activities.

In AY2017, the junior high school adopted elements of the International Baccalaureate's Theory of Knowledge (TOK) approach in its moral education program to offer interactive classes on how to look at and think about things. It also offered open classes. Moreover, we implemented the WOW Project, a new initiative aimed at piquing students' interests by having the instructors of the various subjects offer special programs to students who opted to apply. The

second-year junior high school grade students joined an exchange event with APU students and visited the Kinugasa Campus, while the third-year junior high school students joined a training program held by RU's science schools. Going forward, we will continue offering unique initiatives that only we can offer as an affiliated school of Ritsumeikan and we will strive to improve the content.

At the high school, we held the new Listening Workshop, and continuing from AY2016, we offered Career Navi and Lecture +R events, which attracted a total of more than 100 university students, working professionals, and university faculty throughout the year. These lectures served to provide students with ideas on how to choose a university program and future profession. In future curriculum revisions, we plan to give even more weight to these kinds of initiatives that motivate students to learn.

Basic Issue 2

Development of High School Courses that Aim to Enhance High School-University Partnerships and Transition to Independent Junior High School IPS Class

We established a Food Design elective subject for third-year high school students to coincide with the establishment of the College of Gastronomy at Ritsumeikan University in AY2018. Due to an off-campus learning initiative and the invitation of guest speakers to classes, we were able to send nine students to the new college. For the Humanities and Sciences Courses focused on high school-university partnerships, students visited faculty

offices and a seminar conference as part of a cooperative lecture with Ritsumeikan University, and we held several lectures taught by company representatives and other guest speakers. In the IM Course, we held cooperative events with APU in April, June, and November, which resulted in the number of students advancing to APU jumping significantly to 14. What's more, three students from the IB Course advanced to Ritsumeikan

University (one each to International Relations, Pharmaceutical Sciences, and Science and Engineering), so we hope this will lead to more students heading to Ritsumeikan University's international colleges next year, thereby contributing to the further internationalization of the Academy.

Seventeen students with at least Pre-2 on the EIKEN at the point

of enrollment were added to the International Preparatory Stream (IPS; an IB prep course). Of the 155 students who advanced from the junior high school to the senior high school, 14 joined the IB Course and 29 joined the IM course. Together, these courses form the core of the high school's international courses.

Basic Issue 3

Education that Fosters Ability to Respond to Internationalization

Led by the International Center, a Mega Study Abroad Fair and an International Volunteer Expo were held in AY2017 for the first time ever. Both events served to inspire many students. For the year, a total of 90 international students (both short and long-term) were admitted. To raise the level of satisfaction of our international students, we offered off-campus learning sessions called Edventure six times during the year.

As usual, we held overseas language training for junior high and high school students, but in AY2017, due to uncertain political situations abroad, we were forced to change the course, and we saw more students than usual choose not to attend due to a terrorism incident that occurred right before the scheduled departure. We held training sessions to boost the ability of teachers and staff to handle situations, and the programs were all administered with safety as the first priority.

In addition to all 73 second-year students on the IM Course, 32 other students participated in short-term or long-term study abroad programs. Under the Global Challenge Program, which is subsidized by the school's Education Support Group, 50 students were dispatched to eight areas.

There are currently 329 returnee students enrolled, accounting for 20% of the total school population. We held a meeting with guardians of returnee students and offered support to help them adapt to living in Japan.

Sixteen students on the IB, IM and Humanities Courses are expected to advance to foreign universities. Also, for the first time ever, seven students advanced to the Global Studies Major in the College of International Relations by way of recommended admissions.

Basic Issue 4

Advanced Intraschool Sharing of Information through the Promotion of Informatization

In AY2017, we began allowing seventh graders to bring their own tablets to class. We developed digital content for each subject and adopted NTT Learning System's Tech Campus platform. By rolling out this policy incrementally, we expect that all students will soon be

using their own tablets in class. To provide teachers with support, the Division of Information Infrastructure created a manual and materials that briefly explain how to use the software.

Basic Issue 5

Promotion of a Wide Array of School Activities including Sports and Cultural Activities

We are moving forward with initiatives that embody the academic principles of "Peace and Democracy" amid increasing tension on the world stage. As part of the junior high school peace studies programs, we sent representatives to the Hiroshima Peace Memorial Ceremony in August, and we screened the documentary "Aogiri" at a school-wide assembly. In November, Mr. Yoshinori Kurita gave a peace studies lecture on child soldiers and land mines, and in December, we screened the movie "In This Corner of the World." In May, we held a ceremony to celebrate the 70th anniversary of the promulgation of the Japanese Constitution for the high school students, and we invited Chancellor Yoshida to give a commemorative speech. In February, Ms. Hiromi Kishida was invited to give a speech entitled "Universal Manners: How to

Communicate with the Elderly and the Disabled".

Our students excelled in self-directed activities. The Kyoto Sanga Youth Soccer Club won the J League Youth Championships thanks in part to the contributions of one of our high school students who belongs to the club. Meanwhile, the track and field team placed fourth in the national road race, the judo club secured a team competition spot in the intercollegiate tournament, and the American football team placed fourth in Japan. At the junior high school level as well, the American football team advanced to the Koshien Bowl for the second year in a row.



Basic Issue 6

Discussions that Include Facility Improvements to Support Educational Activities

Young teachers played a central role in discussing reforms in relation to the future shape of the school. In AY2017, the Education Policy Committee met seven times, and two intensive discussions were held with all full-time teachers resulting in the formulation of a reform

plan. Furthermore, we compiled a future vision that includes the expansion of facilities to eliminate space restrictions and promote our new internationalization policy. We are making gradual preparations to complete construction in 2021.

3-3. Ritsumeikan Keisho Junior and Senior High School



Basic Issue 1

Creation of the School of Choice for Students from all over Japan and Asia by Leveraging our Image as the No. 1 Model School for Education in Hokkaido

With regard to junior high school admissions, applicants for the SP Course jumped 1.3 times to 280. The final retention rate for the SP Course was 89.2%, while the school-wide retention rate reached 85%. This means we welcomed 190 students compared to our capacity of 180.

As for high school admissions, we saw a noticeable increase in the number of high achieving students whose first choice was us. Thirty



students who sat the recommended entrance examination (i.e., whose first choice was us) were considered A rank students, up 1.8 times over last year. Meanwhile, the number of students who tested in all five of the

major subject areas increased 2.1 times to 31. Moreover, the total number of applicants on the general entrance examination for high school (held in February) increased by 28 year-on-year from 343 to 371. What's more, of those 371 examinees, 227, or 61.2%, tested in all five major subjects, which means we are becoming a school to which only the brightest students can apply.



We are seeing an increase in exchange students and returnees, who must reside in the dormitory, as well as students from Hokkaido, and both the male and female dormitories are at full capacity.

Basic Issue 2

Creation of Conditions to Aim for Achievement Keisho Boarding School Vision by 2024

We are actively accepting international students and sending our students abroad as part of our effort to promote global education. International student intake fell to 161 due to the North Korea situation, but we sent 161 students on short or long-term study abroad (Target: 160), bringing the total number students sent abroad on either study abroad or overseas training programs to 653 (Target: 645) and resulting in a year-on-year increase. We can thereby conclude that global education at the school made significant strides over the last year.



Basic Issue 3

Enhancement of Internal Advancements (Both in terms of Quality and Quantity) through Expansion of High School Ritsumeikan Courses

In AY2017, 120 third-year high school students advanced internally to RU and 11 to APU. The high number was the result of active initiatives such as encouraging students to participate in RU and APU campus tours and R-Navigation events from their first year at the school.

We made great strides in promoting educational initiatives under the banner of SSH and SGH. Regarding SSH, we again secured a basic slot for the second phase of the project, and we were one of just 17 schools nationwide awarded a new strategic slot. In AY017 as well, our students accomplished the following outstanding achievements: a silver medal at the International Earth Science Olympiad, first place in the 2017 High School Chemistry Grand Prix, All Japan Senior High School Cultural Federation Prize in the field of natural sciences at the All Japan Senior High School Cultural Festival, the Hokkaido Board of Education Superintendent's Prize at the Japan Student Science Awards, a silver medal at the 2017 Space Probe Contest, and invitations



to participate in the Mathematics Olympics Summer Seminar and the Sūri no Tsubasa Summer Seminar. In promoting the second phase of the SSH Project, we provided total support for the sciences again in AY2017, and based on these, we were able to change the curriculum for all subjects. We also focused on topic-based research, and these efforts are starting to bear fruit.

In the third year of our SGH Project, we held training workshops on Sakhalin, New Zealand, Thailand, and the Ainu, and we strived to create solutions to global issues in the spirit of intercultural understanding while also enabling students to learn about topics specific to Hokkaido. We held the 2nd SGH Topic-based Research Presentation Meeting in February 2018. With the participation of observers and Direction Committee members from five schools in Hokkaido, we held a total of seven presentations comprising three topic-based research presentations, three overseas training presentations, and two topic-based research paper presentations, thereby providing an overview of the past three years of activities. We received high accolades for this proactive initiative from participants outside of Hokkaido as well, and the Direction Committee members also rated the outcomes of our three years of initiatives highly.

Basic Issue 4

Creation of the "No. 1 School for Advancement in Hokkaido" through Enhancement of Junior High and High School SP Courses

We set a goal of sending 40 students to the University of Tokyo and medical schools in AY2017 to help us reach our target of 50 students by AY2020. Ultimately, 38 students were accepted, corresponding to an achievement rate of 95%. The breakdown was as follows: University of Tokyo: 1, Kyoto University: 4, and medical schools: 29. The distribution for medical schools was as follows: University of Tokyo: 1, Hokkaido University: 1, Sapporo Medical University: 3, Asahikawa Medical University: 4, Hiroshima

University: 1, Niigata University: 1, Kanazawa University: 1, University of Fukui: 1, Shimane University: 1, and various private universities: 15. Of particular note, the student who gained entry into the University of Tokyo Faculty of Medicine did so via recommended admission. Looking at recommended admission and AO entrance examinations, one of the two students who passed the toughest of these examinations for national and public universities was from our school.

Basic Issue 5

Full-scale Introduction of Junior High and High School 2-4 System

With regard to our examination of the 2-4-system, we set up a 2-4-System Examination Working Group and considered enrollment at the "first year of the four-year high school program." At the same time, we created a system for transfer student entrance examinations and implemented those examinations three times per year (once each in July, September and March).



Basic Issue 6

Development of Systems and Environments that Support the Reforms

To enhance classes using active learning and problem-based learning, we established the Future Vision Committee and moved forward with the discussion and development of ICT-assisted active learning classes.

We also decided to build a new classroom building in AY2019 that will enable the full deployment of active learning and ICT, and we have been holding discussions together with the Future Vision Committee on the types of facilities we need as well as new teaching techniques that will take advantage of these facilities.

We released some faculty who are supervising the SP Course for third-year high school students from their club advisor duties in AY2017 so they can focus on providing students with after-school workshops and academic advising.

3-4. Ritsumeikan Moriyama Junior and Senior High School



Basic Issue 1

School Development that Reinforces Position as Top School in Shiga Prefecture

Given our goal of "cultivating global science leaders equipped with broad-based knowledge and perspective, scientific thinking, and communication skills," we have undertaken creative and vigorous institutional development centered on education in three fields: Science, Global Studies, and ICT.

First of all, regarding science, we were designated as an SSH for the third time. We are now able to more actively pursue a wide range of initiatives including: topic-based inquiry and interdisciplinary classes rooted in our original curriculum; partnerships with university colleges, graduate schools and research institutes; and research projects focused on local issues.

In the high school, we sent out the first cohort of Global Class graduates. They achieved an average TOEFL score of 469 and many of them advanced to international colleges at Ritsumeikan University, including two who joined the English-only Global Studies Program in the College of International Relations. One student was even admitted to California State University in the United States.

We hold ICT open-class study gatherings twice a year, and in AY2017, these attracted more than 500 participants from all over Japan. As

part of these sessions, we held open lectures on ICT usage and gave presentations that reflected on efforts to boost students' academic ability. Participants praised the sessions by saying things such as "this is the first practical example of a school successfully presenting data on the effectiveness of its ICT education" and "this is one of the few schools in Japan that is achieving up remarkable outcomes in the field of ICT education."

Excellent outcomes were also achieved by Frontier Science Course students. Twenty first-year high school students passed Level 2 on EIKEN, and two passed Level Pre-1. Meanwhile, third-year students secured university acceptances as follows: Kyoto University: 1, Osaka University: 1, Kobe University: 2, Shiga University of Medical Science: 2, and University of Alberta (Canada): 1, among others. Having surpassed our goal of a 40% passing rate (while enrolled) for medical universities and difficult national and public universities, we also enjoyed a positive impact in the form of increased applicant numbers.

Basic Issue 2

Restructuring of New Courses and Enhancement of Curricula

Under the slogan of "Classes First", we worked to improve our teachers' teaching capacity even further. In terms of improving students' motivation to learn and firming up their study habits in particular, we undertook reforms to school education by modifying the curriculum with an eye on next year, revising the Academic Regulations, and we launched a new course. We effectively integrated the junior high Frontier Science Course

into the Frontier Courses to put in place a curriculum that emphasizes continuity in guidance from the junior high to the high school level. We established the Global Course for first-year high school students and gave second-year students the option of choosing from two tracks: Global Science or Global Humanities. With this reorganization, we experienced a significant increase in interest from returnees, whose numbers are

steadily increasing (and who now total 80 across the junior and senior high schools), and students and parents interested in English and global education.

