

Academy Report 2016

Directions for Enhancement of Education and Student Life and Tuition Policies up to AY 2018 at Ritsumeikan University

– Toward the 2016 Plenary Council –



Ritsumeikan Style **SPECIAL ISSUE**

The Significance of the AY 2016 Plenary Council of the University

The Plenary Council of the University is an organ established in order for all members of the Ritsumeikan University (RU) learning community—undergraduate students, graduate students, faculty and staff, and the Executive Board of Trustees—to discuss and engage actively in improvements and reforms to education, research, and student life. Meetings of the Plenary Council are conducted in line with the principle of self-government by all constituents of the university, and are attended by representatives of the Student Union and Graduate Student Council (the self-governing bodies for undergraduate and graduate students), the Faculty/Staff Union, and the university authorities (Executive Board of Trustees), with observer status granted to the Ritsumeikan Co-operative, which provides support for student life.

The Plenary Council itself is held every four years, coinciding with the scheduled revision of tuition fee calculation methods. It is an opportunity to review outcomes to date in the areas of education and student support, and to confirm future directions. The Plenary Council process includes yearly discussion forums involving students and representatives of each college and graduate school, and forums on specific themes such as education and student life. University management thus listens carefully to the voices of students as it pursues reforms and improvements.

The last Plenary Council, held in the 2011 academic year (“AY 2011”), produced a Plenary Council Memorandum comprising plans for RU and the Academy as a whole up to 2020, incorporating the opinions of students. This memorandum has since been used as the basic policy for educational reforms and student support initiatives within RU and across the Academy.

AY 2015 was the year nominated to review the progress of academic and student support initiatives endorsed at the AY 2011 Plenary Council, and to discuss the future vision (R2020 latter phase plan) and financial and tuition policies that will take RU and the Academy through to 2020 and beyond. In June 2015, the university released a special issue of Ritsumeikan Style entitled “Creating Learning, Learning in the Commons: Toward the Plenary

Council of the University” and conducted explanations in classes and other venues within each College and Graduate School. Through discussion groups, administrative meetings, expanded representatives’ conferences and other forums, Plenary Council constituents have worked to assess progress on reforms and improvements to academic affairs and student support schemes since the 2011 Plenary Council, and have held a series of discussions on such issues as the Academy’s future plans, academic affairs, internationalization, scholarships, student life, and campus infrastructure. However, in light of the priority challenges in academic affairs and student life and the policy directions taken by the national Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Executive Board of Trustees considered it necessary to engage in more careful discussions regarding the R2020 latter phase plan and tuition and financial management policies. These discussions demanded considerable time, and the outcomes could not be tabled to the open session of the Plenary Council originally scheduled for December 2015. The session was postponed, and an expanded Plenary Council Representatives’ Meeting was instead held with the Chancellor in attendance. Discussions at this meeting focused on: (1) current conditions in higher education and at RU, (2) achievements and challenges in diverse curricular and extra-curricular learning, (3) challenges in the enrichment of student life, and (4) issues in graduate school policy. A summary of these discussions can be found on the RU website (Plenary Council dedicated site).

This special issue is designed to facilitate discussion with all members of the university community on directions for enhancement of education and student life at RU, the planning framework for the latter half of R2020 formulated at the end of the last academic year, and tuition fee policies to apply from AY 2018, in a way that takes into account the achievements to date as discussed with Plenary Council constituents during AY 2015. We hope that all students and other constituents will join actively in the discussion as we work to build a new vision for RU and the Ritsumeikan Academy.

Schedule for the AY2016 Plenary Council

June	July	August	September	October
1st Plenary Council Representatives’ Meeting June 21 (Tue)	Plenary Council Representatives’ Meeting administrative negotiations		2nd Plenary Council Representatives’ Meeting Sept 28 (Wed) (tentative)	Plenary Council Oct 12 (Wed) (tentative)
	Joint discussion meetings on tuition, scholarships, etc. Joint discussion meetings on graduate school issues			
Student conferences / general assemblies and five-party panel discussion in each College				
Student conferences / general assemblies and five-party panel discussion in each Graduate School				

Basic Policy for the R2020 Latter Phase (AY 2016-2020)

The Ritsumeikan Academy has formulated and is currently working to implement a medium-term plan to give shape to the concept of “Creating a Future Beyond Borders,” a vision for the year 2020 grounded in Ritsumeikan’s founding spirit, educational ideals, and the provisions of the Ritsumeikan Charter. The plan is divided into a first phase running from AY 2011 to 2015 and a latter phase from AY 2016 to 2020. In light of the achievements in the first phase of the plan and the Plenary Council discussions during AY 2015, as well as developments in wider society during this period, in March 2016 the Executive Council endorsed the latter phase (AY 2016-2020) plan outline for R2020: Creating the Future—The Ritsumeikan Academy Master Plan.

