

AY 2018

Operating Report

2018 RITSUMEIKAN

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On the Issuance of the AY2018 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 2018 academic year marks the third year of the R2020 Second Half Plan (AY2016 - 2020).

At Ritsumeikan, each university and school has been implementing measures in accordance with the Ritsumeikan Global Initiative, our strategy to globalize the Academy. Ritsumeikan University and Ritsumeikan Asia Pacific University 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 the Japanese project name); and Ritsumeikan Senior High School, Ritsumeikan Uji Senior High School, and Ritsumeikan Keisho Senior High School have all been designated as Super Global High Schools (SGH). Furthermore, Ritsumeikan Uji Senior High School was selected as a core school for the Project for the Creation of Worldwide Learning (WWL) Consortia, a successor to the SGH Project that began accepting applications in AY2019; while Ritsumeikan Senior High School, Ritsumeikan Keisho Senior High School, and Ritsumeikan Moriyama Senior High School were selected as partner schools. Taking pride in our achievements to date and aiming to pursue “complete and total globalization,” we will harness the power of the entire Academy as we continue pursuing initiatives.

In AY2018, Ritsumeikan University opened the College of Gastronomy Management, the American University-Ritsumeikan University Joint Degree Program in the College of International Relations, and the Graduate School of Human Sciences. This April, in collaboration with the Australian National University, we opened the College of Global Liberal Arts, whose curriculum is entirely designed around an undergraduate dual degree program, on the Osaka Ibaraki Campus (OIC). Preparations are now underway for the establishment of the Master's Program in Pharmaceutical Sciences in the Graduate School of Pharmacy in AY2020. Furthermore, we have developed a strong reputation for research as evidenced by setting a new record high for the amount of Grants-in-Aid for Scientific Research obtained. Going forward, we will continue to pursue progressive education and research that meets the demands of society.

With regard to our campuses and facilities, we are making

improvements by renovating Zonshinkan Hall and other facilities on the Kinugasa Campus; and we have opened Beyond Borders Plazas on all three campuses. We are also working to create environments on all of our campuses that will enable students to experience the latest technologies and research outcomes first hand.

At Ritsumeikan Asia Pacific University, efforts are underway to further promote academic reforms and secure additional accreditation, effectively certifying the university as one of the world's leading providers of management education. As one of Japan's premier international universities, APU will continue striving to improve its international competitive edge and communicate its strengths throughout Japan and around 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. Also, Ritsumeikan Moriyama Senior High School was re-designated as a Super Science High School (SSH). 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. Ritsumeikan Keisho High School has developed an extremely strong reputation for its initiatives, as shown by its winning of the Minister of MEXT Award, the highest possible award for a Super Global High School (SGH).

This Report was formulated to communicate the Academy's initiatives for AY2018 to all of our stakeholders. In the summer of 2018, we formulated the R2030 Academy Vision with the motto of “Challenge Your Mind, Change Our Future” as a new declaration of what we aim to become in the year 2030. Our universities and schools are now in the process of creating key targets and design challenges for this vision. Going forward, we will maintain our global presence and conduct world-class education and research as a comprehensive private academy rooted in the community, and we will undertake even more initiatives aimed at helping our students at every level grow. We kindly request your continued understanding and support.

May 24, 2019



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



The Ritsumeikan Trust
Chancellor **Yoshio Nakatani**

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, 2018)

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 Nishinopporo, 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, 2018)

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
College of Gastronomy Management
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
Graduate School of Human Science

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, 2018)

(Unit: Number of Persons)

College	Department	Enrollment Capacity	Transfer Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
College of Law	Department of Law	755	—	718	3,125	3,531	Changed enrollment capacity in AY 2018 (790 > 755)
	Total	755	—	718	3,125	3,531	
College of Economics	Department of Economics	795	—	673	2,660	2,845	Changed enrollment capacity in AY 2017 (535 > 795)
	Department of International Economics	—	—	—	400	481	Student recruitment suspended in April 2017
	Total	795	—	673	3,060	3,326	
College of Business Administration	Department of Business Administration	675	—	576	2,570	2,833	Changed enrollment capacity in AY 2017 (610 > 675)
	Department of International Business Administration	150	—	101	600	662	
	Total	825	—	677	3,170	3,495	
College of Social Sciences	Department of Social Sciences	810	—	847	3,510	3,901	Changed enrollment capacity in AY 2018 (900 > 810)
	Total	810	—	847	3,510	3,901	
College of Letters	Department of Humanities	980	—	864	3,970	4,328	Changed enrollment capacity in AY 2017 (905 > 980)
	Total	980	—	864	3,970	4,328	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	108	616	633	Changed enrollment capacity in AY 2017 (142 > 154)
	Department of Mechanical Engineering	173	10	154	686	730	Changed enrollment capacity in AY 2017 (160 > 173)
	Department of Civil Engineering	—	2	—	263	308	Student recruitment suspended in April 2018
	Department of Environmental Systems Engineering	—	2	—	217	245	Student recruitment suspended in April 2018
	Department of Photonics	—	—	—	—	1	Student recruitment suspended in April 2012
	Department of Robotics	90	6	86	358	392	Changed enrollment capacity in AY 2017 (83 > 90)
	Department of Mathematical Sciences	97	—	90	374	378	Changed enrollment capacity in AY 2017 (90 > 97)
	Department of Physical Sciences	86	—	62	332	334	Changed enrollment capacity in AY 2017 (80 > 86)
	Department of VLSI System Design*	—	—	—	—	2	
	Department of Electronic and Computer Engineering	102	8	87	408	401	Changed enrollment capacity in AY 2017 (94 > 102)
	Department of Micro System Technology	—	—	—	—	1	Student recruitment suspended in April 2012
	Department of Architecture and Urban Design	91	16	89	354	346	Changed enrollment capacity in AY 2017 (70 > 91)
	Department of Civil and environmental engineering	166	—	156	166	156	Established in April 2018
	Total	959	56	832	3,774	3,927	
College of International Relations	Department of International Relations	335	—	256	1,280	1,394	Changed enrollment capacity in AY 2017 (305 > 335)
	American University Ritsumeikan University Joint Degree Program	25	—	5	25	5	Established in April 2018
	Total	360	—	261	1,305	1,399	
College of Policy Science	Department of Policy Science	410	—	361	1,540	1,653	Changed enrollment capacity in AY 2017 (360 > 410)
	Total	410	—	361	1,540	1,653	
College of Information Science and Engineering	Department of Information Science and Engineering	475	—	410	950	920	Established in April 2017
	Department of Computer Science	—	10	—	240	295	Student recruitment suspended in April 2017
	Department of Information and Communication Science	—	10	—	240	254	Student recruitment suspended in April 2017
	Department of Media Technology	—	10	—	240	270	Student recruitment suspended in April 2017
	Department of Human and Computer Intelligence	—	10	—	240	280	Student recruitment suspended in April 2017
	Total	475	40	410	1,910	2,025	
College of Image Arts and Sciences	Department of Image Arts and Sciences	160	—	168	620	698	Changed enrollment capacity in AY 2017 (150 > 160)
	Total	160	—	168	620	698	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	88	600	615	
	Department of Pharmaceutical Sciences	60	—	53	240	212	
	Total	160	—	141	840	827	
College of Life Sciences	Department of Applied Chemistry	111	—	104	382	403	Changed enrollment capacity in AY 2017 (80 > 111)
	Department of Biotechnology	86	—	79	332	336	Changed enrollment capacity in AY 2017 (80 > 86)
	Department of Bioinformatics	64	—	62	248	241	Changed enrollment capacity in AY 2017 (60 > 64)
	Department of Biomedical Sciences	64	—	61	248	256	Changed enrollment capacity in AY 2017 (60 > 64)
	Total	325	—	306	1,210	1,236	
College of Sport and Health Science	Department of Sport and Health Science	235	—	231	910	983	Changed enrollment capacity in AY 2017 (220 > 235)
	Total	235	—	231	910	983	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	302	840	916	Established in April 2016
	Total	280	—	302	840	916	
College of Gastronomy Management	Department of Gastronomy Management	320	—	355	320	355	Established in April 2018
	Total	320	—	355	320	355	
	Total	7,849	96	7,146	30,104	32,600	

*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 does not include students who are not enrolled as of May 1st.

(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	15	120	25	
	Doctoral Program	10	0	30	6	
	Total	70	15	150	31	
Graduate School of Economics	Master's Program	50	25	100	102	
	Doctoral Program	5	6	15	20	
	Total	55	31	115	122	
Graduate School of Business Administration	Master's Program	60	36	120	71	
	Doctoral Program	15	0	45	15	
	Total	75	36	165	86	
Graduate School of Sociology	Master's Program	60	23	120	61	
	Doctoral Program	15	7	45	66	
	Total	75	30	165	127	
Graduate School of Letters	Master's Program	105	42	210	138	
	Doctoral Program	35	12	105	95	
	Total	140	54	315	233	
Graduate School of Science and Engineering	Master's Program	450	383	900	736	
	Doctoral Program	40	11	120	66	
	Total	490	394	1,020	802	
Graduate School of International Relations	Master's Program	60	18	120	115	
	Doctoral Program	10	6	30	34	
	Total	70	24	150	149	
Graduate School of Policy Science	Master's Program	40	27	80	83	
	Doctoral Program	15	4	45	27	
	Total	55	31	125	110	
Graduate School of Science for Human Services	Master's Program	—	—	60	36	Student recruitment suspended in April 2018
	Doctoral Program	—	—	—	—	
	Total	—	—	60	36	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	12	150	164	
	Doctoral Program	30	12	150	164	
	Total	60	24	300	328	
Graduate School of Language Education and Information Science	Master's Program	60	34	120	103	
	Doctoral Program	—	—	—	—	
	Total	60	34	120	103	
School of Law	Professional Degree Program	70	31	210	63	Changed enrollment capacity in AY 2016 (100 → 70)
	Doctoral Program	—	—	—	—	
	Total	70	31	210	63	
Graduate School of Technology Management	Master's Program	70	75	140	120	
	Doctoral Program	5	5	15	33	
	Total	75	80	155	153	
Graduate School of Management	Professional Degree Program	80	45	160	84	Changed enrollment capacity in AY 2015 (100 → 80)
	Doctoral Program	—	—	—	—	
	Total	80	45	160	84	
Graduate School of Public Policy	Master's Program	—	—	60	19	Student recruitment suspended in April 2018
	Doctoral Program	—	—	—	—	
	Total	—	—	60	19	
Graduate School of Sport and Health Science	Master's Program	25	30	50	41	
	Doctoral Program	8	5	24	39	
	Total	33	35	74	80	
Graduate School of Image Arts	Master's Program	10	8	20	15	
	Doctoral Program	—	—	—	—	
	Total	10	8	20	15	
Graduate School of Information Science and Engineering	Master's Program	200	166	400	345	
	Doctoral Program	15	8	45	33	
	Total	215	174	445	378	
Graduate School of Life Sciences	Master's Program	150	147	300	272	
	Doctoral Program	15	4	45	36	
	Total	165	151	345	308	
Graduate School of Pharmacy	Four-Year Doctoral Program	3	1	12	12	Established in April 2014
	Doctoral Program	—	—	—	—	
	Total	3	1	12	12	
Graduate School of Professional Teacher Education	Professional Degree Program	35	38	70	70	Established in April 2017
	Doctoral Program	—	—	—	—	
	Total	35	38	70	70	
Graduate School of Human Science	Master's Program	65	60	65	60	Established in April 2018
	Doctoral Program	20	23	20	23	
	Total	85	83	85	83	
Master's Program		1,465	1,089	2,985	2,342	
Doctoral Program		208	91	584	493	
Five-Year Doctoral Program		30	12	150	164	
Four-Year Doctoral Program		3	1	12	12	
Professional Degree Program		185	114	440	217	
Total		1,891	1,307	4,171	3,228	

* Enrollee numbers does not include students who are not enrolled as of May 1st.

4-2. Ritsumeikan Asia Pacific University (as of November 1, 2018)

(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	656	2,592	2,832	Changed enrollment capacity in AY 2017 (600 > 660)
Total		660	12	18	656	2,592	2,832	
College of International Management	Department of International Management	660	22	31	640	2,648	2,639	Changed enrollment capacity in AY 2017 (600 > 660)
Total		660	22	31	640	2,648	2,639	
Total		1,320	34	49	1,296	5,240	5,471	

*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	75	120	125	
	Doctoral Program	10	5	30	19	
	Total	70	80	150	144	
Graduate School of Management	Master's Program	40	28	80	71	
	Total	40	28	80	71	
	Total	110	108	230	215	

*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, 2018)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	240	645	720	
Ritsumeikan Senior High School	Full-time general course	360	333	1,080	1,015	

4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2018)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	162	540	494	
Ritsumeikan Uji Senior High School	Full-time general course	405	368	1,215	1,092	

4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2018)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	190	540	559	
Ritsumeikan Keisho Senior High School	Full-time general course	305	339	915	952	

4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2018)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	150	480	470	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	325	960	939	

4-7. Ritsumeikan Primary School (as of May 1, 2018)

(Unit: Number of Persons)

School	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Primary School	120	118	720	708	

5. Executives (Trustees and Auditors) (as of March 31, 2019)

Fixed number of Executives: 42 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	Yoshio Nakatani	Full-time	Trustee; Vice President of Ritsumeikan Asia Pacific University	Hidetaka Yoshimatsu	Full-time
Trustee; Vice Chairman	Yasunari Hisaoka	Full-time	Trustee; Dean, Ritsumeikan University College of Law	Shinji Tokugawa	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Ryuzo Ueno	Full-time	Trustee; Dean, Ritsumeikan University College of Economics	Akira Matsumoto	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Tadao Isaka	Full-time	Trustee; Dean, Ritsumeikan University College of Business Administration	Noriji Sato	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Yoko Matsubara	Full-time	Trustee; Dean, Ritsumeikan University College of Social Sciences	Yoshiaki Takeuchi	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	Haruaki Deguchi	Full-time	Trustee; Dean, Ritsumeikan University College of Letters	Hiroshi Yoneyama	Full-time
Senior Executive Trustee	Kan Ueda	Full-time	Trustee; Dean, Ritsumeikan University College of Science and Engineering	Ryoichi Fukagawa	Full-time
Executive Trustee of General Affairs	Yukio Nishikawa	Full-time	Trustee; Dean, Ritsumeikan University College of International Relations	Akihiko Kimijima	Full-time
Executive Trustee of Financial Affairs	Hiroki Shikata	Full-time	Trustee; Dean, Ritsumeikan University College of Policy Science	Tamihiro Shigemori	Full-time
Executive Trustee of Planning	Kazuyoshi Tateyama	Full-time	Trustee; Dean, Ritsumeikan University College of Information Science and Engineering	Yoichi Yamashita	Full-time
Executive Trustee of Integrated Educational Affairs	Toshio Kobatake	Full-time	Trustee; Dean, Ritsumeikan University College of Image Arts and Sciences	Keisuke Kitano	Full-time
Executive Trustee of Ritsumeikan Asia Pacific University; Vice President of Ritsumeikan Asia Pacific University	Masaharu Imamura	Full-time	Trustee; Dean, Ritsumeikan University College of Pharmaceutical Sciences	Naoki Hattori	Full-time
Trustee	Mitsuji Ando	Part-time	Trustee; Dean, Ritsumeikan University College of Life Sciences	Kazuo Kojima	Full-time
Trustee	Kimihiko Uemura	Part-time	Trustee; Dean, Ritsumeikan University College of Sport and Health Science	Satoshi Otomo	Full-time
Trustee	Hideho Oshima	Part-time	Trustee; Dean, Ritsumeikan University College of Comprehensive Psychology	Takao Sato	Full-time
Trustee	Masumi Okano	Part-time	Trustee; Dean, Ritsumeikan University College of Gastronomy Management	Toshio Asakura	Full-time
Trustee	Yukio Kondo	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	LI yan	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, 2019)

Fixed number of Councilors: 101 (including 42 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)	Hiroki Tahara
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

7. Principals (as of March 31, 2019)



President of Ritsumeikan University

Yoshio Nakatani



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 Keicho 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, 2018)

(Unit: Number of Persons)

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
The Ritsumeikan Trust	0	0	31	0
Ritsumeikan University	1,359	1,788	1,083	2,848
Ritsumeikan Asia Pacific University	166	80	203	936
Ritsumeikan Junior and Senior High School	133	37	18	7
Ritsumeikan Uji Junior and Senior High School	136	38	23	24

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
Ritsumeikan Keicho Junior and Senior High School	111	31	14	3
Ritsumeikan Moriyama Junior and Senior High School	95	26	14	8
Ritsumeikan Primary School	67	19	6	9
Total	2,067	2,019	1,392	3,835

*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, 2019)





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

Strengthening first-year education and high school-university partnerships has major implications for ensuring a smooth transition to university-level learning. Amid this backdrop, at the AY2018 Plenary Council, the Student Government Board declared the need to redefine the roles of student facilitators in first-year education and strengthen support therefor. Based on this, we formulated two documents, "Items for Confirmation Regarding Student Facilitator Activities" and "Framework for Student Facilitator Activities and Support" as addenda to the Plenary Council Statement. Furthermore, in light of the Division of Student Affairs' efforts to enhance the Student Success Program (SSP) and the International Student Support Coordinator system that the Division of International Affairs has decided to adopt, the Divisions of Academic Affairs, Student Affairs, and International Affairs joined forces to formulate "Co-Creation Policy: Phase 1 (AY2019-2020)", and they agreed to effectively link learning support with support for student life.