We proactively adopted ICT devices in all subjects and improved our methods of supervision. As a result, we saw average study time at home increase to 115 minutes on weekdays and 195 minutes on weekends, and 150 students said they spent 25 hours on online drills. Due to this, scores on the Practice Exam for Tracking Learning increased 2.3 points annually. Cumulatively, we sent 183 junior high students and 348 high school students on study abroad or other overseas programs, and we welcomed

72 short and long-term exchange students. As this shows, we are gradually making strides towards cultivating global perspectives and putting a global environment in place.

In the junior high school, as part of our English language reforms, we offered the Expert Course to students with advanced English skills equivalent to Level Pre-2 and higher on EIKEN, and 28 students participated. At the high school level, 31 students participated in science workshops in Japan and overseas. Efforts to strengthen high school-university partnerships also paid off in this area as evidenced by the recovery of the rate of advancement to engineering schools throughout the country to 38%.

Basic Issue 3

Promotion of Extracurricular Activities

The junior high school girls' handball club and five other clubs won Shiga Prefecture championships and advanced to national-level tournaments. In the high school, 12 clubs won Shiga Prefecture championships or advanced to regionals (Kinki/Kansai). The American football club, baton twirling club, brass band, and shogi club all advanced to national championships. Meanwhile, the girls' handball club and boys' soft tennis club advanced to the All Japan Interscholastic High School Meet along with earning support from Shiga Prefecture ahead of the National Sports Festival. What's more, one of our students was named a designated athlete for para-powerlifting in the upcoming Tokyo Paralympic Games.

In AY2017, we encouraged students to participate in off-campus academic competitions, which resulted in an eighth place showing in the Takamatonomiya All Japan Junior High School English Speech Contest, the top prize in the Creative Kanji Contest, an appearance in the RoboCup Junior nationals, an appearance at Science Koshien Jr. as the representative for Shiga Prefecture, and runner-up in the Shiga Prefecture Student Science Awards. Meanwhile, our high school students won RoboCup Junior Japan (and earned a spot in the international competition), placed in the top 100 in the High School Student Business Plan Grand Prix, and presented a paper in English at the International Palaeontological Congress.

Basic Issue 5

Stable Entrance Examination Policy

Although the number of applicants for all AY2018 entrance examinations for private schools within Shiga Prefecture dropped significantly, we attracted the most with 383 applicants (Last AY: 387), making for a competition rate of 2.39 applicants for every successful application (Last AY: 2.42). In particular, we saw an increase in applicants concurrently applying to the spring semester afternoon exam and the fall semester exam. At the same time, we made the examinations more challenging. This is likely due to the high acclaim garnered by implementing integrated curriculum reforms to the junior and senior high school Academia Courses and our track record of university placement for students in the Frontier Science Course (FSC), which aims to send students to Japan's most challenging universities. In terms of high school admissions,

our overall applicant numbers dropped slightly from 451 to 432 on the back of revised standards for recommendations from outside the prefecture, but first-choice applicant numbers increased by 18 year-on-year, thereby boosting our selectivity. This can be considered the result of establishing our reputation as one of the top private schools in Shiga Prefecture, where students traditionally favor public high schools.

In AY2019, we will adopt three new entrance examination types, one that will allow students to choose subjects, one that focuses on thinking skills, and one based on an aptitude test. We will also offer the first English entrance examination in Shiga Prefecture as we aim to secure a wider range of applicants.

Basic Issue 5

Development of Staff and Faculty Organization

We put rules in place for having teachers work together on student guidance as we strived to carry out school duties in a more organized manner. We renamed some divisions and reorganized into the following seven-division administrative structure: General Affairs, Media and Education; Career Education; Academic Affairs; Student Affairs; Distinctive Education; Admissions; and FSC. In particular, we separated the administration of

entrance examinations from admissions publicity, which were both under the purview of the Division of Admissions until now, and we assigned a new Vice Principal in charge of admissions to shore up the administrative framework.

Furthermore, we established a bulletin board on the school intranet where we post morning announcements and other information. In this way, we enhanced information sharing among the divisions and across grade levels.

Basic Issue 6

Development and Expansion of Facilities

To further enhance ICT education, we decided to spend the next five years renovating regular classrooms into ICT-assisted classrooms. Aiming to create classrooms that are easy for both learners and educators to use, we began by upgrading the whiteboards, projectors, and other audio-visual equipment

in the junior high school first-year homerooms.

In AY2018, we will update our homepage, improve the shuttle bus scheduled based on numerous requests from students and their guardians, and upgrade classroom desks and chairs.

4. The Ritsumeikan Trust (Comprehensive Academy Development)

Master Plan

Consider organizational issues for underpinning linkages within the Academy

The Academy-wide Scholarship Policy Review Committee promoted inter-university partnerships by administering a scholarship for exchange between Ritsumeikan



University and Ritsumeikan Asia Pacific University.

In addition to the regular affiliated school visits by APU, we also ran an event where APU faculty and staff were dispatched to Ritsumeikan Uji Senior High School and Ritsumeikan Keisho Senior High School. Going forward, we plan to strengthen these ties.

We integrated school systems across Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School and appointed a Representative Principal for the Ritsumeikan Primary, Junior and Senior High Schools. What's more, we established an Academy-level framework to review and discuss the particulars of integrated high school-university-graduate school education as a way to bolster ties between the affiliated schools and the universities.

Undertake faculty organization development; improve the quality of faculty; promote FD

Based on the current plan, Ritsumeikan University solicited feedback on faculty organization development and confirmed the current status of implementation.

Ritsumeikan Asia Pacific University will continue considering systems to put in place in line with the faculty organization development policy outlined in the APU Second Half Plan.

We also put a wide range of infrastructure in place to move forward with teacher organization development in the affiliated schools. Aiming to enhance the teaching capacity of teachers, the Affiliated School Education and Research Training Center worked on improving its training sessions for individual subjects, training sessions for each grade level, and school affairs training sessions.

Staff Organization Development to Enhance the Capabilities of Staff who can Tackle Academy Issues

In step with the government's efforts to promote work style reforms, awareness has been raised about the need to review duties and ensure their effective implementation as well as the importance of improving the quality of work.

Based on our policy for a training-based personnel system, our planned training programs and other systems have taken root.

We reconsidered the roles and duties that permanent staff should handle in terms of Academy administration. The Divisions all moved forward with discussions regarding the expansion of indefinite term employment beyond the current permanent staff

system to ensure there are people to handle administrative duties stably and efficiently.

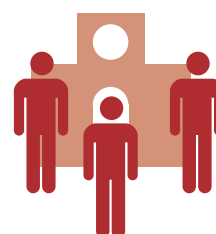
One issue we face is stepping up cooperation with our wholly-owned subsidiary Creotech Ltd. This will not only allow us to separate duties that should be outsourced from duties that Ritsumeikan staff should handle internally, it will improve our operational efficiency, and in turn, enhance convenience for the users of the services we provide.

Administration

In January 2018, we appointed a Vice President of Diversity and Inclusion and put in place a framework to promote diversity in broad-based terms, not just gender equality.

To encourage the understanding of compliance and ensure its thorough implementation throughout the Academy, we held planned training sessions for each Division. We also formulated first drafts of the Personal Information Manual and the Copyright Manual.

In accordance with a policy for improving governance in the affiliated schools and the Division of Integrated Primary and Secondary Education, we strengthened the ability of the affiliated schools to respond to and manage crises and we reviewed the Harassment Prevention Committee structure. We also improved how we share affiliated school issues with the Executive Board of Trustees and other bodies.



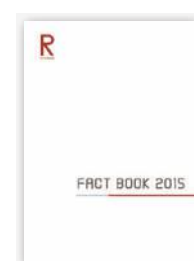
Financial Policy for the Second Half of R2020

We are moving ahead with financial management based on the Basic Policy on Financial Operations for the Second Half of R2020. We discussed a trial of a new process for reviewing initiatives in such a way that ensures the unified assessment of both academic and financial management. This will go into effect in AY2018. Furthermore, we switched to a new accounting and facilities management system in March 2017.

Establishment of A Promotion Framework for the R2020 Second Half Plan

We formulated a detailed proposal regarding the trial evaluation and review of our activities, which will be conducted in AY2018. This was confirmed by both the Academic Management Plan Committee and the Executive Board of Trustees.

We also compiled a track record of the initiatives we undertook in accordance with the indicators outlined in the R2020 Second Half Plan, and we formulated the Fact Book.



Glossary

Number

[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.

A

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

[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.

[ANU] The Australian National University.

[AOL] Assurance of Learning.

[APM] Ritsumeikan Asia Pacific University College of International Management.

[APS] Ritsumeikan Asia Pacific University College of Asia Pacific Studies.

[APU] Ritsumeikan Asia Pacific University.

[AP House] The student dormitory at Ritsumeikan Asia Pacific University where domestic and international students live side-by-side.

B

[BKC] Biwako-Kusatsu Campus.

C

[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.

[Cross-Appointment System] A system that allows researchers to belong to two or more institutions, be they universities, public research institutes, or companies, in accordance with an agreement between the respective institutions. With a certain degree of effort management, this system enables researchers to pursue research, development and/or teaching activities at all of the institutions to which they belong.

D

[DD] Double degree. Under a double degree system, a student who completes educational programs of the same level at (at least) two partnered universities and fulfills the respective graduation requirements is granted degrees from both institutions.

[Dual degree] A program that allows students to earn two university degrees, one from a Japanese university and one from a foreign university. Including the undergraduate dual degree with American University, Ritsumeikan University operates several dual degree programs at both the undergraduate and graduate levels.

E

[ES] Educational Supporter. Undergraduate students who provide in-class assistance to instructors and other students.

F

[FD] Faculty Development. The process by which faculty work to systematically improve and enhance their teaching content and methods.

G

[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 Keisho 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.

[GL Course] A course offered by Ritsumeikan Senior High School that aims to cultivate global leaders with a strong interest in international issues and the ability to think about Japan's future role in the world.

[GSA] Ritsumeikan Asia Pacific University Graduate School of Asia Pacific Studies.

[GSM] Ritsumeikan Asia Pacific University Graduate School of Management.

I

[IB] International Baccalaureate. An international educational program created by the International Baccalaureate Organization. The program was established to provide students with an internationally recognized university entrance qualification and secure their path to university enrollment.

[IB Course] A course at Ritsumeikan Uji Senior High School based on the International Baccalaureate Diploma Program (IBDP), a program in which students can obtain qualifications to enroll in universities around the world. In this Course, which aims to equip students with the English skills, intellectual ability, and spirit of inquiry they will need to study at foreign universities, students take all subjects except Japanese in English starting from the freshman year.

[IM Course] A course at Ritsumeikan Uji Senior High School that requires students to participate in the International Preparatory Stream (IPS—an immersion class that starts upon admission) and complete one year of study overseas so they may cultivate excellent English skills and advanced academic ability.

[IPS Class] An immersion class to prepare junior high school students who want to join the IB Course at Ritsumeikan Uji Senior High School. Students in this class spend three years of junior high school studying mathematics, science, and social studies in English.

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

J

[Japanese NCAA] A Japanese version of the National Collegiate Athletic Association (NCAA), a comprehensive supervisory organization that oversees and regulates collegiate sports programs at member colleges and universities in the United States.

[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.

[JD] 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.

M

[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 advance to medical, dental, or pharmaceutical courses in college and lead in the medical and pharmaceutical world of the 21st century.

N

[Numbering] The process of systematizing a curriculum by assigning numbers to lecture subjects and categorizing them in a way that shows students the steps and/or order they should follow in pursuing their course of study.

O

[OIC] Osaka Ibaraki Campus.

P

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

[PROG Test] An assessment test designed to measure general skills, attitudes, and aptitudes required for life in the real world regardless of major. It allows students to objectively ascertain their current situation.

Q

[QS] Quacquarelli Symonds. A publisher of global university rankings.

R

[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.

[RCAPS] Ritsumeikan Center for Asia Pacific Studies. Established in July 1996, the basic goal of RCAPS is to create the discipline of Asia Pacific Studies. It also serves to carry on the research outcomes related to the Asia Pacific region achieved throughout the Academy to date.

[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.

[RU] Ritsumeikan University.

S

[SD] Staff Development. Institutional efforts targeting staff that aim to increase the quality of administration and teaching and research support.

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

[SGU] Top Global University Project (Note: The abbreviation 'SGU' is based on the Japanese project name.) A MEXT program 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 undertaking university reforms, and b) universities spearheading internationalization.

[SP Course] A course with an educational program that incorporates project-based learning (PBL) and active learning for students of Ritsumeikan Keisho Junior and Senior High School who want to advance to the most elite universities.

[SSH] Super Science High School. The system under which MEXT designates high schools that focus on science and mathematics education.

T

[TA] Teaching Assistant. Graduate school students who provide in-class support and assist in the educational activities of the university.

[Three Policies] An umbrella term for the Admissions Policy, Curriculum Policy and Diploma Policy.