The latter phase plan aims to maintain Ritsumeikan’s position as a first-choice academy, university, and school. It notes that in the field of education especially, greater emphasis than ever before is now being placed not on what is taught, but on the process by which each individual student learns independently and grows into someone who can contribute to the global community. A major objective set by the plan in this regard is for Ritsumeikan to return to its starting point as a private comprehensive academy, take responsibility for the diverse growth of its students within our globalized, multicultural society, and generate creativity and innovation out of diversity. With a view to achievement of this objective, the plan incorporates standards and indicators to be used by RU, APU, and each affiliated school. The main components of the latter phase plan for RU and the Academy as a whole are shown below.

I Goals for the Ritsumeikan Academy in the latter phase

(1) Human resource development paradigms for R2020

The ideal individual to be cultivated at Ritsumeikan in the R2020 latter phase is explained as follows: “a person equipped with the required fundamental skills, solid specialization, and comprehensive human skills for perceiving and transforming the world”; “a person with a strong sense of motivation, a can-do spirit, the willingness to tackle any obstacle that comes their way, and constructive problem solving skills rooted in independence and responsibility”; “a global citizen imbued with respect for other cultures and values, mutual understanding, the ability to get things done in teams and emotional intelligence”; “a person who, given the Academy’s location in the Asia Pacific region, understands the languages and cultures of the Asia Pacific who can exhibit creativity and create innovation while working with others in the global arena, and particularly in Asia”; “a person who is aware they are studying at a comprehensive private academy whose development is rooted in coexistence with the local community and who possesses the ability and sensibility to get things done by voluntarily cooperating and collaborating with the local communities in which our campuses and schools are located”.

(2) Ritsumeikan’s basic objectives for R2020

The Ritsumeikan Academy will work toward realizing the following basic objectives: “to create hubs of knowledge creation”; “to promote the globalization of education and research”; “to establish self-directed learning habits”; “to attempt progressive education and research”; “to

establish a global reputation”; “to build a model for integrated education that harnesses our strengths as a comprehensive private academy”; and “to become a ‘chosen’ academy”.

The Academy as a whole will work especially on integrated development by: (1) promoting collaboration among the universities and schools within the Academy; (2) developing an academic staff profile to support qualitative improvements in education and research; (3) developing an administrative staff profile designed to enhance the capacity of administrators to support Academy-wide challenges; (4) approaching administration and management as an integrated Academy; (5) formulating policies concerning the size and scale of universities and schools. We will also pursue financial policy and management that supports qualitative improvements in education and research.

II Goals for Ritsumeikan University in the latter phase

In light of these objectives, the latter phase plan for RU is informed by the goals of sustaining our tireless efforts in academic development, ensuring all constituents are committed to achieving even higher standards, and pursuing reforms in each College and Graduate School with a view to enhancement of the university as a whole. The plan sets out RU’s priority missions for the period up to 2020, as well as approaches and concrete programs designed to bring the plan to fruition.

(1) Focal areas in the latter phase plan

In order to achieve further improvements in the quality of education and research, our missions shall be to “cultivate human resources who can be leaders in the global community” and “contribute to solving the issues facing global society”. Top priority in discharging these missions must be given to the following challenges: (1) establishment of self-directed learning styles; (2) elevation of the graduate schools; (3) elevation of research; and (4) promotion of the globalization of education and research. With these challenges in mind, the latter phase plan sets out the following ten “basic issues”.

(2) Basic issues for the latter phase

The challenge of “establishment of self-directed learning styles” is addressed by Strategic Basic Issue 1: “Creation of a ‘Ritsumeikan Model



for Learning': Promoting a Qualitative Shift in Teaching and Learning. This involves: (i) shaping capacity to set goals and learn in a self-directed manner—actualization of the Ritsumeikan Model of learning; (ii) pursuing academic advancements in line with globalization—actualization of exchange and learning beyond national borders, and (iii) fostering and enhancing support for students pursuing challenges beyond borders.

The challenge of “elevating the graduate schools” is addressed by Strategic Basic Issue 2: Promotion of Graduate School Reforms, which entails: (i) making graduate school academics more appealing and improve graduate-level education in response to globalization and other trends; (ii) promoting a student recruitment policy to fill the capacities of the graduate schools; (iii) providing career path development support for graduate students; and (iv) continuing to discuss the roles of the graduate schools and reviewing organizations and administration.

The challenge of “elevating research” is addressed by Strategic Basic Issue 3: Becoming a Distinctive Global Research University, which means (i) bolstering research capacity as the basis for a “Distinctive Global Research University”, and (ii) creating research “pinnacles” and distinctive research that take advantage of the merits of being a comprehensive academy.

The challenge of “promotion of the globalization of education and research” is addressed by Strategic Basic Issue 4: Promotion of the Ritsumeikan Global Initiative: Ritsumeikan Global Academy. Work on this issue will focus on (i) cultivating students equipped with the ability to cooperate across cultures who, in both curricular and extra-curricular learning environments, can forge ahead into global society and work with others to solve problems, and (ii) promoting the establishment of infrastructure, including various systems and frameworks for education and research, that will facilitate the Ritsumeikan University Global Initiative.