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

To assure the quality of university education, it is extremely important to visualize learning outcomes and growth, especially from the standpoint of student learners. Visualizing learning and learning outcomes requires an objective measure of students' sense of achievement and satisfaction with both curricular and extracurricular activities, so it is crucial to pursue initiatives that contribute to improving the quality of education based on an understanding of the student situation. For this reason, we held a

discussion meeting with the Student Government Board to ascertain the situation surrounding student learning, and we shared that information throughout the university. Based on these discussions, we have decided to create opportunities to regularly disclose and explain the various surveys we conduct to the students and to create linkages among these surveys.

Furthermore, we proposed adopting the Manaba +R "Management Function" on a trial basis in AY2019 as one way to promote academic advising to motivate students to learn and instill learning habits in them by ascertaining their situation. The Colleges of Gastronomy Management, International Relations, and Global Liberal Arts have since formulated plans to adopt this new function.

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

We made progress on discussions centering on the response to learning support issues shared by all of the colleges. We opened Beyond Borders Plazas (BBPs) on all three campuses in AY2018, and together



they have attracted a total of around 50,000 users, which was far beyond what we initially anticipated. Going forward, we will consider measures to boost usage of the Self-directed Learning Support Desk and the Writing Support Desk. Leveraging the role of the

BBPs to act as places where Japanese and international students can interact, the Japanese Language Education Center started offering Japanese language learning consultations for international students and confirmed increasing demand from graduate students for Japanese language learning support.

Meanwhile, the Division of Career Services continued to offer industry-university PBL lectures (as liberal arts seminars) for first and second-year students in line with its policy of emphasizing the importance of career education for first and second-year students. Furthermore, with an eye on implementing liberal arts education reforms in AY2020, we decided to abolish the "University-wide Internship" and "Society and Careers" subjects concurrent with the transformation of PBL lectures for first and second-year students into regular subjects given the changes in the student situation and trends in society.

By providing education in both the classroom and the field to deepen student learning, service learning subjects aim to help students develop their awareness as members of society through participation in the community and to learn about and experience the possibility of changing society for the better. Eight classes of the "Introduction to Community Involvement" subject were offered across three campuses, attracting 2,700 participants in total, thereby demonstrating the high level of student interest in this topic. Based on an idea from the colleges, we screened candidates and hired two full-time faculty members, one in the College of Image Arts and Sciences and one in the College of Science and Engineering, to promote active Learning in liberal arts education. These faculty began teaching liberal arts subjects in AY2018.

We established a Career Development Support Enhancement budget to expand upon efforts to provide curricular and extracurricular career development support in the colleges and graduate schools. We also actively cooperated with the implementation of curricular and extracurricular guidance sessions, seminars, and workshops. In AY2018, we focused particular attention on deepening deliberations on career development support for first and second-year students in the Discussion Meetings in each college. In AY2019, we are working toward implementing the initiatives that were agreed upon in the Career and Job Placement Committee.

With regard to career development support for graduate students, we conducted a test with graduate students in the humanities schools to measure literacy (i.e., the ability to use knowledge to solve problems) and competency (i.e., the ability to take advantage of one's situation to develop a practical approach) in order to assess the general skills they will need to succeed in society. In the session we held afterward to explain the results to the students, we gave them an assignment in which they were asked to formulate a personal action plan to expand upon their strengths and overcome their weaknesses. In June and July, we held individual interviews with the students on their action plans.

Sessions to encourage students to reflect on their learning were adopted in every college, and the Division of Career Services i) provided all new students with resources designed to show how they can follow the model of older students, and ii) encouraged them to use these resources.

4. Improve foreign language proficiency

Based on the document entitled "Achievements in English



Language Education Reforms and the Internationalization of Academic Affairs and Key Issues Going Forward" (May 2017), we reviewed the achievement of goals. After adjusting and confirming the role of group English tests in the grading of regular lectures, we saw the rate of known scores increase to 96%. By the end of AY2018, 29% of students in all grade levels in all colleges had achieved the level of B1 on CEFR. We were also able to improve upon the full-time foreign language instructor system that we adopted in AY2018 and hire full-time foreign language instructors as planned.

5. Provide the liberal arts base required by global society

In AY2018, the Center for Liberal Arts Education continued to collaborate with the colleges and Ritsumeikan International to offer nine new international liberal arts subjects in English. As a result, we were able to offer a total of 119 classes in 36 international liberal arts subjects to 2,283 students. With an eye on the AY2020 liberal arts education reforms, we reorganized subjects and established new subjects while redefining the role of these subjects in light of the actual student learning situation.

Out of the three categories of international liberal arts subjects (International Liberal Arts B Subjects), faculty from Ritsumeikan International were assigned to coordinate the intercultural exchange subjects and the study abroad subjects. In AY2018, we assigned Lecturers to supervise international education on all three campuses, thereby reinforcing our staffing for international liberal arts subjects, and these subjects attracted 993 students across 49 classes (AY2017: 43 classes, 819 students). We also implemented FD activities with the aim of offering international liberal arts subjects suited to the global age. Going forward, we will promote even more in-class and out-of-class co-learning between Japanese and international students.

6. Develop infrastructure for global learning

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 of applications for and screening of programs, we commenced said programs for the three-year period from AY2018 to AY2020. Programs accepted in the undergraduate colleges will be administered based on annual action plans and budgets, and we will review and assess these programs based on the action plans, targets, indicators, and standards indicated in the applications.

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

To promote out-of-class study related to regular subjects, in AY2019, we added a field to the syllabus for instructions on out-of-class study and are currently providing support for self-directed learning by encouraging students to learn independently and offering +R Challenge scholarships.

To provide each and every student with the support they need to become independent learners, we established the SSP and began using this system on BKC and Kinugasa Campus in AY2017 to offer students both curricular and extracurricular support. We also launched the SSP on Osaka Ibaraki Campus in AY2018 as planned. Furthermore, in AY2018, we thoroughly discussed the enhancement of student support in first-year education, including the organized training of student facilitators, in the Plenary Council, and in coordination with the Division of Academic Affairs, we began working out the details of the "Policy on Learning Innovation (Co-creation Measures)", which includes additional assignment of SSP student support coordinators, for AY2019 (<http://www.ritsumeai.ac.jp/ssp/>).

The Division of Academic Affairs, Division of Student Affairs, and Division of Financial Affairs held administrative briefings and negotiations, and several sessions of the Representatives' Meeting were held before the AY2018 Plenary Council was convened in October. We held more administrative briefings after the Plenary Session to organize the points raised in the Representatives' Meeting and confirm a policy for future university administration.

In AY2018, because we switched from using city buses to rental buses for the inter-campus shuttle bus service, we were able to let students disembark at intermediate stops, including one near BKC Green Field, and based on a survey of student needs, we began offering bus services in September and March, months which used to be out of service. We also adjusted routes according to the time of day. In this way, we improved convenience for the students. We actively committed to assisting with the Ibaraki x Ritsumeikan Day (held in May at OIC), Ritsumeikan no Ie (held in August at BKC and in March at OIC), and Sustainable Week (held in October at BKC) events and provided student project-based organizations and academic clubs with support for planning and recruitment of participants, thereby realizing cross-campus interaction between students and the local communities.

To coincide with the four-country International Women's Field Hockey Competition held at OIC in September, we organized an

exhibition match between our women's field hockey team (including some alumni) and the Australian team, thereby affording our students with exposure to a world-class level of play. Furthermore, we recruited students to serve as volunteers and interpreters for the exhibition match and international competition, which provided them with a chance to interact with and befriend people from throughout Japan and around

the world, expand their views on international volunteer activities, and heighten their understanding of athletic culture. 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 to experience international volunteer activities as volunteers.

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 22 universities selected for funding. (This is our second consecutive year of funding.) Together with the other 22 schools, we discussed a plan for establishing a body called Collegiate Sports Consortium Kansai as a key element of this program. We also participated in the Japan Sports Agency's preparatory committee charged with discussing the establishment of the Japan Association for University Athletics and Sport (UNIVAS) and proactively participated in discussions aimed at promoting the Japanese NCAA proposal. (We joined UNIVAS in February 2019.)

Under the general agreement we concluded with Asics Japan Corporation, we began developing new projects aimed at cultivating a culture of support for our sports teams, including the sales of original merchandise at the National Alumni Association Conference.

We held regular Student Life Seminars and ran Smoke Free Campus Campaigns on all three campuses to encourage students not to smoke. We offered yoga classes and other health promotion events at the BKC Sport and Health Commons, and in total, we provided 215 lessons to students, faculty, staff, and local citizens in AY2018. Furthermore, the number of Training Room users has increased steadily, exceeding 7,000 students, faculty, and staff in AY2018.

In September, we held the first meeting of the Academy-wide Scholarship Committee, which reviewed scholarship systems under the jurisdiction of the Division of Academic Affairs and the Division of International Affairs based on plans and past achievements. Moreover, the Executive Board of Trustees and the Special Committee on Academic Affairs and Management decided to review the university's financial aid systems in light of MEXT's policy on reducing the cost of higher education slated to go into effect in AY2020. These bodies confirmed a basic approach and agreed that the Academy-wide Scholarship Committee will discuss the details of this matter.



Strategic Basic Issue 2

Promotion of Graduate School Reforms

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

We moved forward with the review of management models for free-standing graduate programs and professional graduate schools that we have been conducting since the formulation of the R2020 Second Half Plan and discussed the suspension of recruitment for the Graduate School of Public Policy and the merger of administration for the three management graduate schools. Coinciding with the establishment of the Graduate School of Human Sciences in April 2018, we suspended recruitment for the Graduate School of Science for Human Services and set the intake capacity for all graduate schools at 4,156.

Regarding graduate school capacity fulfillment, the ratio of current enrollees to intake capacity was 77.4%, while the enrollment capacity fulfillment rate for the master's programs was 83.1% (1,218 / 1,465). Meanwhile, the number of PhDs awarded in the academic year reached 95.

We fleshed out policies for graduate-level academic affairs that pertain to graduate school reforms by establishing the 4th Graduate School Career Path Development Support Program and continue to implement the policy to raise the level of graduate schools. In AY2018, we reviewed these policies and considered expanding the budgets for the Academic Research Assistant (RA) Program and the dissertation publishing subsidy. We also established the new First-time Assistant Professor and Research Specialist Program and hired new faculty thereunder.

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

Measures to promote graduate school reforms include i) those related to the students' desire to pursue further study before enrollment and their selection of schools and ii) those related to the improvement of students' skills and the expansion of their horizons after enrollment. Regarding the former, while it goes without saying that attractive graduate programs and research activities are important, financial aid for enrollees is also crucial. In addition, it is important to provide career development support with an eye on future career paths, so we plan to participate in the "Akai Ito Kai" career development support initiative led by Hokkaido University. Preferably, this will lead to the development of a stable support framework



over the medium to long term.

3. Flesh out a strategy for recruiting internally advancing students

By offering tuition reductions and scholarships linked to tuition, the number of students who advanced to the master's programs in the science and engineering schools in AY2018 increased by 150 year-on-year. Meanwhile, the Review Committee on High School-University Partnerships between the Affiliated Schools and Universities held discussions on targeting outstanding students by motivating them early to apply to graduate school and realizing partnership education between the undergraduate colleges and the graduate schools.

4. Flesh out a strategy for recruiting international students

In AY2018, we accepted publicly-funded international students, including 122 recipients of government-funded scholarships. In AY2018, 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, PEACE (Afghanistan), the ABE Initiative, Innovative Asia, Pacific LEADS, and the Japanese Initiative for the future of Syrian Refugees (JISR)).

In AY2018, we also recruited 53 new government-funded scholars (including those using SGU slots) to Japan. Furthermore, we accepted a total 70 publicly-funded international students on a wide range of schemes (JICA-JDS: 21, Indonesian Linkage Program: 29, Indonesian Regular Program: 1, ADB: 3, PEACE (Afghanistan): 1, ABE Initiative: 8, Innovative Asia: 3, Pacific LEADS: 2, JISR: 2).

We used subsidies to improve the English homepages of the graduate schools. We also developed linkages with undergraduate admissions to encourage students to actively participate in information sessions about studying at foreign graduate schools, and the number of Japanese-based international students participating in the information sessions increased dramatically.



5. Flesh out a strategy for recruiting adult learners

The Graduate School of Management and the Graduate School of Professional Teacher Education are currently

accepting adult learners, including international students. To attract more adult learners seeking re-training, we will continue to use the extended accreditation period system to admit them as graduate students while meeting their needs for certain subjects (e.g., Business Continuity) and weekend and evening classes.

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

In AY2017 and AY2018, we reduced graduate school tuition after being approved for a strategic budget including reductions for graduate school tuition. As a result, the number of applicants and enrollees increased significantly in AY2018. Given this, we have decided to maintain the tuition reduction for master's programs in AY2019-2020.

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

We continue to pursue a wide range of initiatives under the 4th Graduate School Career Path Development Support Program (AY2016-AY2020) and the Policy to Raise the Level of Graduate Schools (AY2017-AY2020). Based on the

achievements of these measures, we enacted working-level revisions and reviewed budget allocations within the limits of the overall budget.

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

We moved forward with the review of management models for free-standing graduate programs and professional graduate schools and discussed the suspension of recruitment for the Graduate School of Public Policy and the merger of administration for the three management graduate schools.

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

In light of our rejected application for the Outstanding Graduate School Program in AY2018, we decided to launch our own Advanced Leadership Development Program in April 2019. We also applied to the Outstanding Graduate School Program in AY2019 with a project entitled "Advanced Leadership Development Program for IoT Healthcare."

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), fall grant-in-aid applications reached a record high of 712 (AY2018: 706; AY2017: 638). We also hit a record high of 15 applications for the Grant-in-Aid for Publication of Scientific Research Results.



In AY2018, the total number of successful grants-in-aid reached 562 (25th in Japan) and the total amount of funds awarded reached JPY 1,341,470,000 (24th in Japan). With this, we have achieved our goal of placing between 20th and 24th nationally for the amount of funds awarded.



semester followed by 22 in the fall, making for a total of 38 in AY2018. On top of this, we received the highest possible 'S' grade on the mid-term evaluation of the Diversity Research Environment Realization Initiative (Distinctive-Type).

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

We accepted applications for the AY2019 Research Specialist Program, and selected a total of 11 researchers (humanities and social sciences: 7, natural sciences: 4). 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. Sixteen researchers were selected for this program in the spring

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 to the Kinugasa Campus. 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 concluded a research partnership agreement centered on Meridian 180 (a multilingual policy proposal platform) in June 2018. After this, the founder of Meridian relocated to Northwestern University, so we concluded a new MOU with the Buffet Institute for Global Affairs at Northwestern University (in March 2019), and we plan to start publishing e-books and using other means to disseminate research outcomes widely from AY2019 onwards.

4. Globally disseminate research outcomes

Under the Research Findings International Dissemination Program, we selected a total of 50 projects over the full year in AY2018 to receive support for the international dissemination of project outcomes. Furthermore, using the Research Findings International Dissemination System, we selected a total of 178 projects in AY2018 to receive support for manuscript submission, overseas travel, the invitation of foreign researchers, and the publication of homepages in foreign languages. We published the 9th and 10th issues of our research newsletter RADIANT entitled "Connecting with the World" and "Life," respectively.

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

Since its founding in 2008, the Ritsumeikan Global Innovation Research Organization (R-GIRO) has grown into a world-class research hub that aims to create a sustainable and affluent society

for the 21st century. In commemoration of its 10th anniversary in AY2018, R-GIRO actively disseminated research outcomes by hosting a symposium entitled "Aiming to Create a Japanese Model for an Advanced Aging Country." In addition, as part of the Private University Research Branding Project, we printed Japanese and English pamphlets to publicize R-GIRO's research outcomes throughout Japan and around the world.

Aiming to establish distinctive hubs of research, we also continued to administer the Asia and Japan Research Promotion Program, the Research Center Priority Research Program, and the Research Hub Formation Support Program. We proactively approached companies to cooperate with our Outstanding Graduate School Program, which is a key pillar of our collaboration with industry, and established the Active Life and Culture Creation Consortium to organize a group of companies to support this program.

6. Train and retain global standard researchers

As part of the basic infrastructure necessary for the Outstanding Graduate School Program, we introduced a cross-appointment system and accepted two applications under this scheme. For one of these projects, a private company hired a faculty member from the College of Information Science and Engineering to serve as a part-time researcher, and 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

We adjusted our plan based on the results of the SGU mid-term evaluation conducted in March 2018, after which we conducted an analysis, including a comparison with other major universities, of the mid-term evaluation. At the same time, the Global Initiatives Promotion Headquarters Committee outlined the key issues for the colleges and divisions ahead of the next mid-term evaluation scheduled for AY2020 and exchanged opinions thereupon.



2. Promote international student intake

In AY2018, we accepted 2,991 international students (2,152 on regular programs (Undergraduate: 1,247 + Graduate: 905); 288 on non-regular programs (Undergraduate: 251+ Graduate: 37); 551 on study abroad programs (e.g., RSJP and others). We also established programs offered in English, including the College of Global Liberal Arts which opened in AY2019, and prepared to establish additional programs. We launched a new scholarship system for international students in AY2017 and will continue to review its effectiveness. The Division of Career Services implemented guidance sessions to help international students gain a better understanding of the culture and customs of Japanese companies and teach them about the job-hunting process in Japan, and it held workshops led by

Junior Advisors, who are mainly international students. At the same time, it also held Japan job hunting guidance sessions in English for English-language-based students. As for matching services, we collected information on job openings from companies who have or are interested in hiring our international students, and we held joint company information sessions, conducted on-campus recruiting, and provided resume writing support. To improve students' Japanese language ability, we solicited applications from interested students for the Japanese Language Skills-Building Workshop, which combines Business Japanese Test (BJT) lessons (including e-learning) sponsored by Kyoto Prefecture and Kyoto Job Park with the actual BJT.