[TOK] Theory of Knowledge. The core of the International Baccalaureate Diploma Program (IBDP). It aims to cultivate logical thinking and objectivity by making students evaluate the body of knowledge of individual academic disciplines from an interdisciplinary point of view.

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. Settlement of Accounts

1-1. Statement of Cash Flow for FY2017

(in 100 million of JPY)

Item	FY2017 Budget	FY2017 Settlement	Difference
------	------------------	----------------------	------------

Revenues

Revenue From Student Fees	575	578	3
Revenue From Processing Fees	29	33	4
Donation Revenue	9	17	8
Subsidy Revenue	93	94	1
(National Government Subsidy Revenue)	74	74	0
(Local Government Subsidy Revenue)	20	20	0
Revenue from Sales of Assets	0	0	0
Income from University-Owned Businesses	31	34	2
Income from Interest and Dividends	14	27	13
Miscellaneous Revenue	14	18	3
Revenue from Borrowings	1	1	0
Revenue from Advances Received	102	100	Δ 2
Amount Reversal from Specified Assets and Other Revenues	223	197	Δ 26
Revenue Adjustments	Δ 116	Δ 117	Δ 1
Carryover from Previous Year	201	201	1
Total: Revenues	1,177	1,182	5

Expenditures

Personnel Expenditures	386	382	Δ 4
Education and Research Expenditures	256	236	Δ 20
Institutional Administrations Expenditures	51	53	2
Loan Interest Expenditures	0	0	0
Loan Repayment Expenditures	2	2	0
Facility-related Expenditures	55	39	Δ 15
Equipment-related Expenditures	19	14	Δ 6
Deposits for Specified Assets	60	127	67
Accounts Payable from Previous Fiscal Year and Other Expenditures	58	56	Δ 3
Reserve Fund	4	0	Δ 4
Expenditure Adjustments	Δ 59	Δ 54	5
Carryover into Next Year	343	327	Δ 16
Total: Expenditures	1,177	1,182	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.
*‘Difference’ refers to the budget amount less the settlement amount.

Cash Revenues

After excluding the balance carried forward from the previous academic year from the Revenues section total of JPY 118.2 billion, cash revenues for FY2017 came to JPY 98.1 billion.

We earned JPY 57.8 billion in revenues from student fees such as student tuition and admission fees.

Revenues from entrance examination fee payments and other fees totaled JPY 3.3 billion.

Revenues from subsidies amounted to JPY 9.4 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 18.0 billion, and were allocated to FY2017 campus maintenance and the like.

Cash Expenditures

After excluding the balance carried forward to the next academic year from the Expenditures section total of JPY 118.2 billion, cash expenditures for FY2017 came to JPY 85.5 billion.

Personnel expenses totaled JPY 38.2 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 23.6 billion, and included cost related to the Top Global University Project (SGU), 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).

In AY2017, facility-related expenses came to JPY 3.9 billion and equipment-related expenses reached JPY 1.4 billion, reflecting major renovations to Zonshinkan Hall on Kinugasa Campus, earthquake-proofing of the Student Center, and the construction of facilities for the College of Gastronomy Management.



1-2. Statement of Operating Activities for FY2017

(in 100 million of JPY)

Item	FY2017 Budget	FY2017 Settlement	Difference
General Account; Education and Research			
Student Fees	575	578	3
Processing Fees	29	33	4
Donations	9	7	Δ2
Subsidies	93	93	1
Income from University-Owned Businesses	31	34	2
Miscellaneous	16	17	1
Total: Revenues	753	762	8
Personnel	384	387	3
Education and Research	322	299	Δ23
(Depreciation Cost)	66	63	Δ3
Institutional Administrations	57	59	2
(Depreciation Cost)	6	7	1
Unrecoverable Amount	0	0	0
Total: Expenditures	763	746	Δ18
Income/Loss	Δ10	16	26

General Account; Others

Income from Interest and Dividends	14	27	13
Other Revenues	0	1	1
Total: Revenues	14	28	14
Interest on Loan	0	0	0
Other Expenditures	0	1	1
Total: Expenditures	0	1	1
Income/Loss	14	27	13
Income/Loss of General Account	4	43	39

Special Account

Gains from Sales of Assets	0	0	0
Other Revenues	3	13	10
Total: Revenues	3	13	10
Balance of Asset Disposal	3	8	5
Other Expenditures	0	0	0
Total: Expenditures	3	8	5
Income/Loss	Δ0	4	5
Reserve Fund	4	0	Δ4
Net Income/Loss before Allocated Capital Funds	0	48	48
Total Amount of Allocated Capital Funds	Δ49	Δ16	33
Net Income/Loss for This Fiscal Year	Δ48	32	80
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ229	Δ229	0
Amount Reversed from Capital Funds	3	7	4
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ275	Δ191	84
Total Revenues of Statement of Operations	771	803	32
Total Expenditures of Statement of Operations	770	755	Δ16

*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 Current Account + Revenues from Special Account

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

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 76.2 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 74.6 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 1.6 billion in net income for FY2017.

Meanwhile, depreciation costs included in education and research expenses and administrative expenses reached JPY 7 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 2.8 billion, while expenditures, which included loan interest and other income, amounted to JPY 100 million, producing a final outcome of JPY 2.7 billion in net income for FY2017.

Ordinary Net Income/Loss

Tallying up the totals for educational activity and non-educational activity revenues and expenditures, the final outcome was JPY 4.3 billion in ordinary net income.

Special Revenues and Expenditures

Special revenues and expenditures, which reflect one-time revenues and expenditures, included a donation to cover costs associated with the construction of the tentatively named Yasuhiro Wakebayashi Memorial Exchange Center, thereby resulting in a surplus of JPY 400 million for AY2017.

Net income/loss for current academic year

Tallying up the totals for educational activity, non-educational activity and special revenues and expenditures, the final outcome for the current academic year after subtracting JPY 1.6 billion included allocated to capital funds was net income of JPY 3.2 billion.

1-3. Statement of Financial Position for FY2017

(in 100 million of JPY)

Item	End of FY2017	End of FY2016	Change
Assets			
Fixed Assets	3,342	3,419	Δ77
Tangible Fixed Assets	2,288	2,312	Δ25
(Land)	700	700	0
(Buildings and Structures)	1,346	1,370	Δ24
(Equipment for Education and Research)	81	88	Δ7
(Books)	147	145	2
Specified Assets	1,034	1,088	Δ53
(Reserve Assets for Type 3 Capital Fund)	137	137	0
(Reserve Assets for Type 4 Capital Fund)	55	54	1
(Reserve Assets for Retirement Benefits)	125	120	5
Other Fixed Assets	20	20	1
Current Assets	345	220	125
(Cash and Deposits)	327	201	126
Assets: Total	3,687	3,639	48

Liabilities

Fixed Liabilities	138	263	Δ126
(Long-term Debt and School Bonds)	3	135	Δ132
(Reserve for Retirement Benefits)	125	120	5
Current Liabilities	313	187	126
(Short-term Debt and School Bonds)	132	2	130
(Advances Received)	100	105	Δ5
(Deposits)	30	27	4
Liabilities: Total	451	451	0

Net Assets

Capital Funds	3,427	3,418	9
(Type 1 Capital Fund)	3,235	3,227	8
(Type 3 Capital Fund)	137	137	0
(Type 4 Capital Fund)	55	54	1
Net Income/Loss	Δ191	Δ 229	38
Net Assets: Total	3,236	3,189	48
Liabilities and Net Assets: Total	3,687	3,639	48

*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 end of FY 2017 amount less end of FY 2016 amount.

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, decreased by JPY 2.5 billion from the end of last academic year to JPY 228.8 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 5.3 billion from the end of last academic year to JPY 103.4 billion.

Liabilities and Net Assets

This Liabilities and Net Assets section shows the sources of funds used to acquire assets. Liabilities accounted for 12.4% of total assets and net assets made up 87.6%.

The total for the Liabilities sector for the fiscal year reached JPY 45.1 billion.

The Net Assets section increased by JPY 4.8 billion from the previous academic year to JPY 323.6 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).

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.

Statement of Operating Activities

The Statement of Operating Activities classifies business revenues and expenditures for a given academic 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 Operating Activities 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 academic year.
- Net income/loss for given academic 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 academic 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 academic year.
- Net income/loss for the current academic year, net income/loss for the current academic year carried forward from the previous academic year, net income/loss for the current academic 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.

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.

1-4. Asset Inventory (Summary)

Total Assets	¥368,719,791,444
Endowment	¥230,644,100,340
Operating Assets	¥138,075,691,104
<hr/>	
Total Liabilities	¥45,087,221,115
Net Assets	¥323,632,570,329

(as of March 31, 2018)

Type	Amount
Assets	
1 Endowment	
Land 2,300,164.44 m ²	¥69,950,302,505
Buildings 819,093.61 m ²	¥121,255,815,192
Books 3,170,070	¥14,739,919,951
Equipment 18,206	¥8,851,211,349
Construction in Progress	¥611,802,240
Other	¥15,235,049,103
2 Operating Assets	
Cash and Deposits	¥32,663,257,464
Assets Held for School Trips	¥148,692,534
Reserve Fund	¥103,446,055,008
Securities	¥123,999,743
Accounts Receivable	¥1,266,509,312
Advance Payments	¥377,184,920
Other	¥49,992,123
Total Assets	¥368,719,791,444

Type	Amount
Liabilities	
1 Fixed Liabilities	
Long-term Debt and School Bonds	¥360,660,000
Long-term Account Payable	¥861,119,800
Reserve for Retirement Benefits	¥12,503,035,802
Guarantee Deposits	¥60,000,000
2 Current Liabilities	
Short-term Debt and School Bonds	¥13,155,330,000
Account Payable	¥4,939,353,195
Advances Received	¥10,015,564,301
Deposits	¥3,043,465,483
Cash Held for School Trips	¥148,692,534
Total Liabilities	¥45,087,221,115

Net Assets	¥323,632,570,329
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1-5. Audit Report

Audit Report

May 21, 2018

To: The Board of Trustees and Trust Council of the Ritsumeikan Trust
 From: Yoshikazu Sagami, 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 2017 fiscal year commencing on April 1, 2017 and ending on March 31, 2018.

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 Deloitte Touche Tohmatsu LLC—a third-party auditing firm.

We also received an explanation of the auditing report from Deloitte Touche Tohmatsu 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. Year-to-year Changes

2-1. Historical Cash Flow (FY2013 ~ 2017)

(in 100 million of JPY)

Item	FY2013	FY2014	FY2015	FY2016	FY2017
Revenues					
Revenue From Student Fees	562	569	572	580	578
Revenue From Processing Fees	28	28	31	31	33
Donation Revenue	8	8	9	26	17
Subsidy Revenue	104	105	112	90	94
Revenue from Sales of Assets	0	22	0	0	0
Income from University-Owned Businesses	28	29	29	32	34
Income from Interest and Dividends	14	16	18	19	27
Miscellaneous Revenue	17	21	20	17	18
Revenue from Borrowings	1	130	0	0	1
Revenue from Advances Received	102	102	105	105	100
Amount Reversal from Specified Assets and Other Revenues	134	121	101	64	197
Revenue Adjustments	Δ117	Δ127	Δ114	Δ119	Δ117
Carryover from Previous Year	210	223	270	212	201
Total: Revenues	1,091	1,248	1,154	1,057	1,182
Expenditures					
Personnel Expenditures	369	371	375	378	382
Education and Research Expenditures	226	237	237	248	236
Institutional Administrations Expenditures	45	45	49	48	53
Loan Interest Expenditures	0	0	0	0	0
Loan Repayment Expenditures	8	10	2	2	2
Facility-related Expenditures	141	264	76	38	39
Equipment-related Expenditures	15	38	27	16	14
Deposits for Specified Assets	69	65	118	130	127
Accounts Payable from Previous Fiscal Year and Other Expenditures	55	58	114	56	56
Expenditure Adjustments	Δ61	Δ112	Δ56	Δ59	Δ54
Carryover into Next Year	223	270	212	201	327
Total: Expenditures	1,091	1,248	1,154	1,057	1,182

* Numerical value from 2013 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.