We will also be working to give concrete shape to all the other Basic Issues raised in the plan: 5. Promotion of Reforms and New Academic Endeavors in Each College and Graduate School; 6. Our Social Contributions and the Full-fledged Deployment of Educational Programs; 7. New Admission Policies and Models for High School-University Partnerships and Integrated Education for Non-Traditional Students; 8. New Endeavors in Campus Development; 9. Further Strengthening of Networks and Enhancement of Our Presence; and 10. Organizational Issues Underpinning the Basic Issues.

It is through this process that we will develop innovative and progressive teaching and research practices and standards of excellence, and we will move forward with efforts to establish RU's status as a “chosen university” within the global community (by ranking in the 200s among world universities, in the 50s among Asian universities, and in the top three among private universities in Japan in all fields).

(3) Issues in campus development

Basic Issue 8 above identifies as issues for further consideration the development of educational environments in all campuses, and the development of facilities infrastructure to enhance amenity and promote safe, healthy campus life. At this stage, we are pursuing discussions and implementation of a number of campus-specific development projects. For the Kinugasa Campus, we are working to: (i) revamp classroom layouts, etc. in the Gakujikan (scheduled to be in service from April 2017); (ii) create an open space in the area formerly occupied by the library (scheduled to be in service from April 2017); (iii) revamp the Zonshinkan (including basement dining hall) (scheduled to be in service from April 2018) then proceed to (iv) revamp the Seishinkan (timing currently under negotiation); and (v) conduct earthquake-proofing of the Student Center (scheduled to be completed in March 2018). We are also considering the



establishment of student commons to promote interaction and collaborative learning among international and domestic students. Work at BKC includes: (i) completion of the BKC Sport and Health Commons (August 2016) and greening of the Frontier Avenue; (2) development of academic facilities for the new College of Gastronomic Sciences (to be opened in April 2018); and (iii) consideration of establishment of commons to promote interaction and collaborative learning among international and domestic students. At OIC, we are considering the establishment of an international dormitory close to the campus.

Creation of Diverse Learning Opportunities in both Curricular and Extra-Curricular Settings:

Major achievements and issues emerging from discussions in AY 2015

At the Plenary Council Representatives' Meetings in AY 2015, the Student Union referred to itself as a “growing tree” and identified a number of issues in the development of learning across curricular and extra-curricular settings that would contribute to students' growth while taking into account the “weight of tuition.” Important points identified here included: (i) students, including both domestic and international students, interacting and growing together in diverse ways; (ii) learning in a pro-active and self-directed manner with a view to study from the point of admission through to graduation and beyond, and connected with career development; (iii) enhancement of the quality of learning through interaction among students, such as through the Orientation Conductor and ES systems, with the campus as a whole functioning as a learning community; (iv) enhancement of the university learning and student life environment from the perspectives of safety, security, and growth.

Taking into account these student proposals, the university authorities noted the need to respond to social expectations and the roles demanded of RU as a private institution, as well as the need to understand diversity in values, religions, histories and the like in our global era and work pro-actively to improve society in collaboration with people around the world. The following tasks were identified as essential in order to address those needs: (i) enhancing education to develop students' capacity for self-directed learning; and (ii) enriching learning both by elevating the learning experience for each individual student and by promoting peer learning among students. This academic year, discussions will focus on the following challenges.

Further Enhancements in Learning Quality:

Affirming one's learning and growing into a self-directed learner

I Importance of systematic learning

In AY 2015, with a view to enhancing the quality of learning in the formal curriculum, we discussed how to foster the kind of motivation that is needed for students to pursue self-directed, pro-active learning. This means enabling students from their first years at university to be conscious of where they want to be in 4 (or 6) years' time, to reflect on their own learning achievements at every stage, and to pursue their studies with confidence in the choices they have made.

The university will work to (i) enhance first-year education programs necessary to prepare students for university-level study and specialized study in their respective colleges, and (ii) clarify and present to students in an accessible manner the educational objectives (what students will be able to do by graduation), connections between different curricular subjects (curriculum mapping), and what/how students are to learn at each year level (curriculum trees).

II Systems to foster learning motivation and enhancement of the learning environment

In order to enable students to learn in a self-directed, pro-active manner, it is important for the university to arrange classes and opportunities that will help motivate them. We are currently considering three initiatives for this purpose: (i) promotion of participative, interactive learning in foundation (introduction to research) seminars and core subjects for lower-year students; (ii) utilization of manaba+R and other ICT tools; (iii) enhancement of peer learning through which students learn together with others. RU has already introduced systems designed to provide more attentive in-class education, such as TA, ES, and learning supporter. It is important to enhance these systems and improve the environment in order to elevate the overall quality of education.

III Promotion of learning outside class

In order to achieve true mastery of content learned in class, students need to think about how to pursue study outside class, rather than assuming that in-class study will be sufficient. Officially, 45 study hours are required in order to earn one university course credit. At university, students are required both to acquire knowledge by attending classes, and to digest what they have learned in class through study activities outside the classroom. The university is currently looking at ways to promote learning outside class and develop students as self-directed learners.