3. Increase the number of domestic students sent abroad

In AY2018, we sent 2,050 students overseas (Undergraduate: 1,928; Graduate: 122). To provide students with more opportunities to go overseas, we expanded upon the Global Fieldwork Project that we established in AY2017. We offered four courses in AY2018 and plan to offer five in AY2019 to respond to student needs while cultivating a segment of students who will use these courses as a stepping stone to medium and long-term study abroad. In AY2018, we continued to make use of the Alumni Association Educational Fund for Future Leaders to provide scholarships to students going overseas. In AY2017, we also started a new scholarship program for outbound students



participating in overseas programs.

In addition to developing degree-granting programs (DUDP and DMDP), we focused energy on sending students overseas on short, medium, and long-term for-credit programs, and in AY2017 we placed first in Japan in the number of students dispatched to partner schools.

In AY2018, we established a working group in the Division of International Affairs to review the effectiveness of study abroad and began measuring effectiveness in a cross-divisional effort. We also used the Division of Academic Affairs' policy-based budget for strengthening teaching capacity (the first year of a three-year budget) to develop indicators for assessing growth. To ensure the steady dispatch of students on overseas programs, we outsourced program logistics to Creotech's Ritsumeikan Study Abroad Support Desk, and we assessed and upgraded the safety and risk management workflow for domestic and international programs.



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

In AY2018, we established policy measures for the BBPs on all three campuses, forged ahead with infrastructure improvements and resource allocation, and trained students from student organizations to serve as BBP staff. We also defined a policy for the appointment of Lecturers to oversee international education.

In AY2018, the number of annual users on all three campuses reached 47,000 covering a wide range of individuals including undergraduate and graduate students, SKP students, and research fellows.

Since opening, the BBPs have offered a much wider range of international exchange events than originally envisioned including intercultural exchange and peer learning events planned by student groups, events led by BBP instructors, the SUP! activities for foreign language learning, FD activities in the BBPs, and events planned by other divisions and offices.

We completed construction of the 168-room OIC International House, which opened in AY2018. Furthermore, we decided to use a donation from alumnus and trustee Yasuhiro Wakebayashi to build the Yasuhiro Wakebayashi International Exchange Center, which



will also house an international dormitory, on OIC. It is scheduled to go into operation in September 2019. We plan to continue holding discussions aimed at meeting our SGU Project targets for the construction of mixed international dormitories.

5. Strengthen the global dissemination of information

We improved English language homepages and utilized CNN and other media networks to engage in publicity focusing mainly on the opening of the College of Global Liberal Arts. We also started using Instagram to publicize our activities in both Japanese and English.

Going forward, we will continue to strengthen the dissemination of information by defining global public relations as a major pillar of our AY2019-2020 public relations strategy.

We finalized a policy to open an office in Washington D.C. (U.S.A.) in AY2019 and Australia in AY2020. Based on this, we will work out a plan to prepare for the opening of these two offices.

6. Reform academic systems in response to globalization

We are in the process of numbering subjects starting with the new English-language-based colleges and departments. 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 in the College of International Relations that began in AY2018. The College of Global Liberal Arts, which opened in AY2019, features a dual undergraduate degree with the Australian National University, and we have fleshed out the details pertaining to the adoption of tutorials and other systems primarily used at universities in the Commonwealth countries.



7. Promote international cooperation projects

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. After the conclusion of the second phase of E-JUST, we were commissioned to continue participating in the third phase that started in March 2019.

We also conducted Japanese language training at Applied Technology High School Abu Dhabi (ATHS) and accepted ATHS students to attend training at Ritsumeikan Uji Junior and Senior High School. We will continue providing training in AY2019 after switching the supervisory body for training to the university.

8. Promote the globalization of staff

To increase the number of staff with overseas work experience, we implemented long-term programs (i.e., programs at overseas offices in Canada, Vietnam, and India) and the JSPS Coordinator of International Cooperation and Self-Improvement Leave of Absence programs and short-term programs (i.e., the INU Shadowing Program and chaperones for students on overseas programs), and we continue to steadily cultivate globally-compatible personnel. Regarding English proficiency, as a result of regular assessments and support for self-improvement, we have already met our SGU targets for AY2023.

9. Improve global campus infrastructure

The Language Education Center hired 13 full-time foreign language instructors to handle BBP operations, and the International Education Center hired three Lecturers to handle international education, thereby laying the groundwork for BBP activities.

Basic Issue 5

Promotion of Reforms and New Academic Endeavors in Each College and Graduate School

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

We finalized a plan for 2020 curriculum reforms for the College of Science and Engineering under which we will switch to a two-program framework in the Department of Mathematical Sciences, establish new interdisciplinary major subjects, and offer major seminars that cover materials from two different departments. The Graduate School of Science and Engineering also finalized its plan for 2020 curriculum reforms under which two subjects will be offered for the Advanced Leadership Development Program and seminars will be added in the Architecture & Urban Design Course in consideration of students sitting for the first-class architects' examination.

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

We established the American University-Ritsumeikan University Joint Degree Program in the College of International Relations in April 2018 and are working on creating a new kind of world-class education. Furthermore, we worked out a detailed plan,



which covers the curriculum, types of learning support, faculty hiring, the admissions policy, facility improvements, and tuition for the College of Global Liberal Arts, which features a dual undergraduate degree program with the Australian National University, ahead of its opening in AY2019.

3. Create new academic disciplines

In AY2018, we opened the College of Gastronomy Management at BKC and the Graduate School of Human Sciences at OIC. Then, in April 2019, we opened the College of Global Liberal Arts at OIC. We also submitted an application to MEXT for the establishment of a new Master's Program in Pharmaceutical Sciences in the Graduate School of Pharmacy in April 2020 at BKC.



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

We held our Adult Learning Workshops, which are part of our ACR Culture Classes, quarterly, offering a total of 35 workshops throughout the year at the Osaka Umeda Campus. By improving topics and adding more instructors, we were able to attract 2,700 total participants and membership topped 1,500. In AY2018, we also held the new Frontier Maker Workshop at the Tokyo Campus



for businesspeople. The concept for this workshop is to cultivate "individuals who can think outside the box to identify new value and create new business and industries," and we taught a full capacity of 30 students in the first cohort. Regarding the JMOOC project, we created and offered four new courses in AY2018, which attracted more than 10,000 registered users.

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 expanded the Kyoto Tomorrow Cultural Asset Platform, promoted initiatives rooted in the community under the Kyoto Community Museum Historic Corridor Project, and implemented 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, and Osaka. We also implemented cooperative projects with Fukushima Prefecture, Ofunato City, and Shima City, and these served to boost the level of trust between the local communities and the Academy even further.

To commemorate the fifth year of our cooperative agreement

with Fukushima Prefecture, we invited the Governor of Fukushima Prefecture to OIC to give a lecture to our students.

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 (now in its second cycle) and Iwate Prefecture's Ofunato Community Development Program. The participating students learned about the current state of disaster recovery and developed an awareness of the relevant issues, thereby contributing significantly to their learning and growth. In addition to Ritsumeikan University students, students and

teachers from Ritsumeikan Senior High School and Ritsumeikan Primary School joined the Inochi no Tsudoi ("Gathering of Life") held on March 11 and gave well-prepared presentations. 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 admissions targets for AY2019 by securing at least 80,000 total applicants on general entrance examinations, an actual competition rate of 3.0x or higher, at least 35,000 actual applicants, and at least 50,000 applicants using original general entrance examination types. We also maintained the nationwide distribution of applicants on general entrance examinations. Moreover, we 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. In October 2018, we published an outline of admissions for AY2020 and AY2021 on the university homepage.



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.

Continuing from AY2017, we defined high school-university partnerships and exchange as one of the topics for the Student Organization Subsidy System (project-based grants)



and selected two projects under this scheme. We also held a poster presentation at OIC on the content of the AY2017 projects. Using the Conditional Scholarship for Affiliated School Students with Outstanding Athletic Ability, which we established in AY2017, we accepted one student from Ritsumeikan Keisho Senior High School in AY2019. We also 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 applicants to our international education programs, including the College of Global Liberal Arts, the College of International Relations' American University-Ritsumeikan University Joint Degree Program and Global Studies Major, the College of Letters' CAMPUS Asia Program, and the College of Information Science and Engineering's Information Systems Science and Engineering Course, we engaged in vigorous public relations targeting high schools with students strongly interested in international affairs primarily 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 the affiliated schools and Ritsumeikan University. 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.

Ritsumeikan Senior High School students worked as staff for the Women's Field Hockey International Competition and

Exhibition Match held at OIC in September, and about 40 Ritsumeikan Primary School students served as “escort kids.” Also, the Kids Cheer Team from the primary school joined the university’s cheerleading squad to perform cheers between games. In this way, we provided students with an experience to learn via volunteering to help run an international athletic competition.

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 Hall, which now features active learning classrooms, improved amenities, a new commons on the first floor for College of Law students (“Law Commons Square”), and a revamped cafeteria in the basement. We also opened a BBP on the first floor of the Language Center. We finalized plans for renovations of Seishinkan and Keimeikan Halls and relocated the functions of Seishinkan Hall to Yoyokan for the interim. We also moved forward with discussions on renovations and upgrades to Suekawa Memorial Hall and the Kyoto Museum for World Peace.



Recently, one important issue for consideration has been improvements to science facilities, so we have been discussing upgrading the facilities for laboratory animals first.



3. Fleshing out future expansion and development plans for Osaka Ibaraki Campus (OIC)

We installed the academic facilities for the College of Global Liberal Arts, which opened in AY2019. We also finalized the details of and began construction on the tentatively named Yasuhiro Wakebayashi International Exchange Center, which will also house a 200-room international dormitory, on OIC. It is scheduled to go into operation in September 2019.



2. Elaborate upon an improvement plan for BKC

We opened a BBP on the second floor of the Central Arc. We also discussed improvements to the food options in the Front Zone, the greenification of the Campus Promenade, and the possibility of opening a convenience store. Discussions about relocating the bicycle parking lot are ongoing.

Basic Issue 9

Further Strengthening of Networks and Enhancement of Our Presence

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

With regard to the Alumni Association Educational Fund for Future Leaders, we have established more venues for communicating the activities of our students to alumni as we continue to create a culture of alumni supporting the younger generation. Total donations to date topped ¥200 million. As part of our plan for this fund, in addition to using money for student growth support, we continued using money to help send students overseas, which we began doing in AY2017. As a result, we sent 1,543 Japanese students overseas, which earned us a first-place rank in Japan according to the “Results



of the FY2017 Survey on Japanese Students Dispatched Overseas in Accordance with Partnership Agreements" released by the Japan Student Services Organization. Furthermore, the Alumni Association invigorated its activities abroad, and opened new chapters in New Zealand, Laos, and Kyrgyzstan, bringing the total number of overseas chapters to 33.

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

We continued sharing information about the basic donation solicitation policy and the status of fundraising. In addition to the aforementioned Alumni Association Educational Fund for Future Leaders, we also solicited donations for the Globalization Promotion Project and experienced an increase in contributions earmarked for extracurricular activities. Moreover, we

established the Affiliated School Honors Scholarship aimed at recruiting outstanding students to the College of Global Liberal Arts, which opened in AY2019. In line with this, we worked to strengthen efforts to solicit more large-scale donations.

3. Promote thorough information publication and disclosure

In accordance with Article 4, Paragraph 2 of the Ritsumeikan Trust Information Disclosure Regulations, we disclosed basic information on the Trust and all universities and schools on our information disclosure homepage. In addition to this basic information, we also disclose information pertaining to the following items: overviews of applications for the establishment of colleges and graduate schools and/or establishment notifications and compliance reports therefor, financial status and administration, education and research activities, evaluations, and audits.

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, and thereunder, we established the Tenure Track Review Subcommittee to consider the adoption of a tenure track system. We also deliberated adding learning support to the scope of duties that specially-commissioned faculty members can handle, and agreed to implement this policy starting in AY2019. Furthermore, we suspended recruitment for the Graduate School of Public Policy and made the necessary adjustments to the school's faculty body, including transfers and affiliation changes.

2. Formulate and elaborate upon the Staff Organization Development Plan

We put a staffing plan in place within the total staff capacity set in the "Basic Policy on Staff Organization Development in the Second Half of R2020" formulated in June 2016. We expanded the scope of possible assignments for the position of staff for designated tasks, an employment type that was designed in relation to efforts to heighten the specialization of duties, and we put in place a stable yet flexible system that enables the coverage of duties that cannot be covered by permanent staff alone. Also, as we continue to discuss initiatives in response to legislation pertaining to work style reforms, we analyzed the expected range of duties and responsibilities of staff members required to tackle all Academy-related issues as well as our approach to diverse working styles, and we defined a path forward regarding the elaboration of staff organization development under the R2030 Plan.

3. Establish multi-campus university governance structures

Regarding the establishment of multi-campus university governance structures, we are pursuing administration based on the basic policy outlined in the report issued by the Academy Structural Reform Development Committee in AY2013. We also agreed to establish the Office of University Evaluation and IR in AY2019 by reorganizing the Office of University Assessment in an effort to strengthen and enhance institutional research (IR)

functions.

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

We formulated several sets of guidelines pertaining to information security risk (i.e., the Ritsumeikan Information Security Incident Response Guidelines, the Ritsumeikan Information Systems Operations Management Guidelines, the Ritsumeikan University Cloud Service Usage Guidelines, the Guidelines for the Handling of Priority-ranked Information-based Intellectual Property in Information Systems, and the Internet Service User Guidelines).

We disclosed these guidelines online to university members and implemented initiatives, including workshops, aimed at boosting the awareness of students, faculty and staff regarding user information security.

5. University evaluation

We passed the third institutional certified evaluation conducted by the Japan University Accreditation Association. Our results indicated strengths in seven areas, including internal quality assurance and learning outcomes monitoring and assessment. Although there were no recommendations for corrective measures, we will continue to address the three areas for improvement that were raised.



2. Ritsumeikan Asia Pacific University



Basic Issue 1

APU Global Learning

1. SGU Project Promotion

In AY2018, reviewing English language education and sending Japanese students overseas were defined as key issues, and the Review Committee on English Language Education Reforms and Review Committee on Overseas Dispatch were established under the direct jurisdiction of the President to deliberate these issues. Summaries of these committees' discussions were reported to the University Senate Meeting, and reforms are scheduled to go into effect in AY2019 based on the respective plans.

2. Classroom reforms: Offer multicultural cooperative learning

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

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

The University-wide AOL Promotion Committee was established to spread the assurance of learning (AOL) initiatives initially undertaken by the College of International Management (APM) and Graduate School of Management (GSM) to the rest of the university. In addition, to encourage systematic learning, we adopted a new subject numbering

system in AY2018.

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

In accordance with the "Plan for New AP House Developments" formulated by a university-wide committee in January 2018 to go into effect in AY2019, we began offering Multiple In-dorm eXtra-activities (MIX Courses), and using these new courses, we promoted interaction among students within the dormitory with yoga, pilates, and other classes. We also completed installing wireless LAN to encourage dormitory residents to study together in the dormitory.

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 149 at the beginning of AY2018 to 157 by the end of the academic year. We also established the Nihongo Partners program (in which participants serve as assistant Japanese language teachers at schools in foreign countries) and sent nine students overseas. Furthermore, we developed the APU Global Research Program and selected program destinations in Sweden, Vietnam, and China as part of our efforts to send even more Japanese students overseas in AY2019.

6. Develop an Honors Program (Honors Program for Global Citizenship)

By March 2019, the Honors Program for Global Citizenship had grown to 53 students from 18 countries and regions, and we invited seven guest lecturers in AY2018 to provide special programs to the honors students. We also sent the faculty and staff in charge



of supporting program students to a seminar led by a certified Intercultural Development Inventory (IDI) provider to help them build their skills.

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 designed CEFR-compliant Spanish language subjects. Discussions on the details of offering CEFR-compliant classes for the other five languages are ongoing.

Basic Issue 2

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

1. Acquire international accreditation

Ahead of the screening for the maintenance of AACSB accreditation in AY2021, we considered the adoption of a qualitative evaluation for faculty qualifications, collected and analyzed data, and identified issues we need to address. We also collected information and created application documents in preparation for the acquisition of new accreditation schemes (i.e. AMBA and EQUIS). We passed the first stage of the AMBA process and started formulating a report for

screening.

2. Establish the Asian Business School Alliance

In AY2018, we finalized a plan for the Business School Alliance and concluded student exchange agreements with the University of Ottawa and three other universities that possess accreditation for management education (e.g., AACSB, EQUIS, and AMBA).

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

After implementing AOL on a trial basis in AY2017, we began conducting AOL in earnest, collecting and analyzing data on around 20 subjects in AY2018.

2. Assure the quality of the faculty organization

APM conducted a review, including a qualitative evaluation, of the faculty qualifications it formulated for AACSB accreditation. Meanwhile, in APS, the Dean led a discussion on how to compile faculty data, and the college began collecting data.

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

APU was selected for the FY2018 Private University Branding Project for its project entitled "Establishing a global brand as a hub for inclusive leadership research, training and practice." Going forward, we will leverage APU's unparalleled multicultural environment to further research in this field. We also developed halal honey-flavored soy sauce as part of a joint research project with a local company.



2. Build and strengthen networks

To strengthen our networks via the AP Conference, we held the first-ever poster exhibit of research conducted by APU faculty.

We also held the second Book Writing Workshop, and based on this, our faculty are in the process of co-authoring a book with researchers from outside the university. Over the past three years, five APU faculty have been selected for the Grant-in-Aid Fund for the Promotion of Joint International Research, and these faculty are expanding our global networks by pursuing research overseas.