2-2. Historical Operating Activities (FY2013 ~ 2017)

(in 100 million of JPY)

Item	FY2013	FY2014	FY2015	FY2016	FY2017
General Account; Education and Research					
Student Fees	562	569	572	580	578
Processing Fees	28	28	31	31	33
Donations	8	8	8	6	7
Subsidies	95	90	95	88	93
Income from University-Owned Businesses	18	29	29	32	34
Miscellaneous	19	18	18	18	17
Total: Revenues	739	742	754	755	762
Personnel	373	375	378	377	387
Education and Research	287	297	301	311	299
Institutional Administrations	41	53	56	54	59
Unrecoverable Amount	0	1	0	0	0
Total: Expenditures	712	726	734	742	746
Income/Loss	28	16	20	13	16
General Account; Others					
Income from Interest and Dividends	14	16	18	19	27
Other Revenues	0	6	3	0	1
Total: Revenues	14	22	21	19	28
Interest on Loan	0	0	0	0	0
Other Expenditures	0	0	0	1	1
Total: Expenditures	0	1	1	1	1
Income/Loss	14	21	20	18	27
Income/Loss of General Account	42	37	40	31	43
Special Account					
Gains from Sales of Assets	0	0	0	0	0
Other Revenues	11	18	20	24	13
Total: Revenues	11	18	20	24	13
Balance of Asset Disposal	7	51	3	8	8
Other Expenditures	0	0	0	1	0
Total: Expenditures	7	51	3	9	8
Income/Loss	4	Δ 33	17	15	4
Net Income/Loss before Allocated Capital Funds	46	4	57	46	48
Total Amount of Allocated Capital Funds	Δ 125	Δ 47	Δ 48	Δ 36	Δ 16
Net Income/Loss for This Fiscal Year	Δ 79	Δ 42	8	10	32
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ 131	Δ 208	Δ 250	Δ 242	Δ 229
Amount Reversed from Capital Funds	2	-	0	3	7
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ 208	Δ 250	Δ 242	Δ 229	Δ 191
Total Revenues of Statement of Operations	765	782	795	798	803
Total Expenditures of Statement of Operations	719	778	738	752	755

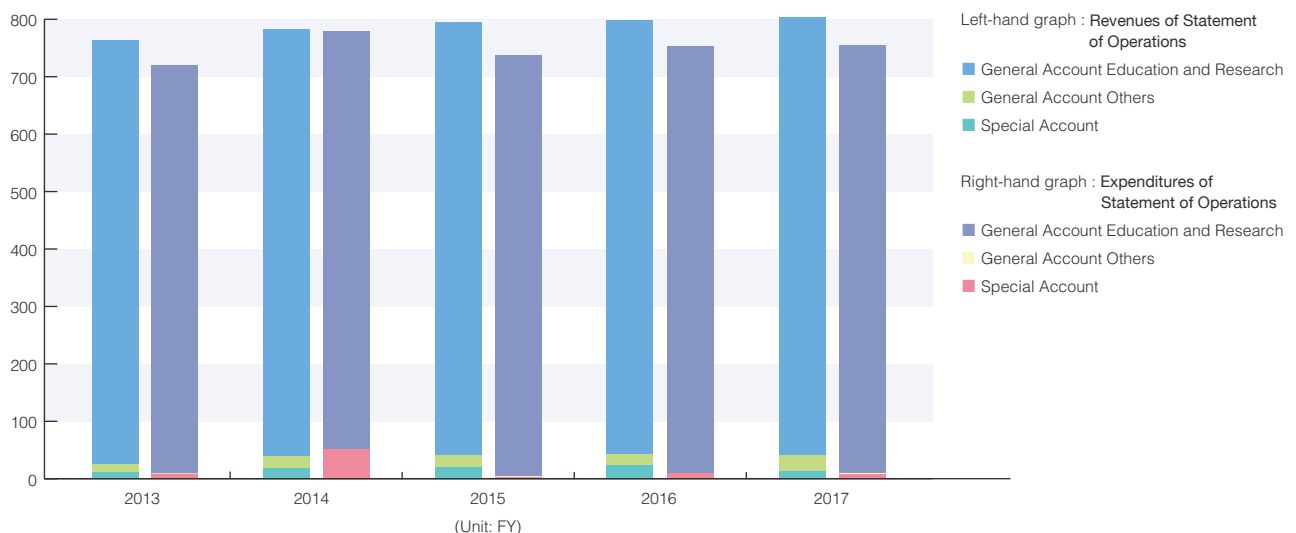
* Numerical value from 2013 to 2014 are recalculated based on the revised accounting standards for incorporated educational institution for the reference.

* 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

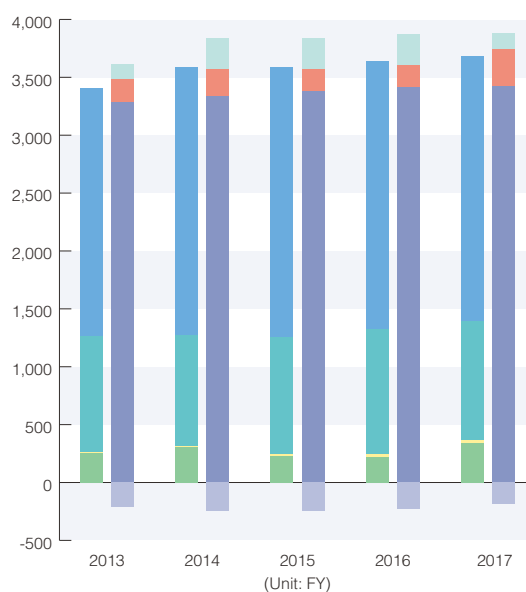
* 2014 expenditures from special account includes the gain on disposal of fixed assets (5.1 billion Japanese yen) at the Ritsumeikan Junior and Senior High School which was relocated to Nagaokakyo city.



2-3. Historical Financial Position (FY2013 ~ 2017)

(in 100 million of JPY)

Item	FY2013	FY2014	FY2015	FY2016	FY2017
Assets					
Fixed Assets	3,158	3,282	3,360	3,419	3,342
Tangible Fixed Assets	2,150	2,312	2,338	2,312	2,288
Specified Assets	994	958	1,005	1,088	1,034
Other Fixed Assets	14	12	17	20	20
Current Assets	252	305	232	220	345
Assets: Total	3,410	3,587	3,592	3,639	3,687
Liabilities					
Fixed Liabilities	137	266	265	263	138
Current Liabilities	191	235	184	187	313
Liabilities: Total	328	501	449	451	451
Net Assets					
Capital Funds	3,290	3,336	3,385	3,418	3,427
Type 1 Capital Fund	3,030	3,147	3,194	3,227	3,235
Type 2 Capital Fund	72	—	—	—	—
Type 3 Capital Fund	137	137	137	137	137
Type 4 Capital Fund	51	52	53	54	55
Net Income/Loss	Δ 208	Δ 250	Δ 242	Δ 229	Δ 191
Net Assets: Total	3,082	3,086	3,143	3,189	3,236
Liabilities and Net Assets: Total	3,410	3,587	3,592	3,639	3,687



*Numerical value from 2013 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. Financial Ratios

Financial Ratios for the Statement of Operating Activities

(Unit: %)

Type	Ratio	Calculation	FY2013	FY2014	FY2015	FY2016	FY2017
Revenues	Student Fees Ratio	Student Fees ÷ General Revenues	74.6	74.5	73.8	74.9	73.2
	Donations Ratio	Donations ÷ General Revenues	1.0	1.1	1.1	0.8	0.9
	Subsidies Ratio	Subsidies ÷ General Revenues	12.6	11.8	12.3	11.4	11.8
Expenditures	Personnel Ratio	Personnel Expenditures ÷ General Revenues	49.5	49.1	48.7	48.7	49.1
	Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	38.1	38.9	38.8	40.2	37.9
	Institutional Administrations Ratio	Institutional Administrations ÷ General Revenues	6.9	6.9	7.2	7.0	7.5
Balance of Payments	Personnel Expenditure Dependence Ratio	Personnel ÷ Student Fees	66.3	65.9	66.1	65.0	67.0
	Balance of Payments in General Accounts; Education and Research	Income/Loss of General Accounts; Education and Research ÷ Revenues in General Accounts; Education and Research	3.7	2.2	2.6	1.7	2.1
	Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	5.5	4.9	5.2	4.0	5.5

*Numerical value from 2013 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

(Unit: %)

Type	Ratio	Calculation	FY2013	FY2014	FY2015	FY2016	FY2017
Assets	Ratio of Fixed to Total Assets	Fixed Assets ÷ Total Assets	92.6	91.5	93.6	93.9	90.6
	Ratio of Liquid to Total Assets	Current Assets ÷ Total Assets	7.4	8.5	6.4	6.1	9.4
Liabilities	Ratio of Fixed Liabilities to Total Assets	Fixed Liabilities ÷ Total Assets	4.0	7.4	7.4	7.2	3.7
	Ratio of Current Liabilities to Total Assets	Current Liabilities ÷ Total Assets	5.6	6.6	5.1	5.1	8.5
Constitution of the acquisition source of assets	Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	90.4	86.0	87.5	87.6	87.8
	Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	9.6	14.0	12.5	12.4	12.2
	Ratio of Total Liabilities to Net Assets	Total Liabilities ÷ Net Assets	10.7	16.2	14.3	14.1	13.9
Assets to offset liabilities	Liquidity Ratio	Current Assets ÷ Current Liabilities	132.0	129.6	125.6	117.5	110.2
	Advances Received Ratio	Cash and Deposits ÷ Advances Received	218.2	265.9	200.9	190.6	326.1

*Numerical value from 2013 to 2014 are recalculated based on the revised accounting standards for incorporated educational institution for the reference.

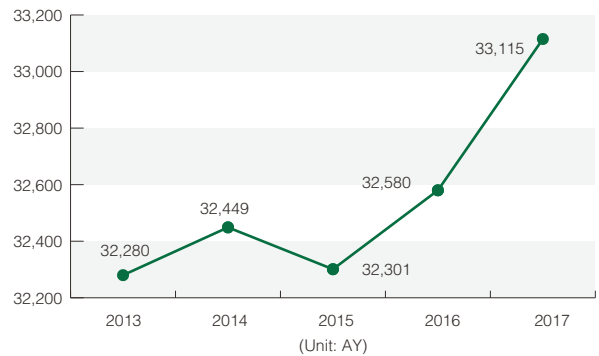
1. Student Numbers

(Unit: Number of Persons)

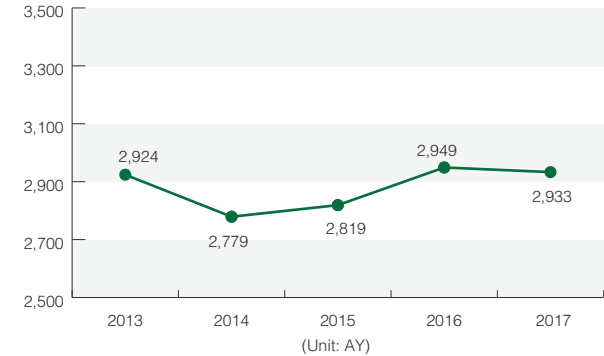
		2013	2014	2015	2016	2017
Ritsumeikan University	No. of Undergraduate Students	32,280	32,449	32,301	32,580	33,115
	No. of Graduate Students	2,924	2,779	2,819	2,949	2,933
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,330	5,517	5,656	5,553	5,534
	No. of Graduate Students	164	167	188	178	189
Affiliated School	No. of Students	6,802	6,851	6,820	6,828	6,915
Total		47,500	47,763	47,784	48,088	48,686

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

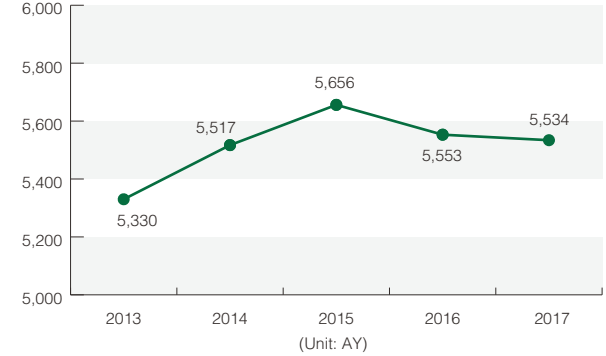
Ritsumeikan University / No. of Undergraduate Students



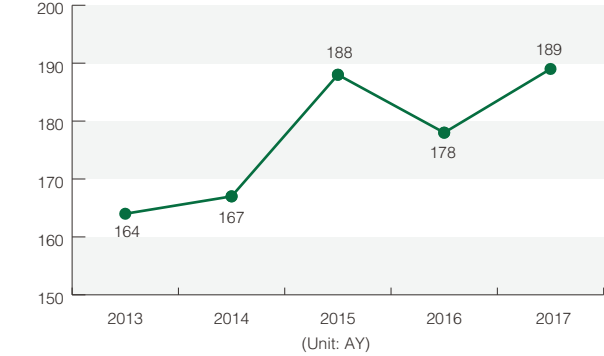
Ritsumeikan University / No. of Graduate Students



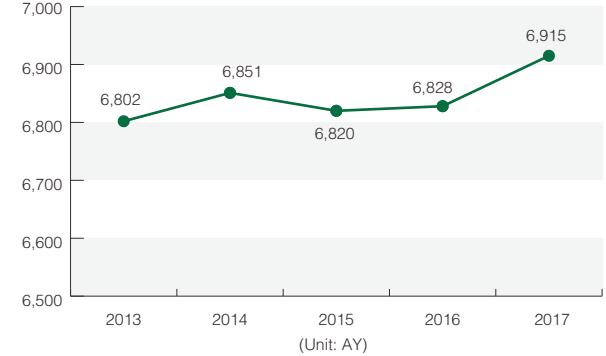
Ritsumeikan Asia Pacific University / No. of Undergraduate Students



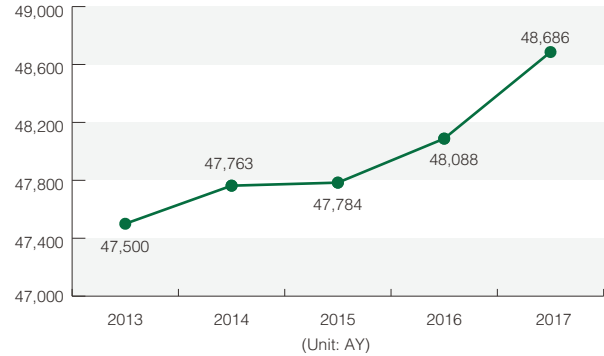
Ritsumeikan Asia Pacific University / No. of Graduate Students



Affiliated School / No. of Students



Total



2. Admissions Statistics (as of March 31, 2018)

Ritsumeikan University / Per College

(Unit: Number of persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	755	8,392	2,694
College of Economics	795	9,437	2,626
College of Business Administration	825	10,395	1,899
College of Social Sciences	810	11,342	2,332
College of Letters	980	11,297	2,751
College of Science and Engineering	959	17,406	6,201
College of International Relations	321	3,173	660
College of Policy Science	370	5,318	1,091
College of Information Science and Engineering	475	5,713	1,630
College of Image Arts and Sciences	160	2,091	392
College of Pharmaceutical Sciences	160	2,389	678
College of Life Sciences	325	6,354	2,729
College of Sport and Health Science	235	2,517	631
College of Comprehensive Psychology	280	3,780	774
College of Gastronomy Management	320	3,461	920
Total	7,770	103,065	28,008

*Does not include transfers.