IV Importance of materializing learning outcomes in the form of graduation thesis/research, etc.

Ritsumeikan University has long placed emphasis in integrated, small-scale education in departments and small groups from the initial post-en-

rollment stage right through to graduation. It is important for students to deploy the knowledge they have acquired in order to study a range of phenomena occurring in wider society, and bring their findings together in the form of graduation research projects, theses, or creative work. Determining one's own topic and integrating the things one has learned in order to investigate that topic can contribute to a sense of achievement in learning.

Advancing Global Learning in a University-wide Multicultural Environment

I Importance of understanding diversity through day-to-day exchange and learning experiences

RU welcomes international students from many different parts of the world. It is important for us to consider how to advance global learning in both curricular and extra-curricular settings as a comprehensive university. Based on the findings of questionnaires and workshops involving more than 3000 students, the Student Union has found that students have a high level of interest in international exchange, but that there is a need to create more opportunities and venues for such exchange, and to improve foreign language proficiency (especially speaking skills).

Day-to-day, ongoing support is essential in order to foster more active exchange among students. It is important to provide education that exposes students to different cultures and value outlooks, encourages them to take such cultures and outlooks on board as they grow together, and offers them actual opportunities to experience exchange for themselves.

The university is looking at ways to create such spaces and incentives on campus through both curricular and extra-curricular exchange and learning and the development of campus environments.

II Enhancement of foreign language teaching and globalization of education

One of the notable topics of discussion in the Plenary Council Representatives' Meetings in AY 2015 was the globalization of education. An important challenge in foreign language education for the global era, regardless of whether it is English or other languages that students are learning for the first time at university, is to ensure that students set clear learning objectives and check on their attainment at each stage, in order to learn with conviction. The Student Union shared the results of its own questionnaire surveys suggesting that students feel that there are insufficient opportunities to demonstrate output in foreign languages (especially English). The university will create conditions and environments both within and outside the classroom for students to use foreign languages in a variety of settings, and develop ways for students to use foreign languages actively as appropriate to their various proficiency levels.

Furthermore, in order to facilitate global learning, it is important to globalize undergraduate education across the board, including liberal arts, foreign languages, and major education. By expanding the number of major and liberal arts subjects offered in English and other foreign languages across the university as a whole, we will work to raise students' proficiencies in areas essential in order to play active roles in wider society.

Toward Enhancement of Graduate School Education

I Importance of graduate school education at RU

“Promotion of Graduate School Reforms” was established as one of the Strategic Basic Issues among the ten Basic Issues set for the latter phase of R2020, and is now under discussion across the entire Academy with a view to developing concrete policies.

In the area of graduate school education, we will provide opportunities for students to deepen their academic expertise through the process of producing a Master’s or Doctoral thesis, and to develop both specialized knowledge and a capacity for self-directed learning in a synergistic manner. Furthermore, we are aiming to develop an environment where students can cultivate global research capabilities by presenting their findings at international conferences and pursuing research exchanges with researchers and students from beyond Japan, as well as creating graduate school programs where international students from a variety of countries and regions of the world can study, research, and collaborate together with Japanese students.

The graduate schools also play an important role in research, and the pursuit and enhancement of graduate school reform is essential in order to elevate the overall quality of research at our university. Furthermore, the positioning of the graduate schools is extremely important in the overall education-research cycle, whereby research findings inform undergraduate education and help to raise the academic quality of the undergraduate colleges. This is another important standpoint for our pursuit of graduate school advancement.

Informed by an understanding of the issues outlined above, in AY2015 the mid-term plans for each graduate school and the university’s graduate program as a whole were brought together in a mid-term plan for graduate school reforms under the R2020 Latter Phase Plan. This mid-term plan includes (i) advancing globalization; (ii) making graduate school education more substantial; (iii) pursuing a student admission policy that fills capacity and increases the rate of advancement from undergraduate to graduate degree programs; (iv) pursuing the Fourth-phase Graduate School Career Path Development Support Program; and (v) reviewing collaborations with the undergraduate colleges, between



different graduate schools, and with research institutes and centers. We will be working to bring each of these plans to fruition as we move toward 2020.

In the course of pursuing these plans and producing individuals useful for society, it is of the utmost importance to maintain a feasible number of students in each graduate school. To this end, it is also essential to reduce the financial burden on graduate students themselves. From AY 2017, as well as revising the tuition fees for Master’s programs, we will be introducing a new scholarship system.

II Outcomes of discussions in AY 2015 and issues for the current academic year

(1) Globalization challenges in the graduate schools

Discussions were held concerning the need to respond to the globalization of research activity, as well as increasing the number of universities participating in double degree programs, developing scholarship schemes to promote research activities beyond Japan, enhancing study abroad programs, and providing support for thesis drafting and development of language proficiency. It was confirmed that all of these issues would be investigated further in subsequent discussions. A shared understanding was also reached concerning the development of environments supporting research activities by graduate students of diverse backgrounds, including English-basis students and working adults, problems relating to race and ethnicity, and the wider challenges of globalization.