3. Enhance the international reputation of research outcomes

Again this year, APU faculty were selected for the Grant-in-Aid Fund for the Promotion of Joint International Research, and the current recipients each presented on their research in their host countries. APU faculty also published books with renowned

international academic publishers, including Peter Lang (Asia Pacific Studies Book Series) and Routledge. Furthermore, we published our regular publications, the APU Journal of Language

Research and the RCAPS Journal (online only), again this year. APU faculty used the Conference Presentation Subsidy to give 13 academic presentations overseas.

Basic Issue 5

Diversity-driven Student Life

1. Promote intercultural cooperation in campus life and student activities

In AY2018, we dispatched students to hold a Culture Wagon Camp at an event held by Oita City as part of the National Cultural Festival, and successfully shared information on a wide range of cultures with the people of Oita by way of numerous student organizations holding workshops and performances. Also, under the project-based student support system that aims to promote self-directed student activities, a screening committee composed of the President and other members selected and provided funding to projects submitted by four student organizations on topics including culinary

customs and combating water pollution.

2. Strengthen campus management

In accordance with the Ritsumeikan Asia Pacific University Guidelines on Support Services for Students with Disabilities that were formulated in AY2016, we installed equipment and improved facilities to ensure that students with disabilities can lead more fulfilling lives on campus. We also held a campus-wide evacuation drill premised on the event of a large-scale earthquake.

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 held hearings with students from Africa, Europe, South Asia, and the Middle East and conducted detailed research on these regions, and based on this, we formulated a plan to realize our plan to admit students from 100 countries and regions. After strengthening ties with agents and bolstering publicity in our online and social media marketing and online information sessions, we were able to recruit students from four new countries and regions, namely, Barbados, the Dominican Republic, the Cook Islands, and Burundi, thereby bringing the number of countries and regions represented by our students up to 90 in AY2018.

evidence that the ACE Program has grown into an effective high school-university partnership program.

3. Adopt an Admissions Officer system

In lieu of adopting an Admissions Officer system, we researched and reviewed internationally-compatible screening schemes and formulated a mid-to-long-term plan for admissions reforms. Also, the APU graduate schools became the first in Japan to begin using video interviews. We are preparing to enact reforms in phases from 2020 that will allow us to continue attracting outstanding students from around the globe.

2. Offer partnership education with high schools around the world

In AY2018, we held the ACE Program, our world-class high school-university partnership program, twice, and 37 high school students from 12 countries participated in July, while 33 students from 10 countries participated in August. In AY2017, around 40% of program participants ended up enrolling,



4. Establish an Alumni Admissions Associates system

We recruited alumni to serve as Admissions Ambassadors and officially launched this scheme. We will begin working with alumni on student recruitment from AY2019.

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

We considered fundamental reforms to the domestic and international admissions systems and compiled these in an admissions reform plan for AY2021 that has been released to the public.

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)

We reorganized the roles and format of our existing University Evaluation Committee to create the APU Governing Advisory Board, and after revising the regulations, we held the first meeting of the APU



Governing Advisory Board in January 2019. The Board is composed of 10 expert members, including four from overseas, and it provided us with wide-ranging advice on our initiatives.

2. Strengthen institutional research (IR) functions

We conducted the first-ever Alumni Survey with approximately 6,900 alumni, which allowed us to analyze factors contributing to student satisfaction and the effectiveness of initiatives. The

results of this analysis were reported to various meetings and shared widely with faculty and staff. In addition, the divisions and offices analyzed the undergraduate international student admissions screening

process along with data on course registration and grades with the aim of enhancing enrollment management-driven learning support.

Basic Issue 8

Faculty and Staff Organization Reforms

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

One FD activity aimed at enhancing the capacities and skills of faculty and staff for providing student support is the University of Minnesota FD Program, which was developed in cooperation with the University of Minnesota, a university renowned for training faculty in multicultural environments. Once they complete this program, the faculty participants from the colleges and centers observe each other's lectures voluntarily. In this way, the program contributes to improving the quality of classes. In AY2018, we held an AOL and Course Design Workshop and a seminar entitled "Learning from the University of Aalborg PBL Model" as part of our efforts to spread the word of APU's FD activities far and wide. Both of these events attracted a large number of participants from outside the university as well.

2. Reform the faculty hiring system to enhance faculty mobility

In AY2018, we dispatched one APS faculty member to teach at Romanian-American University in Romania based on the

Erasmus+ Programme agreement we concluded with that university. We will continue discussing structural reforms for the dispatch and intake of faculty.

3. Raise staff to a global-standard level

We continued to offer TOEIC courses for staff and send staff on overseas training programs and to conferences. Under the Top Global University (SGU) Project, APU is slated to determine 10 key overseas hub schools by AY2022. The plan is to hold joint SD training sessions primarily with those universities to contribute to the cultivation of global-standard staff. As part of these efforts, in AY2018, we accepted staff from Romanian-American University and Soongsil University (Korea) to attend training sessions at APU, and we sent APU staff to attend a training program at Romanian-American University.

Going forward, we will continue taking a comprehensive approach to offering staff training as part of the initiatives of the Institute for Professional Excellence in Global Learning, which was established in AY2016.

Basic Issue 9

Cooperation with Stakeholders

1. Cooperate with alumni

As part of the Global Alumni Lecture (GOAL) initiative, we invited 19 alumni to assist with language and first-year education classes, the APU Startup Program, and various Career Office events.

We also installed a bookshelf and display in the library to house materials donated by the APU Alumni Association. The display, which is equipped with a touch screen, allows students to easily access information about the Alumni Association and the contact details for the Association's 35 chapters throughout Japan and around the world. In this way, we have adopted a system that strengthens ties between our students and alumni all over the globe.

Furthermore, we held a meeting with alumni who work as entrepreneurs or in NPOs and NGOs as well as events for alumni organized by the Tokyo Campus, thereby enabling us to ascertain alumni information and encourage interaction among alumni.



2. Strategic international partnerships

In addition to expanding student exchange agreement partnerships, we have also been negotiating new dual degree programs with partner universities as we move forward with efforts to build multi-level strategic international partnerships. We will also continue to pursue partnerships with TedQual and AACSB-accredited universities.

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

In addition to our GCEP (global human resources development training program) and short-term training programs for company employees, we also sent our students to companies on short-term training programs (Total: 9 companies, 84 students).

We achieved a level of success with our regional cooperation efforts, as evidenced by the conclusion of cooperation agreements with local companies and business associations in Kyushu. We will continue to pursue partnerships with local companies and organizations that contribute to our education and research activities.



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.

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 and 50 students on a one-month program. 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), and throughout the year, 43 students participated in these lectures.

In the MEXT-sponsored National SGH Student Forum and Presentation Contest, the team from Ritsumeikan Keisho Senior High School won the Minister of MEXT Prize (1st place) for a

presentation entitled "Communicating Ainu Culture and Traditions through Education," and the team from Ritsumeikan Uji Senior High School won the Students' Choice Award. A large number of students ended up participating in international programs after advancing to Ritsumeikan University, which is evidence that affiliated school students are putting what they learned into practice after going to university.

Furthermore, Ritsumeikan Uji Senior High School was selected as a core school for the Project for the Creation of Worldwide Learning (WWL) Consortia, which was launched in AY2019, while Ritsumeikan Senior High School, Ritsumeikan Keisho Senior High School, and Ritsumeikan Moriyama Senior High School were selected as partner schools. Going forward, we will pursue R & D and practical education in cooperation with universities and companies both inside and outside Japan in order to develop innovative global talent for the coming Society 5.0.

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 re-designated as an SSH in AY2018, and based on this, it is working toward developing the ability to identify problems throughout the stream of scientific inquiry in a collaborative, subject-spanning effort among the junior high school, senior high school, and the university. In AY2019, Ritsumeikan Senior High School will join Ritsumeikan Keisho Senior High School as a Science and Technology Human Resources Development Core School and pursue its SSH-related initiatives.

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. To move forward with practical education for a new era, we established a cross-school project under which we studied precedents and engaged in practical exchange.

We continue to emphasize initiatives that make students think about the meaning of continuous learning through the lenses of serving society and others. In addition to enhancing career education in the affiliated schools, 18 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." Moreover, in cooperation with the Ritsumeikan Inamori Philosophy Research Center's RITA Lab, Ritsumeikan Primary School improved upon the moral education classes it offers based on Mr. Inamori's management philosophy. We also reflected on the results of a demonstration project conducted for four years at Ritsumeikan's affiliated junior and senior high schools and published the programs for the resilience lectures on living and working styles on our homepage, making them widely available for use.

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. Since AY2017, we have considered 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

Ritsumeikan University and the affiliated schools.

As a specific example of these initiatives, in AY2018, we began providing educational programs in cooperation with the College of International Relations and the College of Science and Engineering that cultivate outstanding students with the characteristics of the academic disciplines in each college, all while stimulating students' intellectual curiosity and increasing their motivation and creativity. Furthermore, aiming to boost the motivation to learn at the high school level and enhance

PBL-style projects that allow students to experience university learning, the College of Policy Science, College of Image Arts and Sciences, College of International Relations, and College of Gastronomy Management offered summer school programs, while the College of Science and Engineering held the Problem-based Research Awards. In AY2019, we will begin operating programs in the undergraduate colleges that aim to cultivate students who can act as drivers of globalization.

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. The affiliated schools are all engaged in partnerships with local companies and governments as part of their SGH, SSH, and career education initiatives. Furthermore, Ritsumeikan Keisho Senior High School launched a Human Resources Development for Regional Revitalization Program open to the 52 municipalities in Hokkaido without high schools, and it continues to undertake initiatives in cooperation with local governments aimed at invigorating regional communities. (By the end of AY2018, agreements were concluded with 17 municipalities.)

In the affiliated school joint information sessions that we held in AY2018, affiliated school alumni who experienced the unique features of Ritsumeikan learning that can only be provided by our integrated education and members of the community each showcased their learning. 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, which we have been a part of for more than 10 years. In AY2018, we hosted the Kyoto 21st Century Creation Forum, which focused on the topic of "Cultivating talent for the future of Japan: Presenting an ideal for leaders in the new global era and opening up paths in a chaotic world by learning from 150 years of history since the Meiji era."

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 AY2018, we promoted myriad initiatives in the realm of teacher training based on our image of the ideal affiliated school teacher. The Affiliated School Education and Research Training Center held several workshops and training sessions for each subject/topic and teacher position. Furthermore, because the affiliated schools all face the challenge of cultivating the next generation of leaders, we improved upon the training program

for principals and school office staff based on Standards for Principals and School Offices that we formulated the in AY2017. 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 full-fledged discussion aimed at implementing work style reforms for our teachers in an effort to improve the quality of education in the affiliated schools of Ritsumeikan.

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. Because we have been encouraging students from the affiliated schools to attend high school-university partnership programs, we saw 19 students study abroad during their Gap Year, thus helping to cement these programs. Due to these efforts, the academic performance of affiliated school graduates after they go to university has steadily improved. Moreover, affiliated school alumni proactively provided support to their younger peers in university pre-enrollment events, and this also served as an opportunity for

their own growth.

We also encouraged interaction among affiliated school and partner school teachers. Subject/topic-specific training sessions sponsored by the Affiliated School Education and Research Training Center and teacher training programs held by the College of Science and Engineering promoted interaction among teachers and deepened their knowledge, all while serving to improve the quality of education in the affiliated schools and the university.

We renewed our cooperation agreement with the Iwata Academy at the end of AY2018 and confirmed that the partnership will continue from April 2019 onwards.

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

To promote the organizational integration of the primary school, junior high schools, and high schools with an eye toward a 12-year system of integrated education as an approach to education that enables students to create new value, in AY2017, we placed the Principal of the Primary School (as Head of the First Stage), the Principals of the Junior High Schools (as Heads of the Second Stage), and the Principals of the Senior High Schools (as Heads of the Third Stage) under the supervision of the Representative Principal, and we have been administering the schools under this framework since then. During that time, we have promoted cooperation among teachers by subject and task, and we have accumulated knowledge of how to educate students at all levels with an eye on the entire 12-year model.

That being said, we have also identified a number of urgent issues. In particular, given the need to promptly move forward with those issues that have come to light—for example, the reconfiguration of the second half of the Second Stage—in AY2018, under the auspices of the R-12 Directors Meeting, we pursued administration in which the offices of two campuses worked together, all while respecting the decision-making processes on each campus. In AY2019, we will work in earnest to develop a shared awareness of the ideal student and the ideal school, and we will move ahead with school development while keeping in mind past discussions and clearly defining the student ideal with an eye on R2030.

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 independence/sense of ethics) and realize the “Five Pledges” that paint an ideal picture of a primary school graduate. By providing students in the First Stage (Grades 1 - 4) with a solid foundation for learning and imbuing them with the founding spirit of *baikon tasshi**, we have been able to position the Second Stage (Grades 5 - 8) 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 (Grades 9 -12), we leveraged learning in the CE, SS, GL and MS Courses, respectively, and developed practical education by cultivating students “who are capable of creating new value and contributing to the future.” In AY2018, we promoted the advancement of students to universities other than just Ritsumeikan University and Ritsumeikan Asia Pacific University, as evidenced by students passing examinations (while still enrolled) for medical schools, the University of Tokyo and Kyoto University as well as

one student (who had studied at Ritsumeikan since primary school) who gained admission to UC Berkley. All of this occurred amid a season of intense admissions reforms and owes to our unparalleled international environment in which we send many students overseas and accept many students from abroad, not to mention

the involvement of our students in self-directed activities such as Student Council and various student clubs.

**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

In the primary school, junior high schools, and senior high schools, we opened up classes as part of a cycle we put in place to encourage lecture reforms, and we continued holding open-class study gatherings which are open to non-university personnel. These attracted numerous participants from educational institutions and were extremely rewarding. 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 development of creative education that respects student diversity and individuality and encourages students to take initiative.

Basic Issue 4

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

With regard to the SSH Project, we held the Japan Super Science Fair (JSSF) again in AY2018. BKC served as the main venue, and students from 27 schools in 17 countries and regions and 10 schools from around Japan participated, making for a "dreamlike week" of studying science in an international atmosphere. We also witnessed a further increase in joint research projects with foreign schools, and we plan to expand these initiatives even more going forward. What's more, we received the highest possible score on the SSH mid-term evaluation conducted in the third year of the project, and in AY2019, we earned SSH designations for basic slots as well as the Science and Technology Human Resources Development Core School slot.

AY2018 marked the final year of the SGH Project. The GL Course, which played the central role in our SGH initiatives, will be maintained as one of the unique elements of our education. As part of these GL Course initiatives, we held the Rits Super Global Forum (RSGF), the core initiative under the SGH project, and attracted participants from 12 schools in 10 countries and regions as well as two Japanese schools, making it the largest forum we have held to date.

In AY2018, a total of 766 students from all of Ritsumeikan's junior and senior high schools were sent abroad, and our schools welcomed 377 students from other countries.

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 AY2019: University of Tokyo: 1, Kyoto University: 4, Osaka University: 9, Kobe University: 5, Kyushu University: 2, Nagoya University: 1, and Hokkaido University: 1. In addition, one of our GL Course students successfully earned admission

into UC Berkley before graduating, which shows that even the students on courses that aim to send them to Ritsumeikan University and Ritsumeikan Asia Pacific University now have a wider range of choices for advancement.

However, we still need to 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

Concurrent with discussions on work style reforms for teachers, we undertook discussions on a wide range of issues including approaches to club activities and the working environment for our teachers. The biggest goal of work style reforms is to find a healthy and sustainable way of working that will enable our teachers and staff to remain physically and mentally fit with "room to breathe," thereby enabling them to hone their skills in response to the demands of educational reforms. 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 improvement of infrastructure to fully leverage the environment of the Nagaokakyo Campus and further pursue integrated education with the Kitaoji Campus.

We will also continue moving forward with a wide range of discussions in pursuit of institutional development that aims 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

In light of our designation as a Research and Development School by MEXT in AY2018, we began offering comprehensive interdisciplinary practical learning before the “FY2018 National Curriculum Standards for High Schools,” which outline the new Period for Integrated Learning by Exploration, were released, and we widely publicized the findings created in the high school's Core Inquiry and CSL classes. This was implemented as part of the curriculum reforms we initiated in AY2018, and together with the junior



high school TOK moral education program and QUEST, this grew into a school-wide effort, with teachers of various subjects working together in an interdisciplinary manner to develop classes.

We linked existing career events that have been implemented cooperatively by the junior high school, high school, and university with information sessions for students considering advancement to the international colleges, and this resulted in 286 students (80%) advancing to Ritsumeikan University and 24 students (7%) advancing to Ritsumeikan Asia Pacific University, both of which were record highs. Of note, five of our students went on to enroll in the new College of Global Liberal Arts that opened in AY2019.

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

Teachers in both the Humanities Course and Science Course teamed up with the university to invite faculty and adults to lecture at the school and visit the university campuses. These two courses have since been integrated into the IG Course, which will continue to offer the various high school-university partnership programs that we have developed to date as electives and streams. We expanded the global human resources development program that

serves as the basis for study abroad in the IM Course, and we held the National High School Student SR Summit at APU to wrap up our SGH initiatives. In the IB Course, we saw a record



high six students achieve diploma scores of higher than 40, and the average score of 34.4 far surpassed the global average. In terms of recruiting students for IPS, which is

linked to the IB Course, we welcomed 19 new students in AY2019, and we will continue preparing to establish a stand-alone IPS class in AY2021.