*The enrollment capacity for the College of International Relations does not include June (Capacity: 5) and September admissions (Capacity: 39).

*The enrollment capacity for the College of Policy Science does not include September admissions (Capacity:40).

Ritsumeikan Asia Pacific University / Per College

(Unit: Number of persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Asia Pacific Studies	490	2,249	737
College of International Management	370	1,863	568
Total	860	4,112	1,305

*Only for AY2018 spring admissions.

Ritsumeikan Asia Pacific University /Per Graduate School

(Unit: Number of Persons)

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Asia Pacific Studies	Master's	60	32	22
	Doctoral	10	4	4
Graduate School of Management	Master's	40	22	20
Master's Program		100	54	42
Doctora Program		10	4	4
Total		110	58	46

*The figures for Ritsumeikan Asia Pacific University are only for AY2018 spring admissions;

The graduate school enrollment capacity is not divided into spring and fall categories.

Affiliated Junior and Senior High Schools

(Unit: Number of Persons)

Schools	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Ritsumeikan Junior High School	215	699	375
Ritsumeikan Uji Junior High School	180	436	279
Ritsumeikan Keisho Junior High School	180	302	213
Ritsumeikan Moriyama Junior High School	160	383	259
Ritsumeikan Senior High School	360	575	374
Ritsumeikan Uji Senior High School	370	434	272
Ritsumeikan Keisho Senior High School	305	523	499
Ritsumeikan Moriyama Senior High School	320	432	299
Total	2,090	3,784	2,570

*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.

Ritsumeikan University / Per Graduate School

(Unit: Number of Persons)

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Law	Master's	60	49	20
	Doctoral	10	2	1
Graduate School of Economics	Master's	50	76	30
	Doctoral	5	7	6
Graduate School of Business Administration	Master's	60	110	43
	Doctoral	15	0	0
Graduate School of Sociology	Master's	60	89	30
	Doctoral	15	16	7
Graduate School of Letters	Master's	105	88	51
	Doctoral	35	21	13
Graduate School of Science and Engineering	Master's	450	471	406
	Doctoral	40	12	12
Graduate School of International Relations	Master's	60	38	30
	Doctoral	10	15	6
Graduate School of Policy Science	Master's	40	41	32
	Doctoral	15	6	4
Graduate School of Language Education and Information Science	Master's	60	98	44
Graduate School of Technology Management	Master's	70	123	84
	Doctoral	5	5	5
Graduate School of Sport and Health Science	Master's	25	38	32
	Doctoral	8	5	5
Graduate School of Image Arts	Master's	10	15	10
Graduate School of Information Science and Engineering	Master's	200	186	180
	Doctoral	15	9	9
Graduate School of Life Sciences	Master's	150	165	150
	Doctoral	15	4	4
Graduate School of Human Science	Master's	65	143	68
	Doctoral	20	44	24
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	30	31	25
Graduate School of Pharmacy	Four-Year Doctoral	3	1	1
School of Law	Professional Degree	70	218	98
Graduate School of Management	Professional Degree	80	64	55
Graduate School of Professional Teacher Education	Professional Degree	35	62	50
Master's Program		1,465	1,730	1,210
Doctoral Program		208	146	96
Five-Year Doctoral Program		30	31	25
Four-Year Doctoral Program		3	1	1
Professional Degree Program		185	344	203
Total		1,891	2,252	1,535

*The number of applicants and number of accepted applicants include only the figures for AY2018 April admissions. The graduate school enrollment capacity is not divided into spring and fall categories.

*The figures do not include transfer admissions in the number of applicants and number of accepted applicants.

However, third-year transfer admissions for the Graduate School of Core Ethics and Frontier Sciences are included in the number of applicants and number of accepted applicants.

5 Year Trend in Applicant Numbers (by College and Graduate School) Ritsumeikan University / College

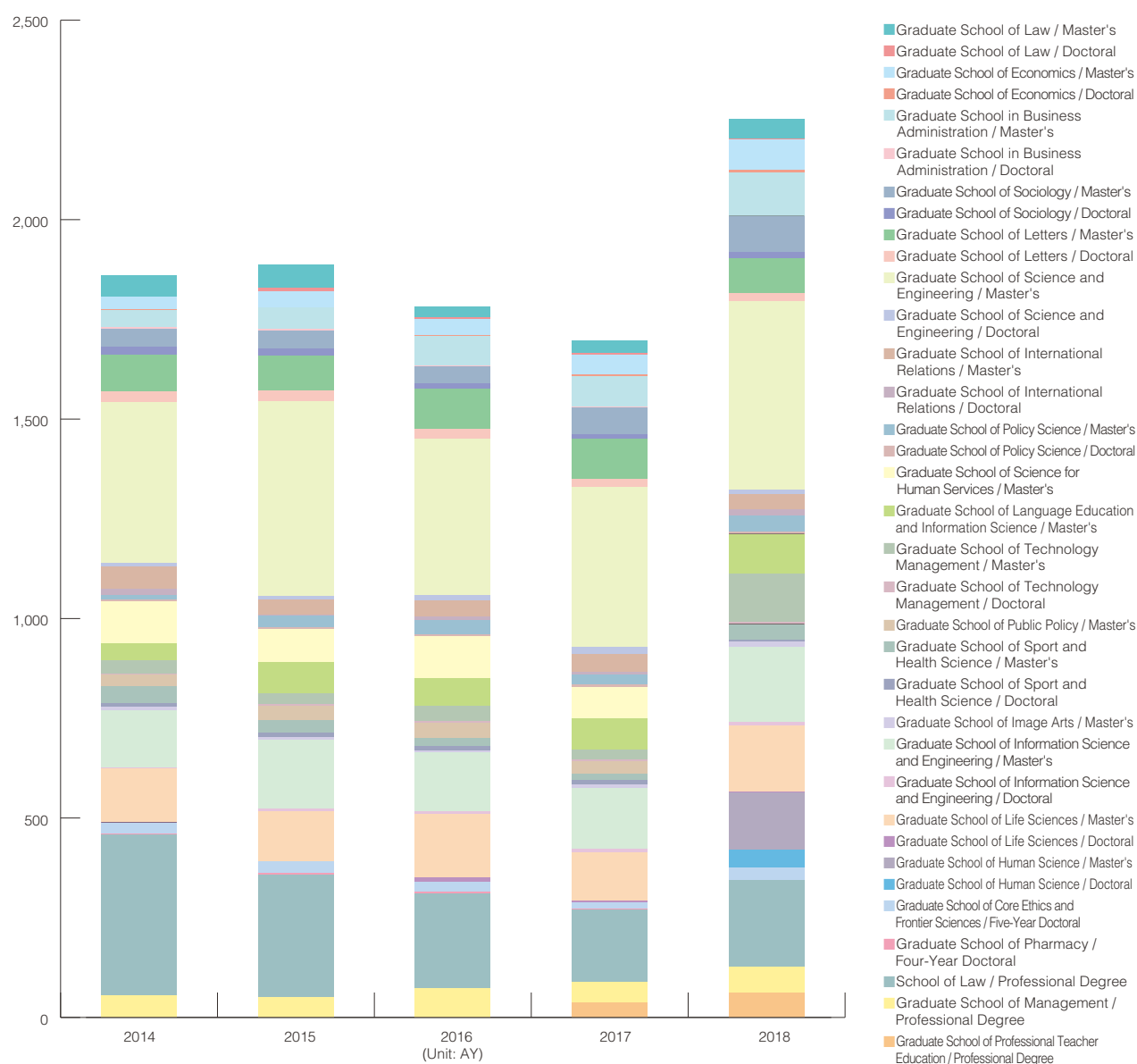
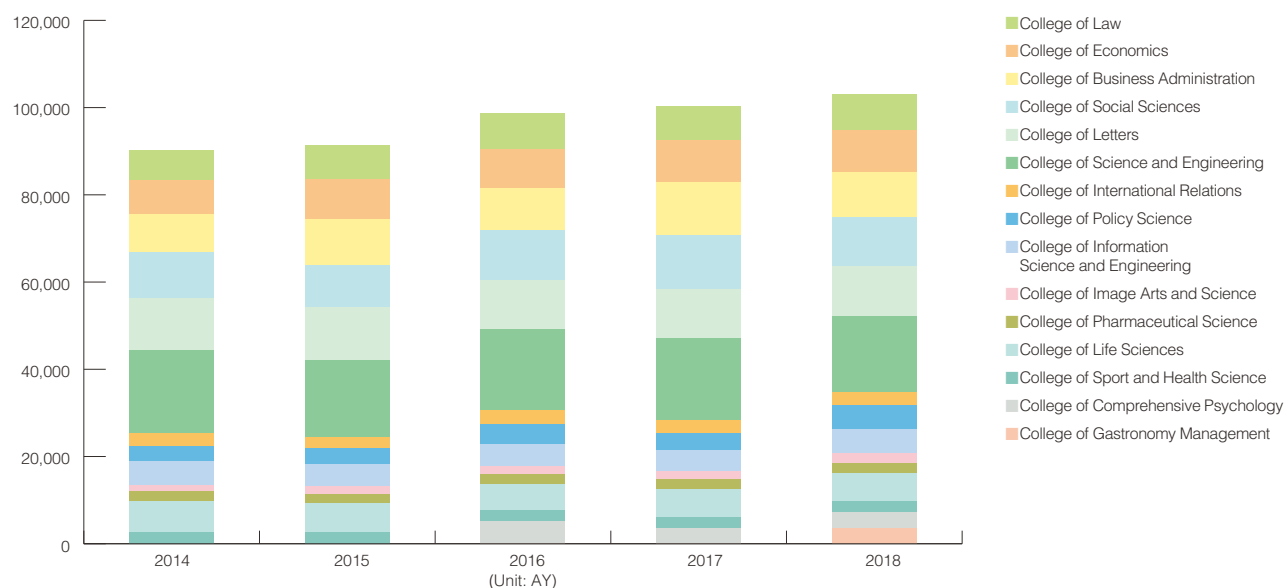
(Unit: Number of Persons)

College	2014	2015	2016	2017	2018
College of Law	6,927	7,811	8,328	7,686	8,392
College of Economics	7,826	9,149	8,808	9,804	9,437
College of Business Administration	8,667	10,654	9,661	12,003	10,395
College of Social Sciences	10,647	9,440	11,362	12,546	11,342
College of Letters	11,834	12,166	11,423	11,105	11,297
College of Science and Engineering	19,160	17,638	18,381	18,887	17,406
College of International Relations	2,867	2,594	3,204	2,952	3,173
College of Policy Science	3,600	3,641	4,733	3,795	5,318
College of Information Science and Engineering	5,308	5,201	5,049	4,981	5,713
College of Image Arts and Science	1,460	1,611	1,814	1,697	2,091
College of Pharmaceutical Science	2,191	2,151	2,268	2,316	2,389
College of Life Sciences	7,243	6,701	6,035	6,415	6,354
College of Sport and Health Science	2,568	2,562	2,540	2,494	2,517
College of Comprehensive Psychology	–	–	5,047	3,606	3,780
College of Gastronomy Management	–	–	–	–	3,461
Total	90,298	91,319	98,653	100,287	103,065

5 Year Trend in Applicant Numbers (by College and Graduate School) Ritsumeikan University / Graduate Schools

(Unit: Number of Persons)