(2) Fourth-phase Graduate School Career Path Development Support Program

Focusing on the Fourth-phase Graduate School Career Path Development Support Program currently being formulated by the university, discussions were held on PD and TA systems, which form an important part of career development for graduate students. The TA system was acknowledged as important also as a means to raise undergraduate students’ awareness of career paths, and it was agreed to continue discussions directed to enhancing the system. In regard to PD, the Graduate School Council requested an improvement in the conditions of engagement and an increase in the number of posts available, and these were flagged as issues for later discussion.

(3) Development of commons

A Research Commons has been established in Kyuronkan on the Kinugasa Campus with the aim of advancing learning beyond graduate school borders. A variety of commons have also been established as part of the innovative projects at OIC. These developments have been received positively by graduate students, but several problems concerning mode of establishment and usage patterns have also been identified. Discussions in AY 2015 fostered a common understanding of the nature of these problems and the fact that graduate students’ needs in regard to commons vary from campus to campus, reflecting the characteristics of each graduate school. It was resolved to continue discussions in line with the actual conditions of each commons related to graduate students’ research activities and the circumstances and demands of graduate students on each campus. Concrete policies will be formulated to enable graduate students to use commons autonomously and in a self-directed manner as spaces for interdisciplinary learning and research.

Toward Further Enrichment of Student Life

I Promotion of diverse extra-curricular learning

Last year the Student Union identified the need to develop, in the context of Ritsumeikan's distinctive strengths in diversity and multiculturalism, an approach that treats all aspects of student life in both curricular and extra-curricular settings as learning spaces, and an environment that enables a diverse range of students to interact with one another and grow together. We will work to address this need by bolstering support designed to enable students to balance curricular and extra-curricular activities, in acknowledgement of the importance of extra-curricular activities as a venue for student learning and growth that fosters capacities of self-directed thinking and action, collaboration, and management. This academic year we have already made alterations to the operating hours of inter-campus shuttle bus services that support activities and exchange beyond campus borders, in response to the Student Union's identification of problems in the effective operation of the bus services. We will continue to consider ways to improve the services in light of usage conditions and student needs.

One of our university's strengths is the variety of activities undertaken within our diverse student body. It is important that we furnish opportunities for exchange among international and domestic students and other new means of mutual growth and community-building. We will continue to explore possibilities in this area in light of student activity patterns and campus characteristics as our university develops across multiple campuses.

II Support for activities transcending campuses and national borders and activities of international standard

Student activities go beyond the confines of the campus and extend into the wider community both domestically and internationally, including community development and revitalization projects in collaboration with local residents, volunteering, and international service activities. The university supports these activities through the student growth support scholarship programs mentioned below, and will continue to do so. We will also consider ways to bolster support for inbound and outbound mobility and international exchange and to elevate international competitiveness in sports and support international activities in artistic and cultural fields.

III Development of safe, secure, comfortable, and healthy campus environments

Issues raised by the Student Union in relation to the provision of environments to support diverse activities and student life include: (i) development of environments for communication and expression of diverse student learning in a manner that is open to the wider student body and local community; (2) provision of dining environments similar to BKC Lunch Street in light of the limited facilities available currently, and expansion of menus such as halal food to cater for campus globalization; (3) development of leisure spaces and exercise environments to enable stu-

dents to engage in exercise easily on their own; (4) renewal of facilities, including dealing with ageing facilities, conducting earthquake-proofing works, and installing air-conditioning in BKC and OIC Arenas; (5) campus discussion meetings to address problems specific to each campus; and (6) thoroughgoing implementation of campus no-smoking policy.

In response to these suggestions, we will hold campus discussion meetings as necessary to pursue campus-specific improvements, and continue to work on improving campus environments from the perspectives of safety, security, comfort, and health. We will continue to pursue campus-wide no-smoking policies, especially in light of the fact that the smoking rate among undergraduate students is declining.

In addition, in April 2016 the Disabled Students Support Office and Special Needs Support Office were merged into a new Disability Resource Center which will provide more holistic support tailored to students' needs.

IV Undergraduate student scholarship and subsidy policy for AY 2017 and beyond

Taking into account discussions with the Student Union, in developing policy on scholarships and subsidies from AY 2017 onward, we have focused on the tasks of promoting diverse student learning through curricular and extra-curricular activities, promoting global learning in multicultural settings, and furnishing an environment in which students can learn free from financial insecurity.

The basic policy framework continues to make a distinction between financial support scholarships and growth support scholarships. The latter will further be divided into scholarships associated with the Ritsumeikan Model of learning, which support both curricular and extra-curricular learning and growth, and global incentive scholarships, which promote learning in multicultural settings and global learning. The aims of each scholarship type will be made clear in the design of concrete scholarship programs.