Basic Issue 3

Education that Fosters Ability to Respond to Internationalization

The International Center played a central role in providing support for study abroad and other overseas programs. In addition to the one-year study abroad program in the IM Course, in which junior high and high school students go overseas for training, we sent 50 students overseas on the GCP, four on the REP, three on self-funded short-term programs to foreign high schools, five on the Ritsumeikan

UBC Program (3 months), and 20 to DCU (3 weeks). Meanwhile, we welcomed 38 international students over the year, including students from Sri Lanka, Cambodia, and Indonesia on the new AFS Asia Bridge Project. There are currently 339 returnee students enrolled at all affiliated schools, marking a slight increase over last year.

Basic Issue 4

Advanced Intraschool Sharing of Information through the Promotion of Informatization

This year, now that all students have been equipped with tablets, we adopted the MetaMojClassRoom and Classi platforms in the junior high school and high school, respectively. Moreover, we deliberated the adoption of a digital scoring system, and this

went into operation in AY2019. Furthermore, we moved forward with preparations to start using the Mailmate system that we use to contact guardians to confirm the safety of students during disasters from AY2019 onwards.

Basic Issue 5

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

We enhanced student-led initiatives and activities in each course and year level. In terms of extracurricular activities, we cheered on the high school baseball team during the Kyoto qualifiers as part of the Koshien 100 Year Project. The high school baton twirling club, cheerleading club, and broadcasting club teamed up with Kyoto Sanga to participate in events during the matches between the top teams. As for winter sports, the track and field team joined the All-Japan High School Ekiden Road Race for the 30th year in a row, and the American football team advanced to the Christmas Bowl for the third time. The entire school came together to cheer for these teams. Other stellar achievements include the baton twirling club winning the gold medal at the national

championship, the high school judo club advancing to nationals after winning the Kinki regional tournament, the soccer team, placing third in the Kyoto Top League of the Prince Takamado Cup U-18 Soccer League, the lacrosse team placing second in the Kansai Junior and Senior High School Women's Spring Lacrosse League, and the cheerleading club placing second in the All Japan High School Cheerleading Championships.



Basic Issue 6

Discussions that Include Facility Improvements to Support Educational Activities

We moved forward with efforts to elaborate upon the construction of new buildings. We reviewed school capacity in an effort to pursue stable administration that will also set

us apart from other schools in the future. Going forward, we will paint a clear picture of our future vision as we move on to discussing the next big issue of student dormitories.

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

We held general and special entrance examinations for the junior high school on separate days, thereby attracting 531 total applicants, or 1.76 times more than last year. As a result, we were able to welcome 181 new students and fulfill our capacity of 180. In terms of high school admissions, we saw an increase in the number of applicants from Sapporo on the recommended entrance examination (January exam), which is held for students whose first choice is Keisho. Therefore, the increase in the number of high achieving students whose first choice was Keisho



was noticeable. As a result, we were able to welcome 323 new students and fulfill our capacity of 305. 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.

In AY2018, we strengthened ties with the Hokkaido Prefectural Office. We participated in Hokkaido's 150th anniversary event as a partner organization, visited St. Petersburg, Russia and signed agreements with schools there, and signed an agreement for the Human Resources Development for Regional Revitalization Program. With regard to the Human Resources Development for Regional Revitalization Program in particular, we began offering recommended admission to Keisho High School for students from junior high schools in municipalities in Hokkaido without high schools and cooperated with a range of other initiatives aimed at revitalizing local communities. At present, we have concluded agreement with 17 out of 52 eligible municipalities.



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. The number of international students we accepted

increased significantly from 161 to 273 year-on-year. The number of students we sent abroad on short and long-term programs also increased dramatically from 161 to 209, and the total

number dispatched increased from 653 last academic year to 676. Continuing from the previous year, we made significant progress in our global education. In particular, we dramatically boosted the number of students sent abroad using external funding in AY2018 due to our high caliber students being selected for various overseas programs offered by Japanese organizations. In this way, the outcomes of our global education have gained a remarkable reputation nationwide.



Basic Issue 3

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

In AY2018, 106 third-year high school students advanced internally to Ritsumeikan University and 14 to Ritsumeikan Asia Pacific University (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. Out of 17 designated SSH schools, we were the only private school to secure a Core School slot,



and we worked to accelerate the pace of our initiatives. With regard to the International Science Olympiad, we held four summer and winter camps over the course of two years

which attracted 225 junior and senior high school students, including our own students, from throughout Hokkaido. In total, we invited 50 experts in the fields of physics, chemistry, geology, and mathematics to provide guidance. In AY2018, one of our high school students advanced to the final qualifying round for the International Earth Science Olympiad, but unfortunately was not selected for the Japan Team. We also concluded new partnership agreements with Princess Chulabhorn Science High School Pathumthani in Thailand and Bidi Mulia Dua International High School in Indonesia to promote international joint project-based research, which is the other pillar of the SSH priority designation.

Regarding SGH, our team beat out the other 178 schools to take home the Minister of MEXT Prize (1st place) at the National SGH Student Forum and Presentation Contest in December 2018 for its presentation entitled "Communicating Ainu Culture and Traditions through Education." The four students on the presenting team were invited to attend Global Link Singapore in July 2019.

Basic Issue 4

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

In total, 28 students advanced to elite universities or medical schools in AY2018. The breakdown was as follows: Kyoto University: 2; medical schools: 26 (Hokkaido University: 1, National Defense Medical College: 1, Sapporo Medical University: 6, Asahikawa Medical University: 4, and various private universities: 14). In addition, seven students advanced to foreign universities.

Basic Issue 5

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

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

In April 2019, we completed construction on Co-Tan, a new classroom building that fully integrates active learning and ICT into all subjects. In AY2018, we designed new classroom buildings and IT equipment, and we established a working group to deliberate teaching methods and usage rules for these facilities and equipment.

Also, with an eye on improving work styles for teachers, we

streamlined the administration of Faculty Meetings and shortened meeting times, ensured teachers were taking days off, and increased the number of teachers who do not need to supervise club activities by implementing a policy for club activities (i.e., we defined specific clubs for enhanced support, refined club selection, and cut back the number of club supervisors).

3-4. Ritsumeikan Moriyama Junior and Senior High School



Basic Issue 1

School Development that Reinforces Position as Top School in Shiga Prefecture

In AY2018, we reflected on our educational achievements to date and defined the year as the first step toward a new stage of school development over the next 10 years. From this standpoint, we pursued initiatives based on our definition of the ideal student as “a global leader equipped with high intellect (i.e., knowledge, wisdom, and insight) and passion who can trailblaze the future and contribute to the world” and the following five school goals: i) develop solid academic ability and an independent learning attitude, ii) foster rich humanity and social-mindedness (human skills), iii) develop global and science-related attributes, iv) develop a corps of teachers who strive to improve their attributes and teaching capacity, and v) create a school trusted by the community and society.

Continuing from last year, our first order of business was to realize a school atmosphere where classes are the top priority by defining classes as the foundation of school education. With regard to developing solid academic ability and an independent learning attitude in particular, we instilled in students the importance of a serious learning attitude, preparing for class, and learning at home (i.e., doing homework and reviewing material) and we supervised them on how to balance their studies with club activities and events. We also proactively used ICT equipment to encourage students to think for themselves, state their opinions, and resolve issues in cooperation with their classmates. All told, we were able to make a significant shift to a learning style centered on active learning and PBL-classes.

Basic Issue 2

Restructuring of New Courses and Enhancement of Curricula

In AY2019, we are moving forward with global education with the establishment of a GL Course in the high school and the addition of English as an elective subject for the junior high school entrance examination. We have also initiated a diverse array of programs in the junior high school including the dispatch of students to the Philippines on a short-term language training program called the Asian Students Exchange Program (ASEP). Furthermore, we instituted an expert curriculum for first-year junior high school students and established an optional One-term Study Abroad (3rd semester) program for third-year junior

high school students. In this way, we are taking our initiatives to the next level.

Aiming to develop the R-Style Ritsumeikan Moriyama Model for Learning, we established the new “Thinking Design” subject for first-year high school students and ran a pilot program in which students were tasked with finding solutions to problems with no easy answers by way of group dialogue. Under the cross-curriculum, in which teachers of Japanese, Mathematics, and Science teach subjects beyond their usual purview, we promoted self-directed learning on topics such as scientific thinking and

fundamental research techniques. Also, with the establishment of the Career Education Development Club, we offered more guidance sessions at each year level of high school for students seeking to advance to university, created a cross-subject indicator based on the United Nations' Sustainable Development Goals, and clarified our learning objectives and goals. Furthermore, having received a third Super Science High School designation, we began offering a program of systematic scientific inquiry based on a junior high-high school-university-

graduate school partnership with the aim of cultivating advanced human resources for science and technology. In terms of global education, we established the Global Course in the high school, developed new overseas training programs, and pursued other educational reforms to keep ahead of the curve. Ahead of integrating the Frontier Science Course (FSC) into the Frontier Course (FT) in AY2019, we improved upon our curriculum that emphasizes continuity in guidance from the junior high to the high school level.

Basic Issue 3

Promotion of Extracurricular Activities

We believe that extracurricular activities are essential for fostering rich humanity and social-mindedness and producing independent individuals who can live vibrantly, and we have worked to cultivate these attributes in a good balance with solid academic ability. By using homeroom and group-building exercises for each year level and providing students with opportunities to take responsibility for planning their own events, club initiatives, and other extracurricular activities, we provided students with support that enabled growth through experience and a sense of achievement. We also defined punctuality, cleanliness, and gratitude as goals for students' daily lives and provided them with supervision aimed at instilling basic lifestyle

habits and cultivating social-mindedness and a highly ethical outlook. This year, we saw our students in the high school proactively participate in outside contests and other events where they performed with outstanding results. Among achievements that helped publicize the school and garner attention was the Sci-Tech Club's second-place finish in the Robot Soccer World Cup. Meanwhile, other students, mainly those in the third-year high school Global Class, traveled to Great Britain, where they won an essay contest at the University of Cambridge, and the United States, where some participated in the Honda Global Leadership Program while others advanced to the World Scholar's Cup Tournament of Champions at Yale University.

Basic Issue 4

Stable Entrance Examination Policy

Regarding admissions for AY2019, we dramatically reformed our entrance examinations to assess a wide range of personal characteristics in line with the establishment of a new GL Course in the high school and the reorganization of the junior high-senior high FS Course into the FT Course. We also allowed students to choose their subjects on the shared junior high-senior high examination and adopted an aptitude test-style examination and an English-based examination for the junior high school. As a result, we successfully attracted 538 applicants for the junior high school, making for an increase of 185 year-on-year. As evidenced by this 1.48 times uptick, we have come to garner attention as the private junior high school in Kansai with the biggest increase in applications in AY2019.

At the high school level, we recruited the largest number of students since we became a combined junior and senior high school in AY2010 (Total: 324; breakdown: GL: 81, AM: 204, FT: 39). Upon enrollment, GL Course students attend an orientation and camp at APU, and we will also plan to send them on a field trip to New York. In addition to overseas training, we also plan to tackle new challenges as the front-runner of reforming Japan's educational system. Going forward, we aim to leverage all of the school's resources to enhance the GL Course as the embodiment of the 21st century version of the Ritsumeikan Academy's founding spirit of "Freedom and Innovation."

Basic Issue 5

Development of Staff and Faculty Organization

Aiming to achieve our goal of "developing a corps of teachers who strive to improve their attributes and teaching capacity," we pursued initiatives based on the idea that the most important element is to boost teaching capacity to ensure rewarding student learning. We held research classes in each subject and at each year level as well as regular open-class study gatherings on a school-wide basis,

and we encouraged participation in external training programs in an effort to improve the teaching capacity of our teachers. We also made effective use of external human resources and facilities and enhanced mutual cooperation as evidenced by the adoption of a club advisor system and the merger of some of our clubs with local sports clubs.

Basic Issue 6

Development and Expansion of Facilities

With an eye on 2030, we formulated the R-Moriyama Vision 2030 as our educational plan for the future, and we are pursuing new academic reforms with the full support of the Academy. Our goal is to further enhance our mission to cultivate global science

leaders and develop the R-Style Ritsumeikan Moriyama Model for Learning, which aims to realize a qualitative shift in learning based on the three elements of Science, Global Education, and Active and Creative Learning.

4. The Ritsumeikan Trust (Comprehensive Academy Development)

Master Plan

Consider organizational issues for underpinning such linkages within the Academy

To formulate the R2030 Academy Vision, the ideal shape of the Academy, the ideal qualities in our people, and the policy objectives outlined in the vision, we held discussion sessions with the management of each university and school, and we pursued deliberations that took each university and school's visions into account. We completed the Academy Vision, the ideal shape of the Academy, the ideal qualities in our people, and the policy objectives in July 2018, and based on these, we are moving forward with discussions on each university and school's key goals and design challenges.

Ritsumeikan Asia Pacific University continued to pay regular visits to the affiliated schools and send its faculty and students to Ritsumeikan Uji High School and Ritsumeikan Keisho High School. In addition, the SR Summit organized by Ritsumeikan Uji High School was held on the APU Campus and attracted 55 participants from 11 schools throughout Japan. APU also cooperated with Ritsumeikan High School by setting up a booth at the School Festival where international students and alumni of APU provided information on APU.

In AY2017, the affiliated schools and the universities joined forces to hold a discussion on integrated primary school-junior high school-high school-university-graduate school education as a way to bolster ties between the affiliated schools and the universities and harness the collective power of the Academy, and a policy direction was finalized at the beginning of AY2018. Based on this, we worked out the details of a partnership education scheme for global leaders in undergraduate education with the aim of the high schools and universities working together to cultivate students. Going forward, we will pursue integrated education that is unique to the Academy with an eye on expanding programs and further reforming high school-university partnerships.

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

Ritsumeikan University is steadily moving forward with improvements to the faculty organization based on its current Faculty Organization Development Plan. Also, with regard to FD that aims to improve the quality of faculty, the Educational and Learning Support Center plays a central role in offering FD training for new faculty and the Educational Practice Forum.

At Ritsumeikan Asia Pacific University, the New Faculty Organization Development Plan Review Committee was established and is deliberating educational improvements, including improvements to the student-teacher ratio, along with financial issues. We will continue to deliberate the formulation of the Faculty Organization Development Plan in AY2019.

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 planned and implemented training sessions for individual subjects, training sessions for each grade level, and school affairs training sessions, and it took measures to enhance these initiatives. As the public interest in work style reforms grows, the affiliated schools moved forward with discussions on various measures aimed at sustainable school development while striving to further boost the teaching capacity of

teachers.

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

Based on our policy for a training-based personnel system, our planned training programs for staff have taken root. Meanwhile, in light of legislation pertaining to work style reforms, we reconfirmed the importance of clarifying staff duties and responsibilities, and we made preparations for the formulation of an organizational design policy for R2030. As duties diversify and grow more complex, the scope of staff involvement in education and research-related tasks is expanding. Amid this backdrop, we are working to improve workplace infrastructure through operational improvements and expect to commit to Academy development in which each staff member can leverage and improve their respective strengths. We must develop a staff organization that can withstand rapid social change, so as we strive to make employment systems more flexible, we are working on creating a staff organization that takes into account issues such as the AI and ICT-driven transformation of staff duties, the aging of the staff body, retaining outstanding talent amid a shortage of workers, and the increasing cost of outsourcing.

Administration

In AY2018, we conducted the Chancellor election, which is held once every four years at the Academy level, and a new administration was inaugurated with the appointment of the new Chancellor in January 2019. Meanwhile, the Executive Framework Review Committee reviewed the process for the selection of presidential candidates for APU. In light of the 2018 Osaka Earthquake and various other disasters, we decided to appoint an Assistant to the Trustees in charge of disaster prevention planning and risk management. To encourage the understanding of compliance and ensure its thorough implementation throughout the Academy, we held planned training sessions for each Division. We also revised the regulations pertaining to the handling of personal information, and based on this, we revised the content of the admissions guidelines and took other measures to ensure appropriate handling.

In accordance with a governance reforms plan for the Division of Integrated Primary and Secondary Education, we merged the Integrated Primary and Secondary Education Harassment Prevention Committee into the Ritsumeikan Harassment Prevention Committee and strengthened its functions. We also strengthened the ability of the affiliated schools to respond to and manage crises, and we improved how we share information on the current status of and issues facing the affiliated schools with the Executive Board of Trustees and other bodies.

Financial Policy for the Second Half of R2020

At the Academy level, we formulated the Basic Policy on Financial Operations for the Second Half of R2020 and are pursuing initiatives based thereupon. The objective of this basic policy is to develop a system for checking whether fiscal spending is effectively contributing to improving the quality of our education. As part of these efforts, in AY2018, we began testing measures for uniformly assessing project activities and budgets, focusing first on important educational policies.

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.

[AMBA] The Association of MBAs. An international accreditation agency for MBA programs that was founded in London in 1967. One of the world's top three business school accreditation agencies alongside AACSB and EQUIS.

[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.

[CSL] Career Service Learning. A career education subject.

[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

[DCU] Dublin City University.

[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.

[DMDP] Dual Master's Degree Program. A program in which students spend one year studying at a foreign partner graduate school while they remain affiliated to a graduate school of Ritsumeikan University and which allows them to earn master's degrees from both schools in as little as two years.

[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

[EQUIS] European Quality Improvement System. A business and management education accreditation scheme operated by the European Foundation for Management Development (EFMD).

[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.

[FT Course] Frontier Course. A course at Ritsumeikan Moriyama Junior and Senior High School that provides students with highly global scholastic ability and English communication skills and which aims to place them in science and humanities programs at highly selective national universities.

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).

[GCP] Global Challenge Program. A program that sends students to participate in international conferences held around the world.

[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.

[IG Course] Integrated Global Course. A course at Ritsumeikan Uji Senior High School that give students more flexibility to choose subjects in line with their interests to enable interdisciplinary learning.

[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.