Graduate Schools	Programs	2014	2015	2016	2017	2018
Graduate School of Law	Master's	53	57	27	32	49
	Doctoral	2	8	3	3	2
Graduate School of Economics	Master's	30	40	41	51	76
	Doctoral	2	2	3	3	7
Graduate School in Business Administration	Master's	44	53	73	76	110
	Doctoral	4	3	2	3	0
Graduate School of Sociology	Master's	46	47	42	68	89
	Doctoral	18	17	13	11	16
Graduate School of Letters	Master's	93	87	102	100	88
	Doctoral	26	27	24	21	21
Graduate School of Science and Engineering	Master's	403	490	392	401	471
	Doctoral	10	9	13	18	12
Graduate School of International Relations	Master's	57	36	40	45	38
	Doctoral	14	4	11	6	15
Graduate School of Policy Science	Master's	11	28	35	25	41
	Doctoral	6	4	4	6	6
Graduate School of Science for Human Services	Master's	104	83	106	78	–
Graduate School of Language Education & Information Science	Master's	43	79	69	80	98
Graduate School of Technology Management	Master's	33	28	38	23	123
	Doctoral	2	3	6	4	5
Graduate School of Public Policy	Master's	30	36	36	33	–
Graduate School of Sport and Health Science	Master's	43	31	21	16	38
	Doctoral	9	12	11	10	5
Graduate School of Image Arts	Master's	9	6	6	9	15
Graduate School of Information Science and Engineering	Master's	143	173	146	153	186
	Doctoral	2	6	7	8	9
Graduate School of Life Sciences	Master's	133	126	159	121	165
	Doctoral	4	0	11	5	4
Graduate School of Human Science	Master's	–	–	–	–	143
	Doctoral	–	–	–	–	44
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	26	29	25	16	31
Graduate School of Pharmacy	Four-Year Doctoral	2	5	4	2	1
School of Law	Professional Degree	405	307	239	182	218
Graduate School of Management	Professional Degree	54	50	72	51	64
Graduate School of Professional Teacher Education	Professional Degree	–	–	–	37	62
Master's Programs		1,275	1,400	1,333	1,311	1,730
Doctoral Programs		99	95	108	98	146
Five-Year Doctoral Programs		26	29	25	16	31
Four-Year Doctoral Programs		2	5	4	2	1
Professional Degree Programs		459	357	311	270	344
Total		1,861	1,886	1,781	1,697	2,252

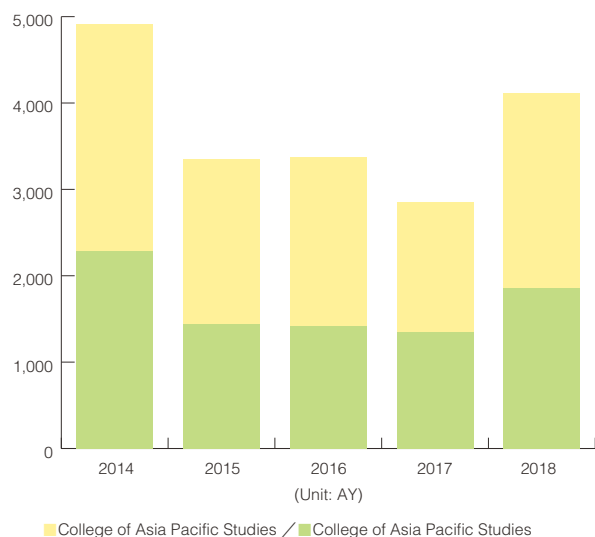


Ritsumeikan Asia Pacific University / College

Spring Enrollment

(Unit: Number of Persons)

College	2014	2015	2016	2017	2018
College of Asia Pacific Studies	2,626	1,902	1,949	1,507	2,249
College of International Management	2,286	1,447	1,417	1,344	1,863
Total	4,912	3,349	3,366	2,851	4,112

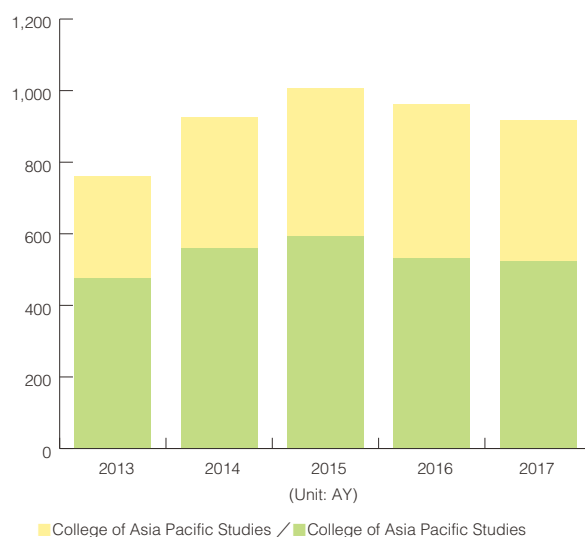


Ritsumeikan Asia Pacific University / College

Fall Enrollment

(Unit: Number of Persons)

College	2013	2014	2015	2016	2017
College of Asia Pacific Studies	286	365	411	429	392
College of International Management	475	561	594	533	524
Total	761	926	1,005	962	916

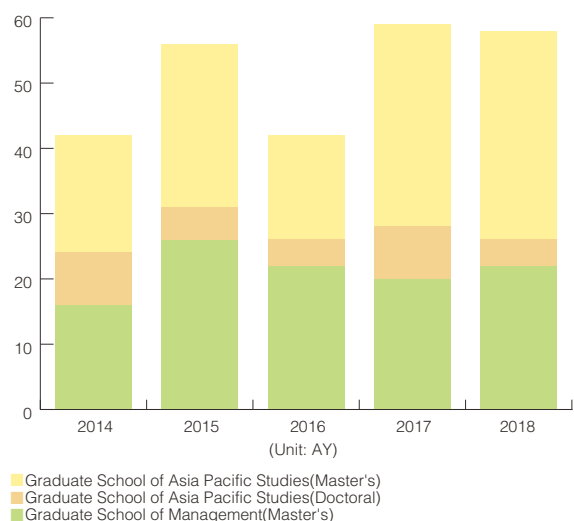


Ritsumeikan Asia Pacific University / Graduate Schools

Spring Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2014	2015	2016	2017	2018
Graduate School of Asia Pacific Studies	Master's	18	25	16	31	32
	Doctoral	8	5	4	8	4
Graduate School of Management	Master's	16	26	22	20	22
Master's Programs		34	51	38	51	54
Doctoral Programs		8	5	4	8	4
Total		42	56	42	59	58

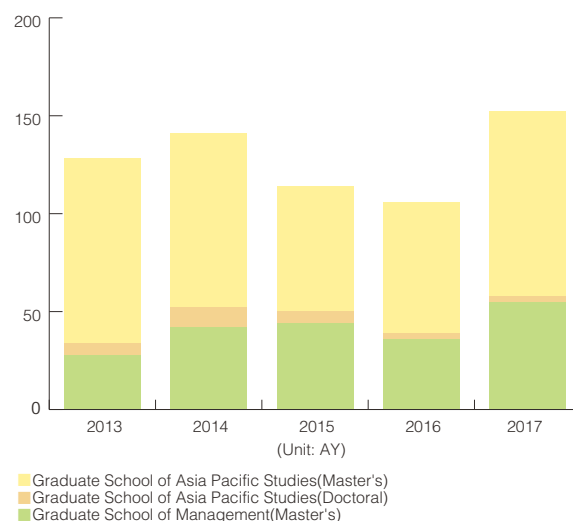


Ritsumeikan Asia Pacific University / Graduate Schools

Fall Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2013	2014	2015	2016	2017
Graduate School of Asia Pacific Studies	Master's	94	89	64	67	94
	Doctoral	6	10	6	3	3
Graduate School of Management	Master's	28	42	44	36	55
Master's Programs		122	131	108	103	149
Doctoral Programs		6	10	6	3	3
Total		128	141	114	106	152



3. Faculty and Staff Numbers (as of May 1, 2017)

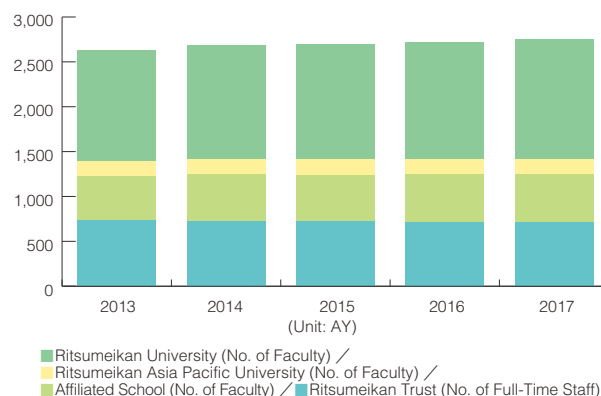
Faculty and Staff Numbers

(Unit: Number of Persons)

		2013	2014	2015	2016	2017
Ritsumeikan University	No. of Faculty	1,242	1,267	1,288	1,308	1,344
Ritsumeikan Asia Pacific University	No. of Faculty	163	175	174	173	170
Affiliated School	No. of Faculty	493	515	514	526	532
Ritsumeikan Trust	No. of Full-Time Staff	735	729	723	716	712
Total		2,633	2,686	2,699	2,723	2,758

*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.



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	61	61.3
College of Economics	Department of Economics	77	45.4
College of Business Administration	Department of Business Administration	55	53.3
	Department of International Business Administration	17	42.6
	Total	72	50.8
College of Social Sciences	Department of Social Sciences	101	39.7
College of Letters	Department of Humanities	125	37.4
College of Science and Engineering	Department of Electrical and Electronic Engineering	31	21.8
	Department of Mechanical Engineering	33	22.3
	Department of Civil Engineering	16	24.4
	Department of Environmental Systems Engineering	18	17.2
	Department of Robotics	16	25.8
	Department of Mathematical Sciences	27	13.6
	Department of Physical Sciences	26	13.4
	Department of Electronic and Computer Engineering	17	24.8
	Department of Architecture and Urban Design	12	28.7
	Total	196	20.4
College of International Relations	Department of International Relations	65	22.6
College of Policy Science	Department of Policy Science	54	30.9
College of Information Science and Engineering	Department of Information Science and Engineering	96	21.4
College of Image Arts and Sciences	Department of Image Arts and Sciences	27	25.7
College of Pharmaceutical Sciences	Department of Pharmacy	45	14.0
	Department of Pharmaceutical Sciences	8	20.4
	Total	53	14.9
College of Life Sciences	Department of Applied Chemistry	21	19.2
	Department of Biotechnology	19	18.1
	Department of Bioinformatics	15	16.5
	Department of Biomedical Sciences	17	15.0
	Total	72	17.3
College of Sport and Health Science	Department of Sport and Health Science	35	28.3
College of Comprehensive Psychology	Department of Comprehensive Psychology	34	18.1

* The number of enrolled students in the Department of Economics in the College of Economics includes 734 students from the Department of International Economics, a department for which student recruitment was discontinued.

*The number of enrolled students in the Department of Information Science and Engineering in the College of Information Science and Engineering includes 1,544 students from the Department of Computer Science, the Department of Information and Communication Science, the Department of Media Technology, the Department of Human and Computer Intelligence, as well as first-year students, all of which are departments for which student recruitment has been discontinued.

Student-Teacher Ratios / Ritsumeikan 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	52	55.1
College of International Management	Graduate School of International Management	39	69.2

4. International Exchange

Number of Students Sent Overseas (as of March 31, 2018)

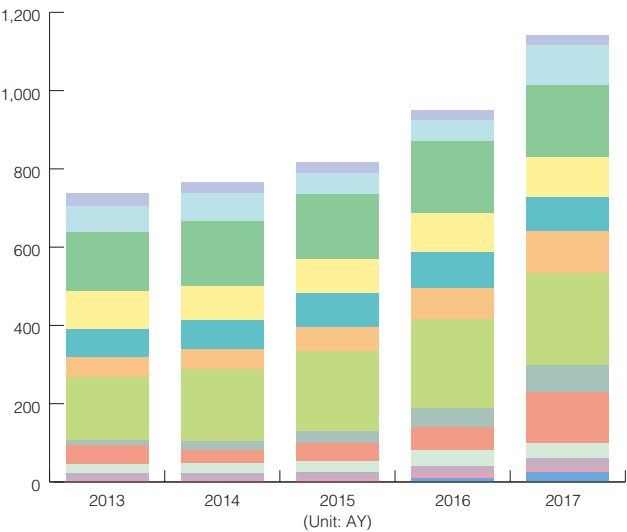
(Unit: Number of Persons)		(Unit: Number of Persons)		(Unit: Number of Persons)	
College etc	Number of Students Sent Overseas	College etc	Number of Students Sent Overseas	College etc	Number of Students Sent Overseas
College of Law	132	College of Science and Engineering	125	College of Pharmaceutical Science	9
College of Economics	147	College of International Relations	182	College of Life Sciences	38
College of Business Administration	204	College of Policy Science	140	College of Sport and Health Science	23
College of Social Sciences	171	College of Information Science and Engineering	52	College of Comprehensive Psychology	27
College of Letters	397	College of Image Arts and Science	15	Graduate Schools	121
Total					1,783

*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).