For financial support scholarships, we will continue our work to enable students to lead a secure, stable life, by upholding the existing policy of raising scholarship recipient rates among students from households with annual income of 4 million yen or less (taxable income of 1.97 million yen or less), while giving first priority to those from households with annual income of 3.29 million yen or less (a level considered by the Japan Student Services Organization to be "effectively zero income"). In regard to multiple concurrent receipt of scholarships, the maximum concurrent amount for financial support scholarships will be set at the cost of tuition; for financial support scholarships designed for study abroad, the maximum will be the cost of studying abroad. Steps will also be taken in the area of student growth support scholarships to ensure that no one student receives an excessive amount of scholarship funds.

Scholarship and subsidy policy for AY 2017 and beyond

Category	Name
Financial Support Scholarships to help students lead a secure student life	<ul style="list-style-type: none"> ● Financial support grant scholarships ● Scholarships to support enrollees from the Kinki region ● Emergency grant scholarships awarded at enrollment
Scholarships associated with the Ritsumeikan Model of learning that support student growth in curricular and extra-curricular settings	<ul style="list-style-type: none"> ● Saionji Memorial Scholarship ● +R Challenge Scholarship ● Learning community development subsidies etc.
Scholarships associated with the Global Initiative to promote international exchange and inbound/outbound mobility	<ul style="list-style-type: none"> ● Study Abroad Challenge Scholarship ● Study Abroad Support Scholarship etc.

Tuition up to AY 2018

(1) Financial management and tuition policy

Private universities in Japan are faced by both a low overall level of public expenditure on education in international comparative terms, and a public funding disparity between national and private institutions. They are thus forced to rely on student fees for around 75% of their overall income.

Ritsumeikan's basic approach to financial management is to treat the fees paid by students and their parents as a reflection of high expectations for the academic content provided by our university, to pursue improvements in systems, environments, scholarship programs, and other initiatives that promote students' self-directed learning and growth, and to achieve further qualitative enhancements in education through the R2020 plan. As we work to give shape to the various initiatives planned for the R2020 latter phase and verify the outcomes thereof, we must also remain closely attuned to changes in the competitive environment in which universities operate, and the impact on university financial management of national government policies such as the stricter enforcement of enrollment quotas.

Based on these understandings, we now present a proposal for tuition and student fees in the 2017 and 2018 academic years, rather than following the four-year policy cycle used in the past.

(2) AY 2017 fees (admission fee and regular tuition)

The tuition and student fee policy proposed and endorsed at the 2011 Plenary Council included major changes from previous calculation methods, such as the abolition of the educational conditions improvement coefficient and the introduction

of a formula that clearly states total tuition and fees for the period of enrollment.

The proposal for AY2017/18 essentially upholds the current policy. Students enrolled in AY 2016 and prior will be charged the fees stated at the time of their enrollment, while those enrolling in AY 2017 will be charged the same fees as AY 2016 enrollees (no change). However, the College of Economics is undergoing a major reform process, and has set separate regular tuition rates for AY 2017 enrollees (no change for students enrolled in AY 2016 and prior). In line with the advancement of graduate school policies, tuition in the graduate school Master's programs will be subject to a reduction in AY 2017, which will apply also to those enrolled in AY 2016 and prior.

(3) Tuition for AY 2018 enrollees

Tuition for AY 2018 enrollees will be calculated using the following formula.

Tuition revision formula

$$\text{Tuition for new academic year} = \text{base tuition} \times (1 + \text{rate of increase in consumer price index})$$

* Base tuition = Total annual tuition applying to AY 2017 enrollees excluding special reductions for new enrollees.

* Rate of increase in consumer price index = rate by which the consumer price index average (national overall) for the most recent fiscal year exceeds the average for the 2015 fiscal year. However, increases of less than 1.0 percentage points will not be applied.

* If the tuition calculated for the new academic year using this formula is less than for the preceding academic year, the tuition for the preceding academic year shall be used.

* One half of the tuition calculated for the new academic year using this formula (rounded to the nearest 100 yen) shall be charged as per-semester tuition for students enrolling in the new academic year.

Admission Fee

Category	Fee
Admission, Transfer, Advanced Entry, Graduate Entry	300,000
Re-admission	10,000

The Admission Fee is not payable in the following cases:

- Admission to a graduate school Ritsumeikan University (RU) of a graduate of RU or Ritsumeikan Asia Pacific University (APU)
- Admission to a graduate school of RU of a current undergraduate student of RU or APU
- Admission to a graduate school of RU of a person who has completed a graduate degree program at RU or APU, or been enrolled in a doctoral program thereof for the standard number of years and satisfied the program requirements stipulated in the Ritsumeikan University Regulation without obtaining a doctoral degree

Tuition (undergraduate)