[IoT] Internet of Things. The extension of internet connectivity into physical devices and everyday objects. The acquisition of data from these interconnected devices enables the creation of new value.

[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.

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.

[RA] Research Assistant. A system that allows outstanding doctoral program students to participate as assistants in research projects administered by national universities or inter-university research institutes with the two-fold aim of facilitating effective research project management and using actual research assistance experience to cultivate young researchers with the ability to perform research.

[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.

[REP] Real Exchange Program. A study abroad program that sends Ritsumeikan Uji Senior High School students to partner schools in New Zealand and Australia for two to three months.

[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.

[SS Course] A course in Ritsumeikan Senior High School that aims to transform the school into a front-runner for science by cultivating researchers and technicians who can contribute to the future of society through science and technological development.

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

[SSP] Student Success Program. A student support scheme that aims to create independent learners who can engage in learning in all aspects of campus life, both curricular and extracurricular, and maximize student growth.

[Student facilitators] Peer supporters who provide support in first-year education at the university with the aim of helping first-year students adjust to university life, encouraging them to engage in student-led activities, and helping them adjust to university-level learning in a manner suitable for their respective colleges.

T

[TedQual] Tourism Education Quality.

[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.

Financial Ratios

The balance of revenues and expenditures, financial soundness, and other comprehensive indicators of financial standing are represented by the following financial ratios (p 54).

Ratios for the Statement of Operating Activities

Ratios that show the relationship of major expenditures to ordinary revenues: Personnel expenditure ratio, education and research expenditure ratio

Ratios that show the balance between revenues and expenditures: Ratio of net income/loss from educational activities, current account balance ratio, operating activities balance ratio

Ratios for the Statement of Financial Position

Ratios that demonstrate financial stability and soundness: Net asset ratio, ratio of total liabilities to total funds

1. Settlement of Accounts

1-1. Statement of Cash Flow for FY2018

(in 100 million of JPY)

Item	FY2018 Budget	FY2018 Settlement	Difference
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Revenues

Revenue From Student Fees	575	579	3
Revenue From Processing Fees	30	32	2
Donation Revenue	14	11	Δ 3
Subsidy Revenue	98	98	1
(National Government Subsidy Revenue)	77	78	1
(Local Government Subsidy Revenue)	21	20	Δ 0
Revenue from Sales of Assets	0	0	0
Income from University-Owned Businesses	35	42	7
Income from Interest and Dividends	17	25	9
Miscellaneous Revenue	16	23	7
Revenue from Borrowings	130	130	0
Revenue from Advances Received	100	103	4
Amount Reversal from Specified Assets and Other Revenues	69	47	Δ 22
Revenue Adjustments	Δ 110	Δ 120	Δ 9
Carryover from Previous Year	327	327	0
Total: Revenues	1,300	1,297	Δ 2

Expenditures

Personnel Expenditures	393	391	Δ 2
Education and Research Expenditures	262	241	Δ 20
Institutional Administrations Expenditures	52	56	4
Loan Interest Expenditures	0	0	0
Loan Repayment Expenditures	132	132	0
Facility-related Expenditures	47	26	Δ 21
Equipment-related Expenditures	18	15	Δ 3
Deposits for Specified Assets	226	244	17
Accounts Payable from Previous Fiscal Year and Other Expenditures	51	51	0
Reserve Fund	4	0	Δ 4
Expenditure Adjustments	Δ 59	Δ 55	4
Carryover into Next Year	174	196	22
Total: Expenditures	1,300	1,297	Δ 2

*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 129.7 billion, cash revenues for FY2018 came to JPY 97.1 billion.

We earned JPY 57.9 billion in revenues from student fees such as student tuition and admission fees.

Revenues from entrance examination fee payments and other fees totaled JPY 3.2 billion.

Revenues from subsidies amounted to JPY 9.8 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 3.2 billion, and were allocated to FY2018 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 129.7 billion, cash expenditures for FY2018 came to JPY 110.2 billion.

Personnel expenses totaled JPY 39.1 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 24.1 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 AY2018, facility-related expenses came to JPY 2.6 billion and equipment-related expenses reached JPY 1.5 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 FY2018

(in 100 million of JPY)

Item	FY2018 Budget	FY2018 Settlement	Difference
General Account; Education and Research			
Student Fees	575	579	3
Processing Fees	30	32	2
Donations	9	6	Δ 3
Subsidies	96	96	Δ 0
Income from University-Owned Businesses	35	42	7
Miscellaneous	17	20	3
Total: Revenues	763	774	11
Personnel	392	393	1
Education and Research	327	305	Δ 23
(Depreciation Cost)	66	64	Δ 2
Institutional Administrations	59	61	2
(Depreciation Cost)	7	7	0
Unrecoverable Amount	0	0	0
Total: Expenditures	778	759	Δ 19
Income/Loss	Δ 15	15	30

General Account; Others

Income from Interest and Dividends	17	25	9
Other Revenues	0	3	3
Total: Revenues	17	28	11
Interest on Loan	0	0	0
Other Expenditures	0	1	1
Total: Expenditures	0	1	1
Income/Loss	17	26	10
Income/Loss of General Account	1	41	40

Special Account

Gains from Sales of Assets	0	0	0
Other Revenues	8	11	3
Total: Revenues	8	11	3
Balance of Asset Disposal	3	5	2
Other Expenditures	0	1	1
Total: Expenditures	3	6	3
Income/Loss	5	5	0
Reserve Fund	4	0	Δ 4
Net Income/Loss before Allocated Capital Funds	2	47	44
Total Amount of Allocated Capital Funds	Δ 41	Δ 9	31
Net Income/Loss for This Fiscal Year	Δ 38	37	75
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ 191	Δ 191	Δ 0
Amount Reversed from Capital Funds	0	0	Δ 0
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ 229	Δ 153	75
Total Revenues of Statement of Operations	788	813	25
Total Expenditures of Statement of Operations	785	767	Δ 19

*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 77.4 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 75.9 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 1.5 billion in net income for FY2018.

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

Non-Educational Activity Revenues and Expenditures

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

Revenues comprised of interest, dividend and other income totaled JPY 2.8 billion, while expenditures, which included loan interest and other income, amounted to JPY 100 million, producing a final outcome of JPY 2.6 billion in net income for FY2018.

Ordinary Net Income/Loss

Tallying up the totals for educational activity and non-educational activity revenues and expenditures, the final outcome was JPY 4.1 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 500 million for AY2018.

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 900 million included allocated to capital funds was net income of JPY 3.7 billion.

1-3. Statement of Financial Position for FY2018

(in 100 million of JPY)

Item	End of FY2018	End of FY2017	Change
Assets			
Fixed Assets	3,521	3,342	178
Tangible Fixed Assets	2,259	2,288	Δ 28
(Land)	700	700	0
(Buildings and Structures)	1,316	1,346	Δ 30
(Equipment for Education and Research)	80	81	Δ 1
(Books)	150	147	2
Specified Assets	1,245	1,034	210
(Reserve Assets for Type 3 Capital Fund)	137	137	0
(Reserve Assets for Type 4 Capital Fund)	55	55	0
(Reserve Assets for Retirement Benefits)	126	125	1
Other Fixed Assets	17	20	Δ 3
Current Assets	221	345	Δ 124
(Cash and Deposits)	196	327	Δ 131
Assets: Total	3,742	3,687	55

Liabilities

Fixed Liabilities	267	138	129
(Long-term Debt and School Bonds)	132	3	129
(Reserve for Retirement Benefits)	126	125	1
Current Liabilities	193	313	Δ 120
(Short-term Debt and School Bonds)	2	132	Δ 130
(Advances Received)	103	100	3
(Deposits)	32	30	1
Liabilities: Total	459	451	8

Net Assets

Capital Funds	3,436	3,427	9
(Type 1 Capital Fund)	3,245	3,235	9
(Type 3 Capital Fund)	137	137	0
(Type 4 Capital Fund)	55	55	0
Net Income/Loss	Δ 153	Δ 191	37
Net Assets: Total	3,283	3,236	47
Liabilities and Net Assets: Total	3,742	3,687	55

*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 2018 amount less end of FY 2017 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 2.8 billion from the end of last academic year to JPY 225.9 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 21 billion from the end of last academic year to JPY 124.5 billion.

Liabilities and Net Assets

This Liabilities and Net Assets section shows the sources of funds used to acquire assets. Liabilities accounted for 12.3% of total assets and net assets made up 87.7%.

The total for the Liabilities sector for the fiscal year reached JPY 45.9 billion.

The Net Assets section increased by JPY 4.7 billion from the previous academic year to JPY 328.3 billion supported by an increase in capital funds from acquisitions of assets allocated to capital funds (e.g., buildings, education and research equipment/fixtures, and books).

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	¥374,198,586,841
Endowment	¥227,469,714,096
Operating Assets	¥146,728,872,745
Total Liabilities	¥45,912,788,649
Net Assets	¥328,285,798,192

(as of March 31, 2019)

Type	Amount
Assets	
1 Endowment	
Land 2,300,164.44 m ²	¥69,950,302,505
Buildings 819,241.23 m ²	¥119,042,284,000
Books 3,191,550	¥14,954,517,930
Equipment 17,878	¥8,753,697,303
Construction in Progress	¥627,810,129
Other	¥14,141,102,229
2 Operating Assets	
Cash and Deposits	¥19,565,706,139
Assets Held for School Trips	¥158,272,412
Reserve Fund	¥124,469,612,157
Securities	¥123,999,743
Accounts Receivable	¥1,966,689,903
Advance Payments	¥398,246,971
Other	¥46,345,420
Total Assets	¥374,198,586,841

Type	Amount
Liabilities	
1 Fixed Liabilities	
Long-term Debt and School Bonds	¥13,205,330,000
Long-term Account Payable	¥747,630,917
Reserve for Retirement Benefits	¥12,638,215,899
Guarantee Deposits	¥60,000,000
2 Current Liabilities	
Short-term Debt and School Bonds	¥155,330,000
Account Payable	¥5,445,408,076
Advances Received	¥10,334,959,880
Deposits	¥3,167,641,465
Cash Held for School Trips	¥158,272,412
Total Liabilities	¥45,912,788,649

Net Assets	¥328,285,798,192
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1-5. Audit Report

Audit Report

May 17, 2019

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 2018 fiscal year commencing on April 1, 2018 and ending on March 31, 2019.

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

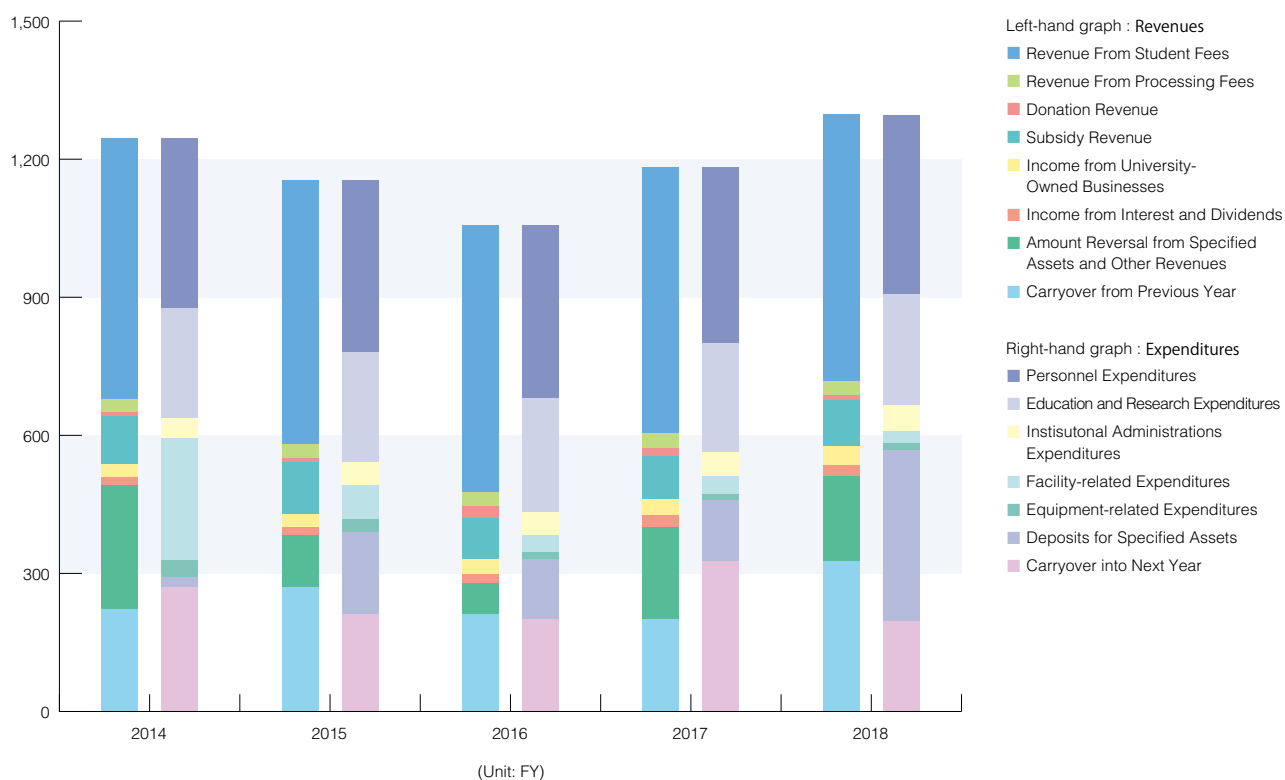
2-1. Historical Cash Flow (FY2014 ~ 2018)

(in 100 million of JPY)

Item	FY2014	FY2015	FY2016	FY2017	FY2018
Revenues					
Revenue From Student Fees	569	572	580	578	579
Revenue From Processing Fees	28	31	31	33	32
Donation Revenue	8	9	26	17	11
Subsidy Revenue	105	112	90	94	98
Revenue from Sales of Assets	22	-	0	0	0
Income from University-Owned Businesses	29	29	32	34	42
Income from Interest and Dividends	16	18	19	27	25
Miscellaneous Revenue	21	20	17	18	23
Revenue from Borrowings	130	-	0	1	130
Revenue from Advances Received	102	105	105	100	103
Amount Reversal from Specified Assets and Other Revenues	121	101	64	197	47
Revenue Adjustments	Δ127	Δ114	Δ119	Δ117	Δ120
Carryover from Previous Year	223	270	212	201	327
Total: Revenues	1,248	1,154	1,057	1,182	1,297
Expenditures					
Personnel Expenditures	371	375	378	382	391
Education and Research Expenditures	237	237	248	236	241
Institutional Administrations Expenditures	45	49	48	53	56
Loan Interest Expenditures	0	0	0	0	0
Loan Repayment Expenditures	10	2	2	2	132
Facility-related Expenditures	264	76	38	39	26
Equipment-related Expenditures	38	27	16	14	15
Deposits for Specified Assets	65	118	130	127	244
Accounts Payable from Previous Fiscal Year and Other Expenditures	58	114	56	56	51
Expenditure Adjustments	Δ112	Δ56	Δ59	Δ54	Δ55
Carryover into Next Year	270	212	201	327	196
Total: Expenditures	1,248	1,154	1,057	1,182	1,297

* Numerical value 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 (FY2014 ~ 2018)

(in 100 million of JPY)

Item	FY2014	FY2015	FY2016	FY2017	FY2018
General Account; Education and Research					
Student Fees	569	572	580	578	579
Processing Fees	28	31	31	33	32
Donations	8	8	6	7	6
Subsidies	90	95	88	93	96
Income from University-Owned Businesses	29	29	32	34	42
Miscellaneous	18	18	18	17	20
Total: Revenues	742	754	755	762	774
Personnel	375	378	377	387	393
Education and Research	297	301	311	299	305
Institutional Administrations	53	56	54	59	61
Unrecoverable Amount	1	0	0	0	0
Total: Expenditures	726	734	742	746	759
Income/Loss	16	20	13	16	15
General Account; Others					
Income from Interest and Dividends	16	18	19	27	25
Other Revenues	6	3	0	1	3
Total: Revenues	22	21	19	28	28
Interest on Loan	0	0	0	0	0
Other Expenditures	0	0	1	1	1
Total: Expenditures	1	1	1	1	1
Income/Loss	21	20	18	27	26
Income/Loss of General Account	37	40	31	43	41
Special Account					
Gains from Sales of Assets	0	0	0	0	0
Other Revenues	18	20	24	13	11
Total: Revenues	18	20	24	13	11
Balance of Asset Disposal	51	3	8	8	5
Other Expenditures	0	0	1	0	1
Total: Expenditures	51	3	9	8	6
Income/Loss	Δ 33	17	15	4	5
Net Income/Loss before Allocated Capital Funds	4	57	46	48	47
Total Amount of Allocated Capital Funds	Δ 47	Δ 48	Δ 36	Δ 16	Δ 9
Net Income/Loss for This Fiscal Year	Δ 42	8	10	32	37
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ 208	Δ 250	Δ 242	Δ 229	Δ 191
Amount Reversed from Capital Funds	-	0	3	7	0
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ 250	Δ 242	Δ 229	Δ 191	Δ 153
Total Revenues of Statement of Operations	782	795	798	803	813
Total Expenditures of Statement of Operations	778	738	752	755	767

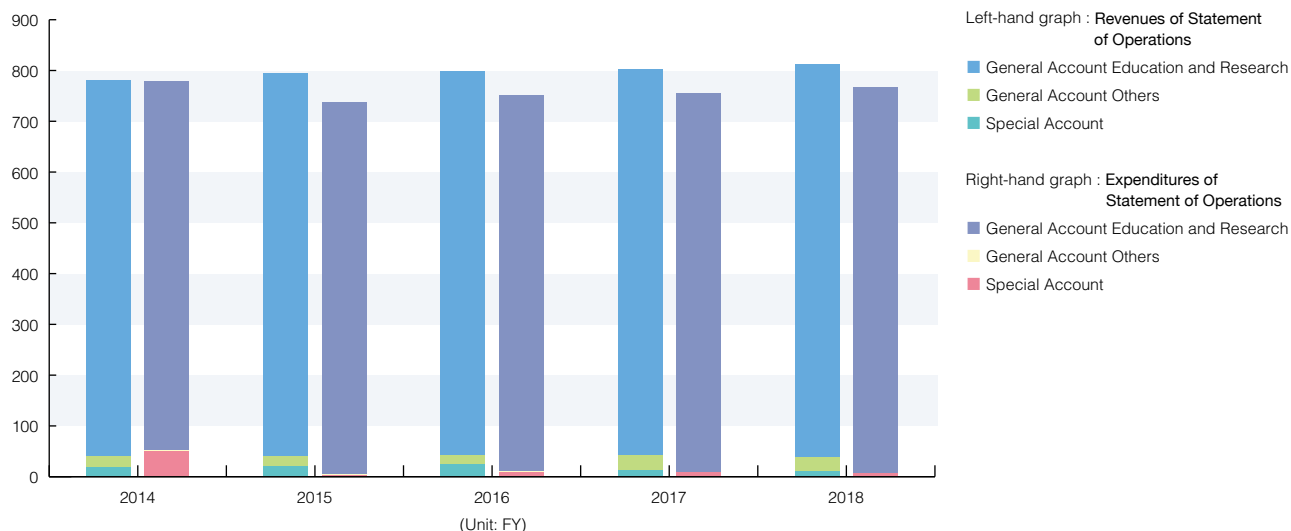
*Numerical value 2014 are recalculated based on the revised accounting standards for incorporated educational institution for the reference.