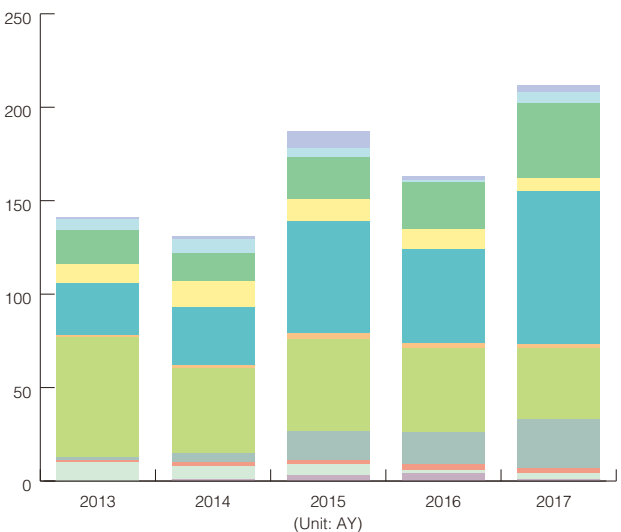
Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2017)

Ritsumeikan University / College						(Unit: Number of Persons)				
College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
College of Law	34	29	27	25	26	1	2	9	2	4
College of Economics	67	71	56	53	101	6	7	5	1	6
College of Business Administration	149	166	165	184	183	18	15	22	25	40
College of Social Sciences	99	87	88	100	102	10	14	12	11	7
College of Letters	70	74	85	91	89	28	31	60	50	82
College of Science and Engineering	51	52	61	81	107	1	2	3	3	2
College of International Relations	162	184	206	227	234	64	45	49	45	38
College of Policy Science	13	22	30	48	70	2	5	16	17	26
College of Information Science and Engineering	47	34	47	60	130	1	2	2	3	3
College of Image Arts and Sciences	25	25	29	40	38	10	7	6	2	3
College of Pharmaceutical Science	0	0	0	0	1	0	0	0	0	0
College of Life Sciences	18	17	16	19	27	0	1	3	4	1
College of Sport and Health Science	3	5	7	12	10	0	0	0	0	0
College of Comprehensive Psychology	-	-	-	9	23	-	-	-	0	0
Total	738	766	817	949	1,141	141	131	187	163	212

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



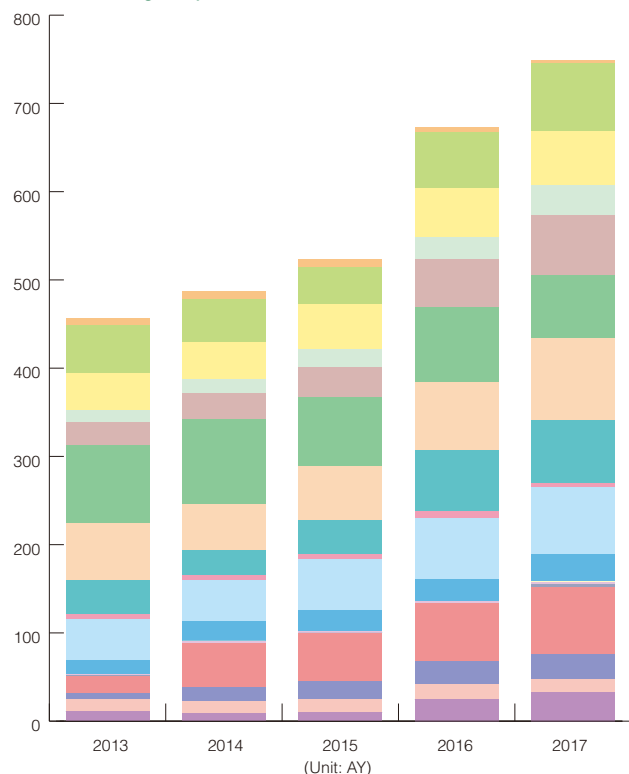
College of Law / College of Economics / College of Business Administration / College of Social Sciences / College of Letters / College of Science and Engineering / College of International Relations / College of Policy Science / College of Information Science and Engineering / College of Image Arts and Science / College of Pharmaceutical Science / College of Life Sciences / College of Sport and Health Science / College of Comprehensive Psychology

Ritsumeikan University / Graduate School

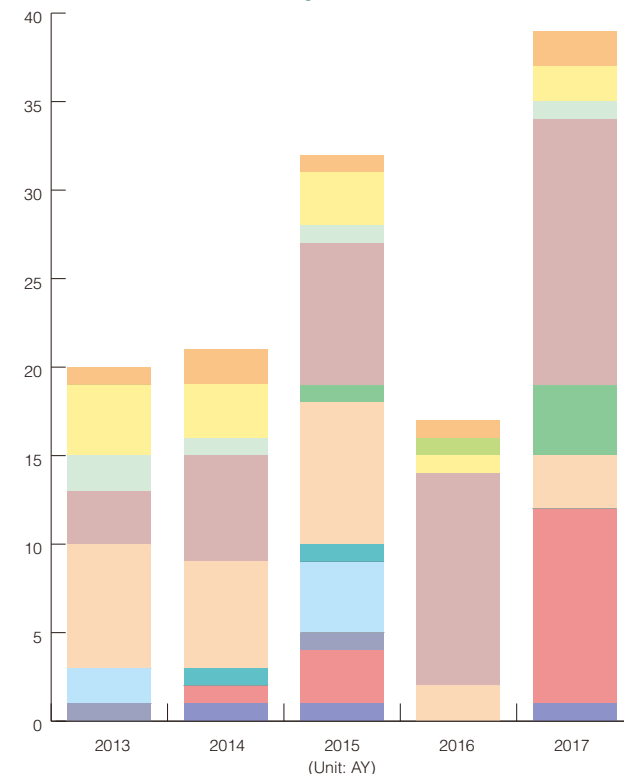
(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Graduate School of Law	7	9	9	6	4	1	2	1	1	2
Graduate School of Economics	55	48	43	63	76	0	0	0	1	0
Graduate School of Business Administration	42	43	51	55	62	4	3	3	1	2
Graduate School of Sociology	14	15	20	26	33	2	1	1	0	1
Graduate School of Letters	25	30	34	54	69	3	6	8	12	15
Graduate School of Science and Engineering	89	96	78	85	71	0	0	1	0	4
Graduate School of International Relations	64	52	61	77	93	7	6	8	2	3
Graduate School of Policy Science	39	29	39	69	71	0	1	1	0	0
Graduate School of Science for Human Services	5	5	6	8	5	0	0	0	0	0
Graduate School of Language Education and Information Science	47	47	58	69	76	2	0	4	0	0
Graduate School of Technology Management	16	22	23	25	30	0	0	0	0	0
Graduate School of Public Policy	0	0	0	0	1	0	0	0	0	0
Graduate School of Sport and Health Science	1	2	2	2	3	0	0	0	0	0
Graduate School of Image Arts	1	1	0	1	4	1	0	1	0	0
Graduate School of Information Science and Engineering	19	50	55	65	75	0	1	3	0	11
Graduate School of Life Sciences	7	15	20	26	29	0	1	1	0	1
Graduate School of Core Ethics and Frontier Sciences	14	14	15	17	14	0	0	0	0	0
Graduate School of Pharmacy	0	0	0	0	0	0	0	0	0	0
School of Law	0	0	0	0	0	0	0	0	0	0
Graduate School of Technology Management	11	9	10	25	33	0	0	0	0	0
Graduate School of Professional Teacher Education	–	–	–	–	0	–	–	–	–	0
Total	456	487	524	673	749	20	21	32	17	39

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



Graduate School of Law / Graduate School of Economics / Graduate School of Business Administration / Graduate School of Sociology / Graduate School of Letters / Graduate School of Science and Engineering / Graduate School of International Relations / Graduate School of Policy Science / Graduate School of Science for Human Services / Graduate School of Language Education and Information Science / Graduate School of Technology Management / Graduate School of Public Policy / Graduate School of Sport and Health Science / Graduate School of Image Arts / Graduate School of Information Science and Engineering / Graduate School of Life Sciences / Graduate School of Core Ethics and Frontier Sciences / Graduate School of Pharmacy / School of Law / Graduate School of Technology Management / Graduate School of Professional Teacher Education

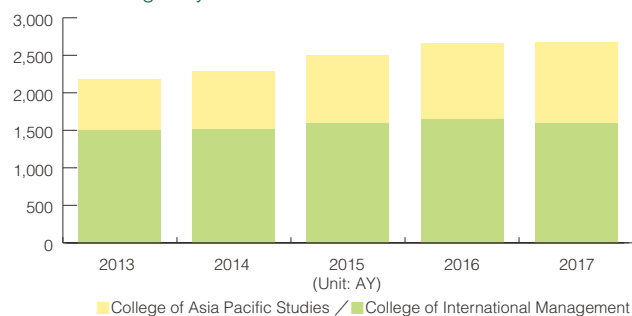
Ritsumeikan Asia Pacific University / College

(Unit: Number of Persons)

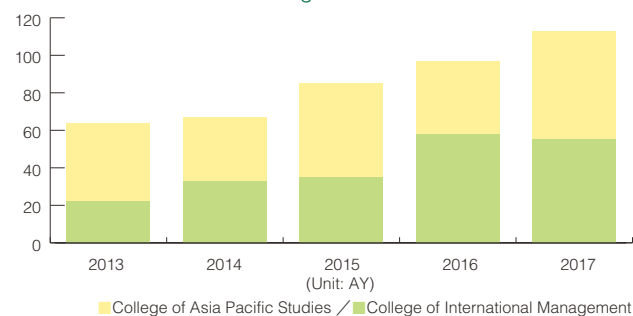
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
College of Asia Pacific Studies	686	768	919	1,015	1,075	42	34	50	39	58
College of International Management	1,498	1,518	1,587	1,646	1,594	22	33	35	58	55
Total	2,184	2,286	2,506	2,661	2,669	64	67	85	97	113

Number of Regularly-Enrolled International Students



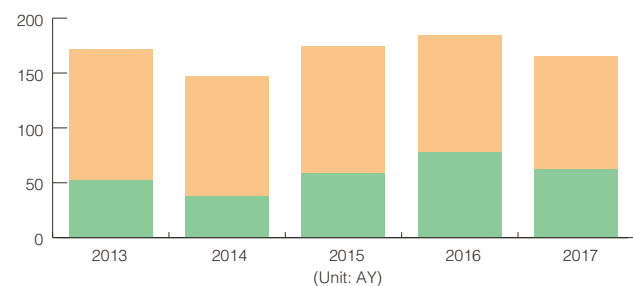
Number of Short-Term Exchange Students



Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2013	2014	2015	2016	2017
Graduate School of Asia Pacific Studies	120	109	115	106	103
Graduate School of Management	52	38	59	78	62
Total	172	147	174	184	165



Graduate School of Asia Pacific Studies / Graduate School of Management

Ritsumeikan University International Students

(Unit: Number of Persons)

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total	Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total	Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Undergraduate	Graduate				Undergraduate	Graduate				Undergraduate	Graduate		
China	640	433	32	1,105	Uganda	2	0	0	2	Uzbekistan	1	7	0	8
Korea	357	36	16	409	Cote d'Ivoire	0	2	0	2	Sweden	3	0	4	7
Indonesia	20	63	20	103	Tanzania	0	2	0	2	Italy	0	3	3	6
Taiwan	20	19	8	47	Nigeria	0	2	0	2	Norway	1	0	4	5
Thailand	8	17	7	32	Madagascar	0	2	0	2	Spain	1	2	1	4
Malaysia	16	13	0	29	Mozambique	0	2	0	2	Hungary	0	3	1	4
Vietnam	5	22	0	27	Morocco	0	2	0	2	Ireland	0	0	3	3
Myanmar	1	21	0	22	Somalia	1	0	0	1	Finland	0	0	3	3
India	13	6	0	19	Ethiopia	0	1	0	1	Estonia	2	0	0	2
Bangladesh	2	17	0	19	Mauritania	0	1	0	1	Russian	1	1	0	2
Singapore	9	0	3	12	South Africa	0	1	0	1	Netherlands	0	0	2	2
Hong Kong	7	1	1	9	Africa Subtotal	4	21	0	25	Belgium	1	0	0	1
Mongolia	2	3	0	5	U.S.A	12	4	45	61	Ukraine	0	1	0	1
Nepal	1	3	0	4	Canada	4	1	2	7	Switzerland	0	1	0	1
Laos	0	4	0	4	Mexico	0	4	0	4	Bulgaria	0	1	0	1
Pakistan	1	1	0	2	Venezuela	1	0	0	1	Portugal	0	1	0	1
Philippines	0	1	1	2	Colombia	0	1	0	1	Lithuania	0	1	0	1
Bhutan	1	0	0	1	Chile	0	1	0	1	Iceland	0	0	1	1
Macau	1	0	0	1	Brazil	0	1	0	1	Czech	0	0	1	1
Brunei	0	1	0	1	North America & South America Subtotal	17	12	47	76	Poland	0	0	1	1
Asia Subtotal	1,104	661	88	1,853	Australia	1	0	9	10	Europe Subtotal	14	36	55	105
Afghanistan	0	13	0	13	Oceania Subtotal	1	0	9	10	Total	1,141	749	199	2,089
Saudi Arabia	1	4	0	5	Germany	1	3	11	15	Kinugasa Campus	489	298	125	912
Turkey	0	2	0	2	France	0	0	14	14	Biwako-Kusatsu Campus	376	254	11	641
Middle East Subtotal	1	19	0	20	Kyrgyz	0	11	0	11	Osaka Ibaraki Campus	276	196	63	535
Kenya	0	4	0	4	U.K.	3	1	6	10	Suzaku Campus	-	1	-	1
Egypt	1	2	0	3										

*The term "International Students" denotes those students who possess a "college student visa".