Affiliation		Category	Year 1	Years 2-4 (per year)	
College of Law	Department of Law	First Semester Tuition	319,200	479,200	
		Second Semester Tuition	479,200	479,200	
		Total	798,400	958,400	
College of Economics	Department of Economics	First Semester Tuition	336,100	496,100	
		Second Semester Tuition	496,100	496,100	
		Total	832,200	992,200	
College of Business Administration	Department of Business Administration	First Semester Tuition	319,200	479,200	
		Second Semester Tuition	479,200	479,200	
			Total	798,400	958,400
	Department of International Business Administration	First Semester Tuition	381,300	541,300	
Second Semester Tuition		541,300	541,300		
		Total	922,600	1,082,600	
College of Social Sciences	Major in Sociology and Social Studies, Major in Media and Society, Major in Sports and Society, Major in Human Welfare	First Semester Tuition	405,700	565,700	
		Second Semester Tuition	565,700	565,700	
		Total	971,400	1,131,400	
Department of Social Sciences	Major in Children and Society	First Semester Tuition	439,300	599,300	
		Second Semester Tuition	599,300	599,300	
		Total	1,038,600	1,198,600	
College of Letters	Area Studies Program	First Semester Tuition	402,100	562,100	
		Second Semester Tuition	562,100	562,100	
		Total	964,200	1,124,200	
Department of Humanities	Human Studies Program Educational Anthropology Major, Japanese History Studies Program Archeology and Cultural Heritage Major	First Semester Tuition	391,500	562,100	
		Second Semester Tuition	551,500	562,100	
			Total	943,000	1,124,200
	Human Studies Program Philosophy and Ethics Major, Japanese Literature Studies Program, Japanese History Studies Program Japanese History Major, East Asian Studies Program, International Culture Studies Program, Communication Studies Program	First Semester Tuition	391,500	551,500	
Second Semester Tuition		551,500	551,500		
		Total	943,000	1,103,000	
College of Science and Engineering	Department of Mathematics	First Semester Tuition	584,300	744,300	
		Second Semester Tuition	744,300	744,300	
		Total	1,328,600	1,488,600	

Affiliation		Category	Year 1	Years 2-4 (per year)
College of Science and Engineering	Department of Physics, Department of Electrical and Electronic Engineering, Department of Electronic and Computer Engineering, Department of Mechanical Engineering, Department of Robotics, Department of Civil Engineering, Department of Environmental System Engineering, Department of Architecture and Urban Design	First Semester Tuition	612,300	772,300
		Second Semester Tuition	772,300	772,300
		Total	1,384,600	1,544,600
College of International Relations	Department of International Relations	First Semester Tuition	463,200	623,200
		Second Semester Tuition	623,200	623,200
		Total	1,086,400	1,246,400
College of Policy Science	Department of Policy Science	First Semester Tuition	414,900	574,900
		Second Semester Tuition	574,900	574,900
		Total	989,800	1,149,800
College of Information Science and Engineering	Department of Information Science and Engineering	First Semester Tuition	612,300	772,300
		Second Semester Tuition	772,300	772,300
		Total	1,384,600	1,544,600
College of Image Arts and Sciences	Department of Image Arts and Sciences	First Semester Tuition	755,200	915,200
		Second Semester Tuition	915,200	915,200
		Total	1,670,400	1,830,400
College of Life Sciences	Department of Applied Sciences, Department of Biotechnology, Department of Bioinformatics, Department of Biomedical Sciences	First Semester Tuition	627,500	787,500
		Second Semester Tuition	787,500	787,500
		Total	1,415,000	1,575,000
College of Sport and Health Science	Department of Sport and Health Science	First Semester Tuition	439,300	599,300
		Second Semester Tuition	599,300	599,300
		Total	1,038,600	1,198,600
College of Pharmaceutical Sciences	Department of Pharmaceutical Sciences	First Semester Tuition	730,300	890,300
		Second Semester Tuition	890,300	890,300
		Total	1,620,600	1,780,600
College of Comprehensive Psychology	Department of Comprehensive Psychology	First Semester Tuition	433,200	593,200
		Second Semester Tuition	593,200	593,200
		Total	1,026,400	1,186,400
Affiliation		Category	Year 1	Years 2-4 (per year)
College of Pharmaceutical Sciences	Department of Pharmacy	First Semester Tuition	943,800	1,153,800
		Second Semester Tuition	1,153,800	1,153,800
		Total	2,097,600	2,307,600

Advancement of the R2020 latter phase plan requires a certain degree of extra expenditure, but base tuition levels for enrollees in AY 2017 and 2018 will not be revised. Our basic approach is to secure the necessary funds by revising our expenditure profile (prioritization and recombination), while strengthening our revenue streams other than student fees and implementing cost-saving measures.

As we currently rely largely on income from tuition and other student fees, the decision not to raise tuition demands significant managerial effort. With this in mind, in the event that there is a natural increase in costs resulting from a rise in consumer prices, which is an external factor beyond our control, the tuition calculation formula provides for tuition levels for AY 2018 enrollees to be raised to compensate for such a price increase if it is significant (1.0% or more).