*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 (FY2014 ~ 2018)

(in 100 million of JPY)

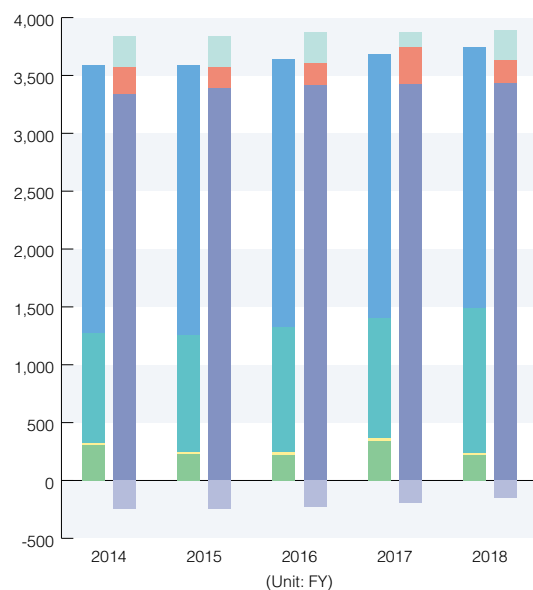
Item	End of FY2014	End of FY2015	End of FY2016	End of FY2017	End of FY2018
Assets					
Fixed Assets	3,282	3,360	3,419	3,342	3,521
Tangible Fixed Assets	2,312	2,338	2,312	2,288	2,259
Specified Assets	958	1,005	1,088	1,034	1,245
Other Fixed Assets	12	17	20	20	17
Current Assets	305	232	220	345	221
Assets: Total	3,587	3,592	3,639	3,687	3,742

Liabilities					
Fixed Liabilities	266	265	263	138	267
Current Liabilities	235	184	187	313	193
Liabilities: Total	501	449	451	451	459

Net Assets					
Capital Funds	3,336	3,385	3,418	3,427	3,436
Type 1 Capital Fund	3,147	3,194	3,227	3,235	3,245
Type 2 Capital Fund	—	—	—	—	—
Type 3 Capital Fund	137	137	137	137	137
Type 4 Capital Fund	52	53	54	55	55
Net Income/Loss	Δ 250	Δ 242	Δ 229	Δ 191	Δ 153
Net Assets: Total	3,086	3,143	3,189	3,236	3,283
Liabilities and Net Assets: Total	3,587	3,592	3,639	3,687	3,742

* Numerical value 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.



Left-hand graph : Assets
Tangible Fixed Assets
Specified Assets
Other Fixed Assets
Current Assets

Right-hand graph : Liabilities and Net Assets
Fixed Liabilities
Current Liabilities
Capital Funds
Net Income/Loss

3. Financial Ratios

Financial Ratios for the Statement of Operating Activities

(Unit: %)

Ratio	Calculation	Evaluation	FY2014	FY2015	FY2016	FY2017	FY2018	National average
Personnel ratio	Personnel Expenditures ÷ General Revenues	▼	49.1	48.7	48.7	49.1	49.0	53.8
Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	△	38.9	38.8	40.2	37.9	38.0	33.3
Balance of Payments in General Accounts; Education and Research	Income/Loss of General Accounts; Education and Research ÷ Revenues in General Accounts; Education and Research	△	2.2	2.6	1.7	2.1	1.9	2.4
Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	△	4.9	5.2	4.0	5.5	5.2	3.9
Operating Activities Balance Ratio	Net income/loss for given academic year prior to allocation to capital funds ÷ revenue from operating activities	△	0.6	7.1	5.8	5.9	5.7	4.9

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

* General Revenues = Revenues from General accounts

* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2017 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the Promotion and Mutual Aid Corporation for Private Schools.

* The definitions of ratios can be found in the section entitled "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" (p. 46).

Financial Ratios for the Statement of Financial Position

(Unit: %)

Ratio	Calculation	Evaluation	FY2014	FY2015	FY2016	FY2017	FY2018	National average
Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	△	86.0	87.5	87.6	87.8	87.7	87.8
Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	▼	14.0	12.5	12.4	12.2	12.3	12.2

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

* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2017 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the Promotion and Mutual Aid Corporation for Private Schools.

* The definitions of ratios can be found in the section entitled "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" (p. 46).

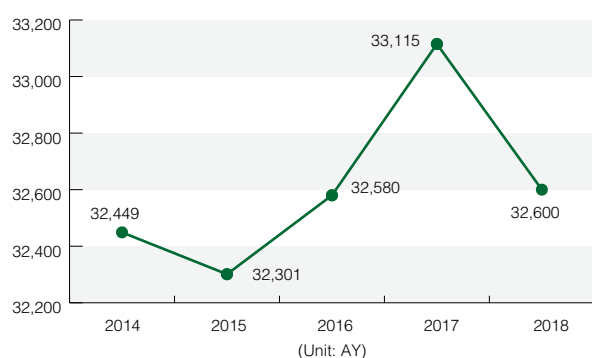
1. Student Numbers

(Unit: Number of Persons)

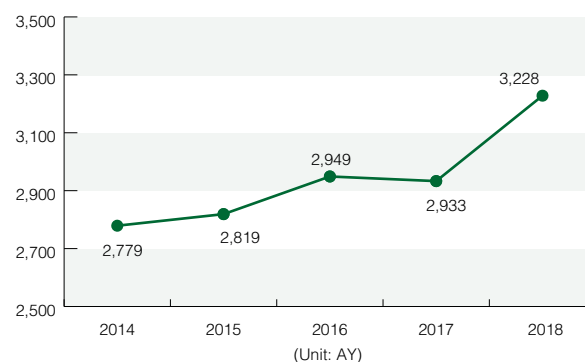
		2014	2015	2016	2017	2018
Ritsumeikan University	No. of Undergraduate Students	32,449	32,301	32,580	33,115	32,600
	No. of Graduate Students	2,779	2,819	2,949	2,933	3,228
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,517	5,656	5,553	5,534	5,471
	No. of Graduate Students	167	188	178	189	215
Affiliated School	No. of Students	6,851	6,820	6,828	6,915	6,949
Total		47,763	47,784	48,088	48,686	48,463

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

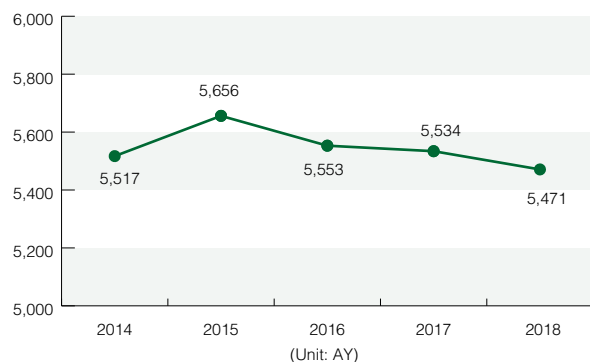
Ritsumeikan University / No. of Undergraduate Students



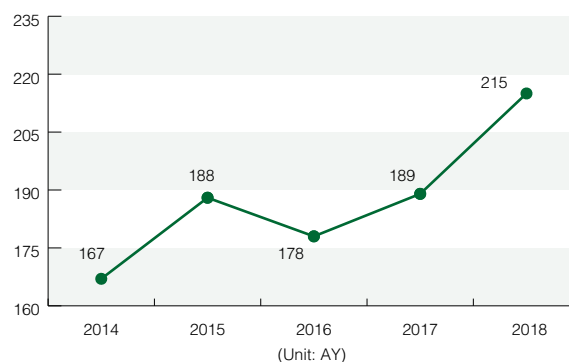
Ritsumeikan University / No. of Graduate Students



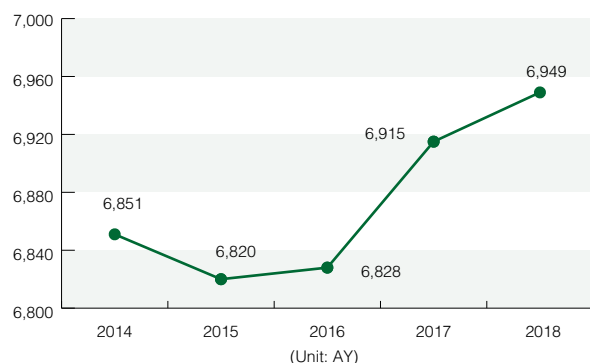
Ritsumeikan Asia Pacific University / No. of Undergraduate Students



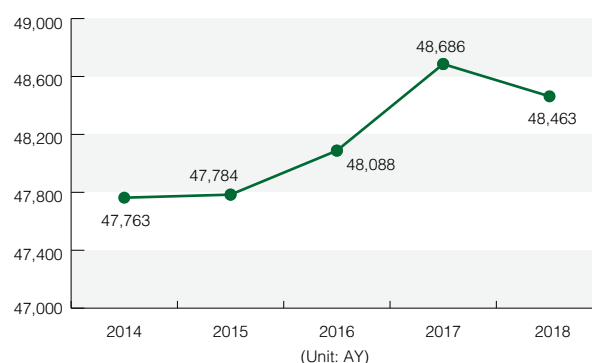
Ritsumeikan Asia Pacific University / No. of Graduate Students



Affiliated School / No. of Students



Total



2. Admissions Statistics (as of March 31, 2019)

Ritsumeikan University / Per College

(Unit: Number of persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	720	8,679	2,615
College of Economics	760	7,821	3,034
College of Business Administration	795	9,718	2,851
College of Social Sciences	810	12,300	2,498
College of Letters	980	9,908	3,066
College of Science and Engineering	959	16,648	6,987
College of International Relations	321	2,847	764
College of Policy Science	370	4,683	1,204
College of Information Science and Engineering	475	4,903	1,844
College of Image Arts and Sciences	160	2,342	394
College of Pharmaceutical Sciences	160	1,908	663
College of Life Sciences	325	7,216	2,721
College of Sport and Health Science	235	2,874	627
College of Comprehensive Psychology	280	3,669	560
College of Gastronomy Management	320	3,845	704
College of Global Liberal Arts	50	49	40
Total	7,720	99,410	30,572

*Does not include transfers.

*The enrollment capacity for the College of International Relations does not include June (Capacity: 5) and September admissions (Capacity: 34).

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

*The enrollment capacity for the College of Global Liberal Arts does not include September admissions (Capacity: 50).

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	460	3,135	863
College of International Management	380	2,613	789
Total	840	5,748	1,652

*Only for AY2019 spring 1st Year 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	50	25
	Doctoral	10	4	3
Graduate School of Management	Master's	40	24	17
Master's Program		100	74	42
Doctora Program		10	4	3
Total		110	78	45

*Does not include transfers.

*The figures for Ritsumeikan Asia Pacific University are only for AY2019 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	752	414
Ritsumeikan Uji Junior High School	180	527	299
Ritsumeikan Keisho Junior High School	180	531	305
Ritsumeikan Moriyama Junior High School	160	568	308
Ritsumeikan Senior High School	360	553	394
Ritsumeikan Uji Senior High School	370	402	250
Ritsumeikan Keisho Senior High School	305	476	444
Ritsumeikan Moriyama Senior High School	320	476	313
Total	2,090	4,285	2,727

*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	55	35
	Doctoral	10	4	2
Graduate School of Economics	Master's	50	129	46
	Doctoral	5	1	1
Graduate School of Business Administration	Master's	60	118	48
	Doctoral	15	6	6
Graduate School of Sociology	Master's	60	112	41
	Doctoral	15	10	3
Graduate School of Letters	Master's	105	104	72
	Doctoral	35	26	17
Graduate School of Science and Engineering	Master's	450	432	372
	Doctoral	40	18	18
Graduate School of International Relations	Master's	60	81	53
	Doctoral	10	12	2
Graduate School of Policy Science	Master's	40	35	18
	Doctoral	15	4	4
Graduate School of Language Education and Information Science	Master's	60	82	39
	Doctoral	70	102	53
Graduate School of Technology Management	Master's	5	6	6
	Doctoral	25	34	30
Graduate School of Sport and Health Science	Master's	8	4	4
	Doctoral	10	16	11
Graduate School of Image Arts	Master's	10	16	11
	Doctoral	200	204	196
Graduate School of Information Science and Engineering	Master's	15	9	9
	Doctoral	150	177	164
Graduate School of Life Sciences	Master's	15	2	2
	Doctoral	65	141	64
Graduate School of Human Science	Master's	20	36	26
	Doctoral	30	21	16
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	3	8	8
Graduate School of Pharmacy	Four-Year Doctoral	70	166	82
School of Law	Professional Degree	80	101	70
Graduate School of Management	Professional Degree	35	38	33
Graduate School of Professional Teacher Education	Professional Degree	1,465	1,822	1,242
Master's Program		208	138	100
Doctoral Program		30	21	16
Five-Year Doctoral Program		3	8	8
Four-Year Doctoral Program		185	305	185
Professional Degree Program		Total	1,891	2,294
				1,551

*The number of applicants and number of accepted applicants include only the figures for AY2019 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.

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

(Unit: Number of Persons)