Ritsumeikan Asia Pacific University International Students

(Unit: Number of Persons)

Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total
Korea	507	5	0	5	517
Vietnam	467	26	0	0	493
China	411	11	2	10	434
Indonesia	349	11	0	2	362
Thailand	264	8	0	1	273
Bangladesh	98	10	0	0	108
Sri Lanka	71	2	0	0	73
Taiwan	66	2	2	2	72
India	57	4	0	0	61
Nepal	49	3	0	0	52
Mongolia	29	4	0	0	33
Myanmar	20	5	0	0	25
Malaysia	18	0	0	2	20
Philippines	8	5	0	2	15
Cambodia	9	2	0	0	11
Hong Kong	4	0	0	7	11
Pakistan	9	1	0	0	10
Singapore	5	1	0	2	8
Laos	1	5	0	0	6
Bhutan	3	0	0	0	3
Maldives	1	0	0	0	1
Brunei	0	0	0	1	1
Asia Subtotal	2,446	105	4	34	2,589
Afghanistan	0	5	0	0	5
Yemen	2	0	0	0	2
U.A.E	1	0	0	0	1
Iran	1	0	0	0	1
Lebanon	1	0	0	0	1
Saudi Arabia	0	1	0	0	1
Middle East Subtotal	5	6	0	0	11
Kenya	9	1	0	0	10
Nigeria	3	2	0	0	5

Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total
Botswana	4	0	0	0	4
Ethiopia	1	3	0	0	4
Morocco	1	2	0	1	4
Uganda	2	1	0	0	3
Ghana	1	1	0	0	2
Senegal	0	2	0	0	2
Tanzania	0	2	0	0	2
Liberia	1	0	0	0	1
Egypt	0	1	0	0	1
Cameroon	0	1	0	0	1
Somalia	0	1	0	0	1
Burkina Faso	0	1	0	0	1
Mozambique	0	1	0	0	1
South Sudan	0	1	0	0	1
Africa Subtotal	22	20	0	1	43
U.S.A	37	7	3	13	60
Canada	2	1	0	5	8
Mexico	2	1	0	2	5
Argentina	1	0	0	0	1
Ecuador	1	0	0	0	1
Colombia	1	0	0	0	1
El Salvador	0	1	0	0	1
Guayana	0	1	0	0	1
North America & South America Subtotal	44	11	3	20	78
Fiji	10	1	0	0	11
Samoa	9	1	0	0	10
Australia	7	0	0	2	9
Tonga	6	1	0	0	7
New Zealand	5	0	0	0	5
Marshall Islands	1	0	0	0	1
Micronesia	1	0	0	0	1

Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total
Solomon Islands	0	1	0	0	1
Vanuatu	0	1	0	0	1
Oceania Subtotal	39	5	0	2	46
Uzbekistan	80	2	0	0	82
U.K.	0	0	0	17	17
Germany	4	3	2	2	11
Norway	4	1	1	3	9
Finland	4	0	1	3	8
Tajikistan	0	8	0	0	8
Netherlands	4	1	1	0	6
France	3	0	0	2	5
Austria	1	0	1	3	5
Switzerland	0	1	0	3	4
Spain	1	0	0	2	3
Kyrgyz	0	2	0	1	3
Russian	2	0	0	0	2
Azerbaijan	1	0	0	1	2
Sweden	1	0	0	1	2
Denmark	1	0	0	1	2
Poland	1	0	0	1	2
Estonia	1	0	0	0	1
Georgia	1	0	0	0	1
Bulgaria	1	0	0	0	1
Belgium	1	0	0	0	1
Moldova	1	0	0	0	1
Lithuania	1	0	0	0	1
Italy	0	0	1	0	1
Montenegro	0	0	0	1	1
Romania	0	0	0	1	1
Europe Subtotal	113	18	7	42	180
Total	2,669	165	14	99	2,947

*The term "International Students" denotes those students who possess a "college student visa".

5. Number of Degrees Granted (as of March 31, 2018)

	Degree	Number
Ritsumeikan University Graduate School	Doctoral	84
	Master's	1,000
	Professional	81
Ritsumeikan Asia Pacific University Graduate School	Doctoral	10
	Master's	72

6. Number of Students Passing Difficult Examinations

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	372
2	Kyoto University	182
3	Waseda University	123
4	Osaka University	83
5	Hokkaido University	82
6	Keio University	79
7	Tohoku University	72
8	Kyushu University	67
9	Chuo University	51
10	Hitotsubashi University	49
15	Ritsumeikan University	36

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	Keio University	144
2	University of Tokyo	134
3	Chuo University	119
4	Kyoto University	111
5	Waseda University	102
6	Osaka University	66
7	Hitotsubashi University	60
8	Kobe University	55
9	Tokyo Metropolitan University	31
10	Meiji University	30
13	Ritsumeikan University	21

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

Rank	University	Number
1	Keio University	157
2	Waseda University	111
3	Meiji University	84
4	Chuo University	77
5	University of Tokyo	50
6	Kyoto University	48
7	Hitotsubashi University	36
8	Ritsumeikan University	31
9	Kobe University	29
9	Senshu University	29

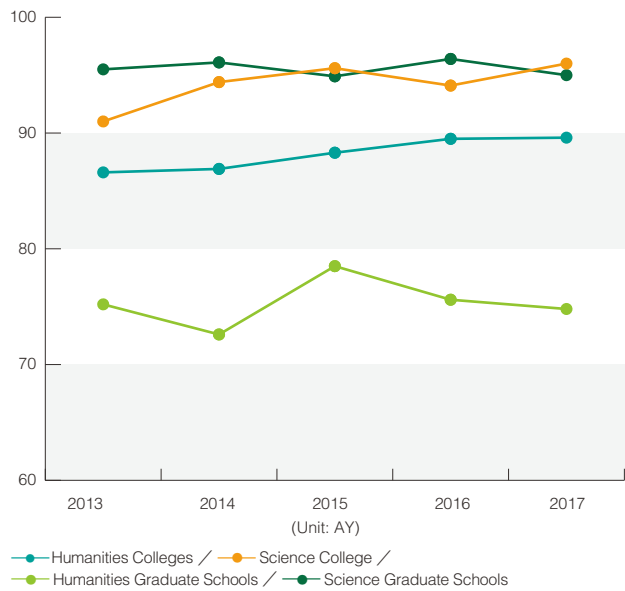
(Mitakai survey of CPAs)

7. Post-graduation Career Paths (as of March 31, 2018)

Ritsumeikan University / Advancement Rate (Unit: %)

	2013	2014	2015	2016	2017
Humanities Colleges	86.6	86.9	88.3	89.5	89.6
Science Colleges	91.0	94.4	95.6	94.1	96.0
Humanities Graduate Schools	75.2	72.6	78.5	75.6	74.8
Science Graduate Schools	95.5	96.1	94.9	96.4	95.0

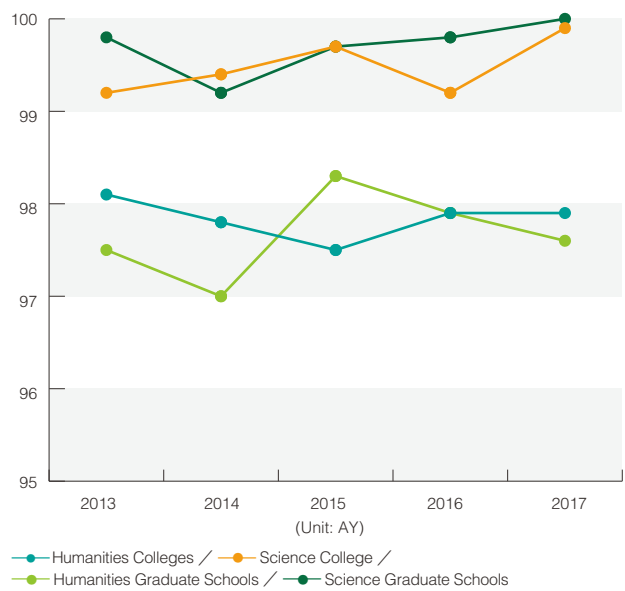
*Advancement Rate = (Job Placement + Advancement) ÷ No. of Graduates × 100.
*The Number of Graduates Includes Spring Semester and Accelerated Program Graduates.
*Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), 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.



Ritsumeikan University / Known Advancement Rate (Unit: %)

	2013	2014	2015	2016	2017
Humanities Colleges	98.1	97.8	97.5	97.9	97.9
Science Colleges	99.2	99.4	99.7	99.2	99.9
Humanities Graduate Schools	97.5	97.0	98.3	97.9	97.6
Science Graduate Schools	99.8	99.2	99.7	99.8	100.0

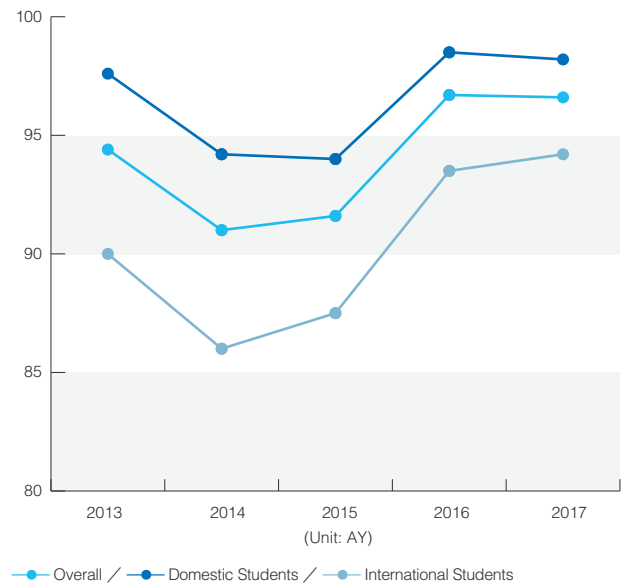
*Known Advancement Rate = (Job placement + Advancement + Other) ÷ No. of Graduates × 100.
*Advancement Rate = (Job Placement + Advancement) ÷ No. of Graduates × 100.
*The Number of Graduates Includes Spring Semester and Accelerated Program Graduates.
*Successful hires: This figure refers to individuals 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 (Unit: %)

	2013	2014	2015	2016	2017
Overall	94.4	91.0	91.6	96.7	96.6
Domestic Students	97.6	94.2	94.0	98.5	98.2
International Students	90.0	86.0	87.5	93.5	94.2

*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.



Ritsumeikan University / Job placement statistics by industry

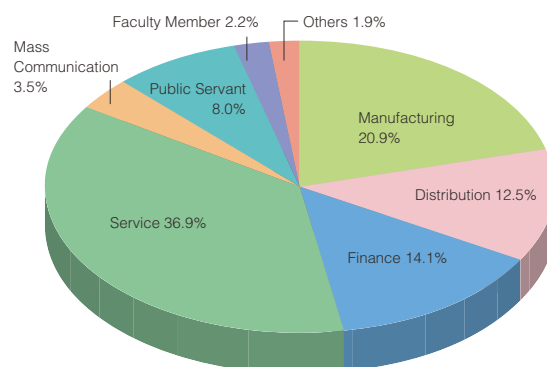
Industry	Ratio
Manufacturing	20.9%
Distribution	12.5%
Finance	14.1%
Service	36.9%
Mass Communication	3.5%
Public Servant	8.0%
Faculty Member	2.2%
Others	1.9%

*Includes September 2017 and March 2018 graduates.

*Others include those who: Continue their studies while seeking employment, go on to work in a family business, sign a professional sports contract, start a business and who failed to clearly report their career decision.

*About the type of industry classification, I classify it by this school's original index.

*Because the ratio by industry is rounded off to the second decimal place, the total may not be 100%.



Ritsumeikan Asia Pacific University / Job placement statistics by industry

Industry	Ratio
Manufacturing	16.3%
Distribution	16.1%
Finance	4.7%
Service (Include telecommunication industry and Mass communication.)	46.2%
Public Servant	1.7%
Others	15.0%

*Includes September 2017 and March 2018 graduates.

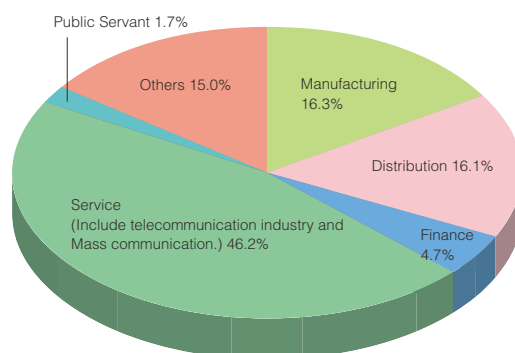
*Includes graduate students who completed their degrees.

*Includes international Students.

*Civil Service includes graduates who work for administrative organizations in Japan as well as overseas.

*Others include those who: Chose employment in foreign countries, go on to work in a family business, start a business, or who failed to clearly report their career decision.

*Because the ratio by industry is rounded off to the second decimal place, the total may not be 100%.



8. Research Funds (as of March 31, 2018)

Ritsumeikan University

		Number	Amount(JPY)
Public Research Funding	Grants-in-Aid for Scientific Research (MEXT / JSPS) *1	644	1,295,290,000
	MEXT-Supported Program for the Strategic Research Foundation at Private Universities	7	111,922,000
	Private University Research Branding Project	1	39,000,000
	Other Public Research Funding	83	881,414,628
Research Funding for Industry-Academia Cooperation	Contracted Research	300	361,702,547
	Joint research	171	205,779,882
	Grants and Subsidies etc.	124	139,687,422
	Private Research Funding	102	94,808,241
	Revenue from Patents etc *2	25	6,183,748
	Other revenue *3	58	19,483,900
Total		1,515	3,155,272,368

*1: Including Grant-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.



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