Tuition (graduate)

[Master's Programs]

Affiliation		Category	Years 1 and 2 (each year)
Graduate School of Law		First Semester Tuition	375,000
		Second Semester Tuition	375,000
		Total	750,000
Graduate School of Economics	All other than MPED	First Semester Tuition	375,000
		Second Semester Tuition	375,000
		Total	750,000
	MPED	First Semester Tuition	450,000
		Second Semester Tuition	450,000
		Total	900,000
Graduate School of Business Administration		First Semester Tuition	375,000
		Second Semester Tuition	375,000
		Total	750,000
Graduate School of Social Sciences		First Semester Tuition	375,000
		Second Semester Tuition	375,000
		Total	750,000
Graduate School of Letters	Major in Humanities	First Semester Tuition	375,000
		Second Semester Tuition	375,000
		Total	750,000
	Major in Informatics of Behavior and Culture	First Semester Tuition	385,600
		Second Semester Tuition	385,600
		Total	771,200
Graduate School of Science and Engineering	All except Mathematics Course	First Semester Tuition	575,000
		Second Semester Tuition	575,000
		Total	1,150,000
	Mathematics Course	First Semester Tuition	537,500
		Second Semester Tuition	537,500
		Total	1,075,000
Graduate School of International Relations	All except GCP	First Semester Tuition	375,000
		Second Semester Tuition	375,000
		Total	750,000
	GCP	First Semester Tuition	450,000
		Second Semester Tuition	450,000
		Total	900,000
Graduate School of Policy Science		First Semester Tuition	375,000
		Second Semester Tuition	375,000
		Total	750,000
Graduate School of Science for Human Services		First Semester Tuition	425,000
		Second Semester Tuition	425,000
		Total	850,000
Graduate School of Language Education and Information Sciences		First Semester Tuition	400,000
		Second Semester Tuition	400,000
		Total	800,000
Graduate School of Technology Management		First Semester Tuition	583,000
		Second Semester Tuition	583,000
		Total	1,166,000
Graduate School of Public Policy	(except 1-year course)	First Semester Tuition	400,000
		Second Semester Tuition	400,000
		Total	800,000
Graduate School of Sport and Health Science		First Semester Tuition	425,000
		Second Semester Tuition	425,000
		Total	850,000

*1 From AY 2017, tuition amounts shown in this table for Master's Programs and Integrated Master's / Doctoral Programs (years 1 and 2) shall be applied also to students enrolled in and prior to AY 2016.

*2 Fees for those enrolled in excess of the standard period for degree completion shall be one half of the amounts shown above. However, for the Graduate School of Public Policy (1-year course), the amount shall be one half that shown for the Graduate School of Public Policy (except 1-year course); for the Graduate School of Management, the amount shall be one half of the Fixed Tuition.

*3 Notwithstanding note 2 above, tuition shall be 100,000 yen per semester for those in Integrated Master's/Doctoral Programs, Doctoral Programs, and 4-year Doctoral Programs who are enrolled in excess of the standard period for degree completion and have satisfied all requirements for degree completion in their Graduate School as stipulated in the Graduate School Regulations other than completion of the Doctoral Dissertation.

*4 Students in the School of Law shall be subject to a separate information and communications fee of 10,000 yen (per semester).

*5 The Graduate School of Professional Teacher Education is scheduled to open in April, 2017 (application submitted to Ministry of Education, Culture, Sports, Science and Technology).

(unit: yen)

Affiliation		Category	Years 1 and 2 (each year)
Graduate School of Image Arts and Sciences		First Semester Tuition	602,400
		Second Semester Tuition	602,400
		Total	1,204,800
Graduate School of Information Science and Engineering		First Semester Tuition	568,600
		Second Semester Tuition	568,600
		Total	1,137,200
Graduate School of Life Sciences		First Semester Tuition	568,600
		Second Semester Tuition	568,600
		Total	1,137,200
Affiliation		Category	Year 1
Graduate School of Public Policy	(1-year course)	First Semester Tuition	600,000
		Second Semester Tuition	600,000
		Total	1,200,000

[Doctoral Programs]

(unit: yen)

Affiliation		Category	Years 1-3 (each year)
All Graduate Schools		First Semester Tuition	250,000
		Second Semester Tuition	250,000
		Total	500,000

[Integrated Master's / Doctoral Program]

(unit: yen)

Affiliation		Category	Years 1-2 (each year)	Years 3-5 (each year)
Graduate School of Core Ethics and Frontier Sciences		First Semester Tuition	400,000	250,000
		Second Semester Tuition	400,000	250,000
		Total	800,000	500,000

[4-year Doctoral Program]

(unit: yen)

Affiliation		Category	Years 1-4 (each year)
Graduate School of Pharmacy		First Semester Tuition	250,000
		Second Semester Tuition	250,000
		Total	500,000

[Professional Graduate Degree Programs]

(unit: yen)

Affiliation		Category	Years 1 and 2 (each year)
School of Law		First Semester Tuition	648,700
		Second Semester Tuition	648,700
		Total	1,297,400
Graduate School of Management	First Semester Tuition	Fixed Tuition	(per semester) 71,700
		Per-credit Tuition	(per credit) 48,000
	Second Semester Tuition	Fixed Tuition	(per semester) 71,700
		Per-credit Tuition	(per credit) 48,000
Graduate School of Professional Teacher Training		First Semester Tuition	450,000
		Second Semester Tuition	450,000
		Total	900,000