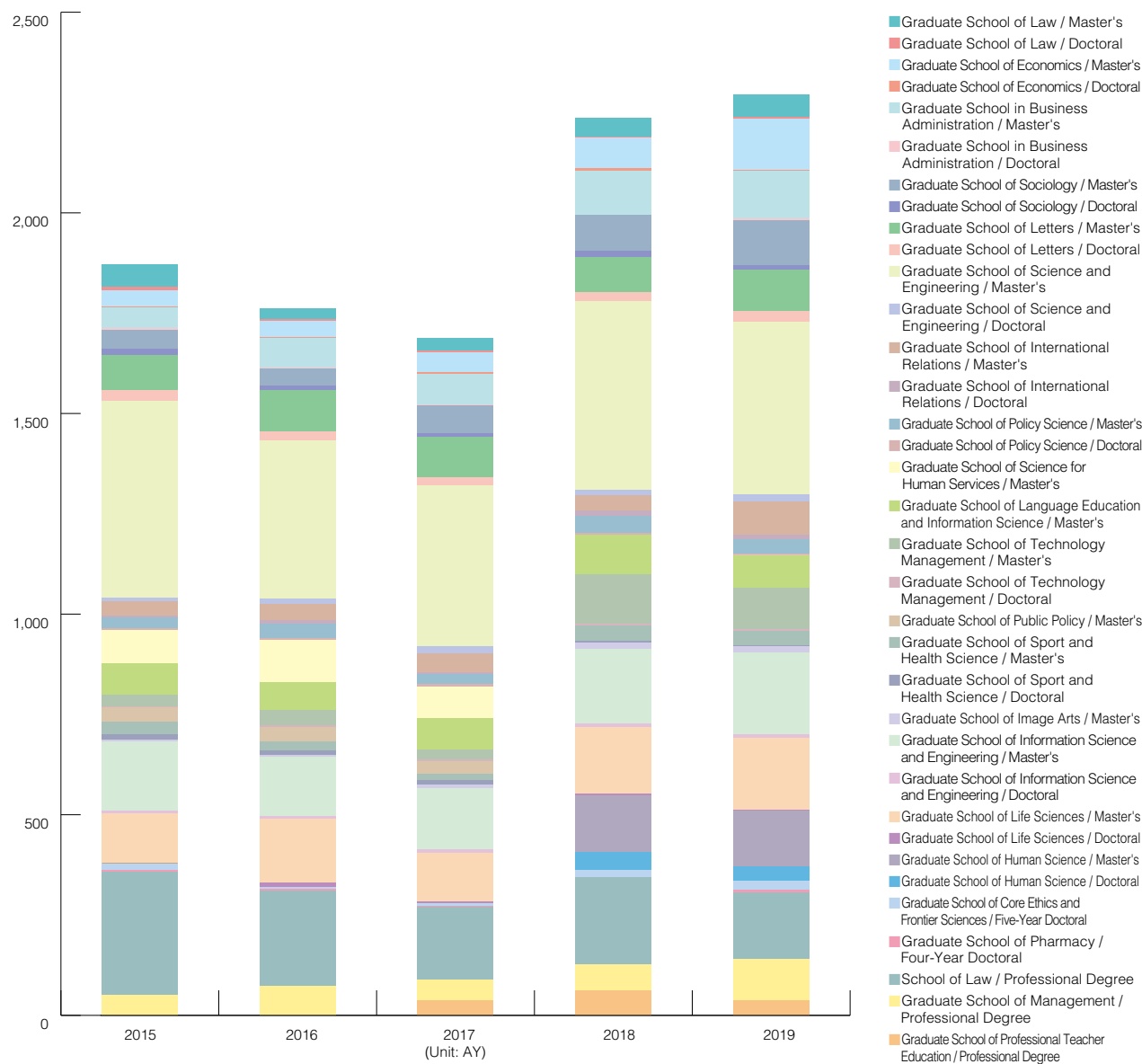
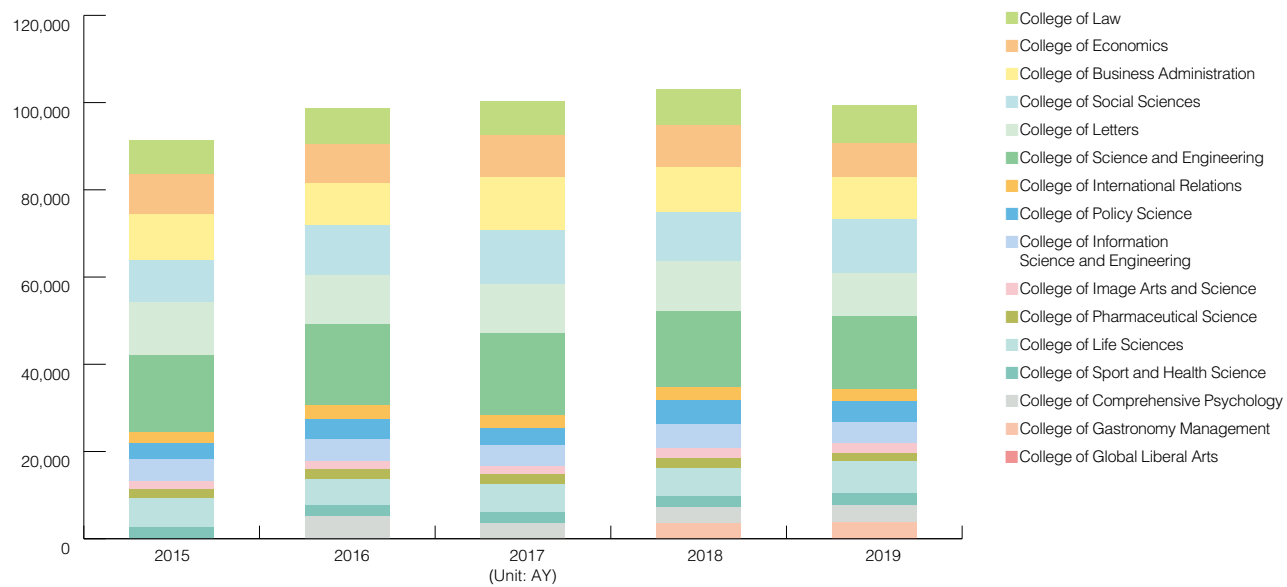
College	2015	2016	2017	2018	2019
College of Law	7,811	8,328	7,686	8,392	8,679
College of Economics	9,149	8,808	9,804	9,437	7,821
College of Business Administration	10,654	9,661	12,003	10,395	9,718
College of Social Sciences	9,440	11,362	12,546	11,342	12,300
College of Letters	12,166	11,423	11,105	11,297	9,908
College of Science and Engineering	17,638	18,381	18,887	17,406	16,648
College of International Relations	2,594	3,204	2,952	3,173	2,847
College of Policy Science	3,641	4,733	3,795	5,318	4,683
College of Information Science and Engineering	5,201	5,049	4,981	5,713	4,903
College of Image Arts and Science	1,611	1,814	1,697	2,091	2,342
College of Pharmaceutical Science	2,151	2,268	2,316	2,389	1,908
College of Life Sciences	6,701	6,035	6,415	6,354	7,216
College of Sport and Health Science	2,562	2,540	2,494	2,517	2,874
College of Comprehensive Psychology	–	5,047	3,606	3,780	3,669
College of Gastronomy Management	–	–	–	3,461	3,845
College of Global Liberal Arts	–	–	–	–	49
Total	91,319	98,653	100,287	103,065	99,410

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

(Unit: Number of Persons)

Graduate Schools	Programs	2015	2016	2017	2018	2019
Graduate School of Law	Master's	57	27	32	49	55
	Doctoral	8	3	3	2	4
Graduate School of Economics	Master's	40	41	51	76	129
	Doctoral	2	3	3	7	1
Graduate School in Business Administration	Master's	53	73	76	110	118
	Doctoral	3	2	3	0	6
Graduate School of Sociology	Master's	47	42	68	89	112
	Doctoral	17	13	11	16	10
Graduate School of Letters	Master's	87	102	100	88	104
	Doctoral	27	24	21	21	26
Graduate School of Science and Engineering	Master's	490	392	401	471	432
	Doctoral	9	13	18	12	18
Graduate School of International Relations	Master's	36	40	45	38	81
	Doctoral	4	11	6	15	12
Graduate School of Policy Science	Master's	28	35	25	41	35
	Doctoral	4	4	6	6	4
Graduate School of Science for Human Services	Master's	83	106	78	–	–
Graduate School of Language Education & Information Science	Master's	79	69	80	98	82
Graduate School of Technology Management	Master's	28	38	23	123	102
	Doctoral	3	6	4	5	6
Graduate School of Public Policy	Master's	36	36	33	–	–
Graduate School of Sport and Health Science	Master's	31	21	16	38	34
	Doctoral	12	11	10	5	4
Graduate School of Image Arts	Master's	6	6	9	15	16
Graduate School of Information Science and Engineering	Master's	173	146	153	186	204
	Doctoral	6	7	8	9	9
Graduate School of Life Sciences	Master's	126	159	121	165	177
	Doctoral	0	11	5	4	2
Graduate School of Human Science	Master's	–	–	–	143	141
	Doctoral	–	–	–	44	36
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	15	5	7	17	21
Graduate School of Pharmacy	Four-Year Doctoral	5	4	2	1	8
School of Law	Professional Degree	307	239	182	218	166
Graduate School of Management	Professional Degree	50	72	51	64	101
Graduate School of Professional Teacher Education	Professional Degree	–	–	37	62	38
Master's Programs		1,400	1,333	1,311	1,730	1,822
Doctoral Programs		95	108	98	146	138
Five-Year Doctoral Programs		15	5	7	17	21
Four-Year Doctoral Programs		5	4	2	1	8
Professional Degree Programs		357	311	270	344	305
Total		1,872	1,761	1,688	2,238	2,294

*Only the figures for April admissions.

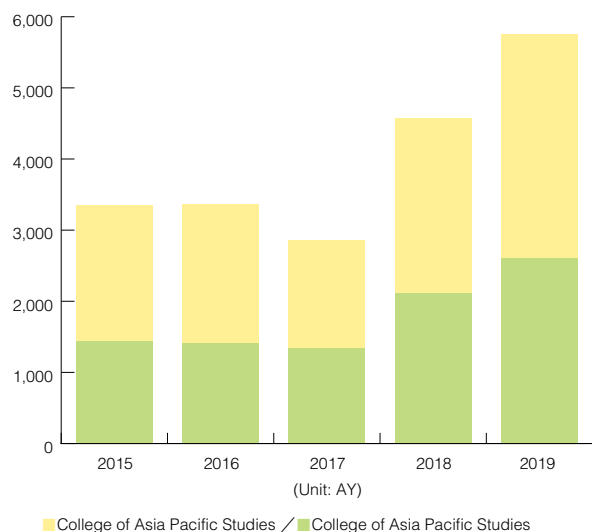


Ritsumeikan Asia Pacific University / College

Spring Enrollment

(Unit: Number of Persons)

College	2015	2016	2017	2018	2019
College of Asia Pacific Studies	1,902	1,949	1,507	2,449	3,135
College of International Management	1,447	1,417	1,344	2,122	2,613
Total	3,349	3,366	2,851	4,571	5,748

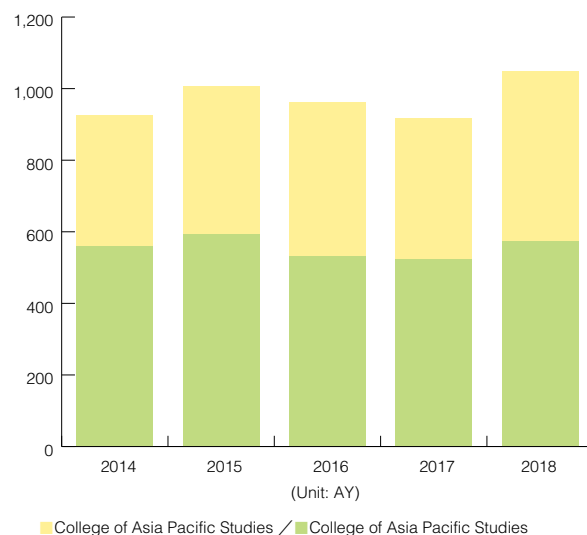


Ritsumeikan Asia Pacific University / College

Fall Enrollment

(Unit: Number of Persons)

College	2014	2015	2016	2017	2018
College of Asia Pacific Studies	365	411	429	392	474
College of International Management	561	594	533	524	575
Total	926	1,005	962	916	1,049



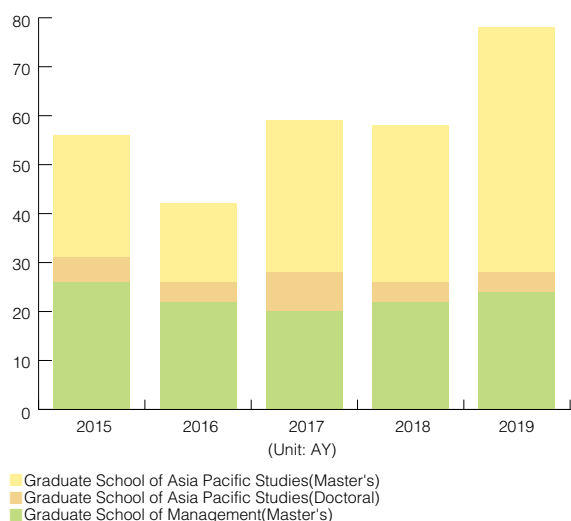
Ritsumeikan Asia Pacific University / Graduate Schools

Spring Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2015	2016	2017	2018	2019
Graduate School of Asia Pacific Studies	Master's	25	16	31	32	50
	Doctoral	5	4	8	4	4
Graduate School of Management	Master's	26	22	20	22	24
Master's Programs		51	38	51	54	74
Doctoral Programs		5	4	8	4	4
Total		56	42	59	58	78

* Only for spring admissions.

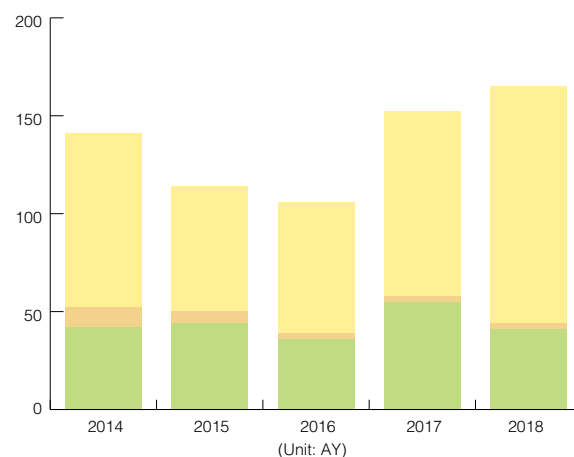


Ritsumeikan Asia Pacific University / Graduate Schools

Fall Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2014	2015	2016	2017	2018
Graduate School of Asia Pacific Studies	Master's	89	64	67	94	121
	Doctoral	10	6	3	3	3
Graduate School of Management	Master's	42	44	36	55	41
Master's Programs		131	108	103	149	162
Doctoral Programs		10	6	3	3	3
Total		141	114	106	152	165



3. Faculty and Staff Numbers (as of May 1, 2018)

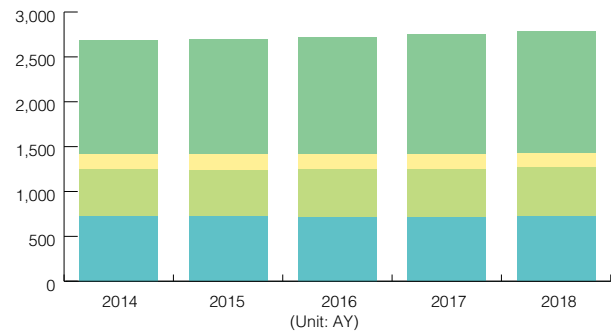
Faculty and Staff Numbers

(Unit: Number of Persons)

		2014	2015	2016	2017	2018
Ritsumeikan University	No. of Faculty	1,267	1,288	1,308	1,344	1,359
Ritsumeikan Asia Pacific University	No. of Faculty	174	173	172	169	166
Affiliated School	No. of Faculty	515	514	526	532	547
Ritsumeikan Trust	No. of Full-Time Staff	729	723	716	712	719
Total		2,685	2,698	2,722	2,752	2,791

*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.



■ Ritsumeikan University (No. of Faculty) /
 ■ Ritsumeikan Asia Pacific University (No. of Faculty) /
 ■ Affiliated School (No. of Faculty) / ■ Ritsumeikan Trust (No. of Full-Time Staff)

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	57.9
College of Economics	Department of Economics	71	46.8
College of Business Administration	Department of Business Administration	52	54.5
	Department of International Business Administration	15	44.1
	Total	67	52.2
College of Social Sciences	Department of Social Sciences	107	36.5
College of Letters	Department of Humanities	122	35.5
College of Science and Engineering	Department of Electrical and Electronic Engineering	30	21.1
	Department of Mechanical Engineering	33	22.1
	Department of Robotics	18	21.8
	Department of Mathematical Sciences	26	14.5
	Department of Physical Sciences	25	13.4
	Department of Electronic and Computer Engineering	18	22.3
	Department of Architecture and Urban Design	12	28.8
	Civil and Environmental Engineering	31	22.9
College of International Relations	Total	193	20.3
	Department of International Relations	59	23.6
	American University Ritsumeikan University Joint Degree Program	25	0.2
College of Policy Science	Total	63	22.2
	Department of Policy Science	53	31.2
	Department of Information Science and Engineering	98	20.7
College of Image Arts and Sciences	Department of Image Arts and Sciences	27	25.9
College of Pharmaceutical Sciences	Department of Pharmacy	44	14.0
	Department of Pharmaceutical Sciences	8	26.5
	Total	52	15.9
College of Life Sciences	Department of Applied Chemistry	21	19.2
	Department of Biotechnology	20	16.8
	Department of Bioinformatics	16	15.1
	Department of Biomedical Sciences	18	14.2
College of Sport and Health Science	Total	75	16.5
	Department of Sport and Health Science	35	28.1
	Department of Comprehensive Psychology	36	25.4
College of Gastronomy Management	Department of Gastronomy Management	24	14.8

* The number of enrolled students in the Department of Economics in the College of Economics includes 481 students from the Department of International Economics, a department for which student recruitment was discontinued.

* The number of enrolled students in the Department of Civil and Environmental Engineering in the College of Science and Engineering includes 553 students from the Department of Civil Engineering and Department of Environmental Systems Engineering, a department for which student recruitment was discontinued.

* Nine professors and 12 associate professors in the Department of International Relations of the College of International Relations are listed twice because they concurrently serve as full-time faculty in the American University-Ritsumeikan University Joint Degree Program.

*The number of enrolled students in the Department of Information Science and Engineering in the College of Information Science and Engineering includes 1,105 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	49	59.4
College of International Management	Graduate School of International Management	39	69.9

4. International Exchange

Number of Students Sent Overseas (as of March 31, 2019)

(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	146	College of International Relations	194	College of Sport and Health Science	25
College of Economics	206	College of Policy Science	139	College of Comprehensive Psychology	35
College of Business Administration	255	College of Information Science and Engineering	77	College of Gastronomy Management	16
College of Social Sciences	217	College of Image Arts and Science	14	Graduate Schools	93
College of Letters	437	College of Pharmaceutical Science	8		
College of Science and Engineering	107	College of Life Sciences	73		
				Total	2,042

*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).

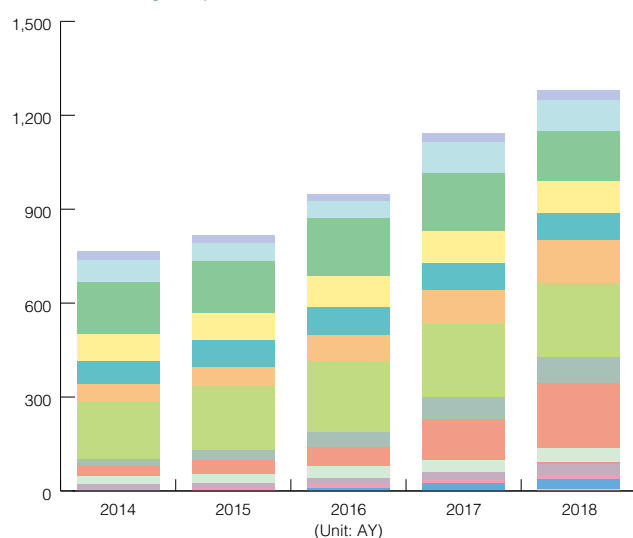
Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2018)

Ritsumeikan University / College

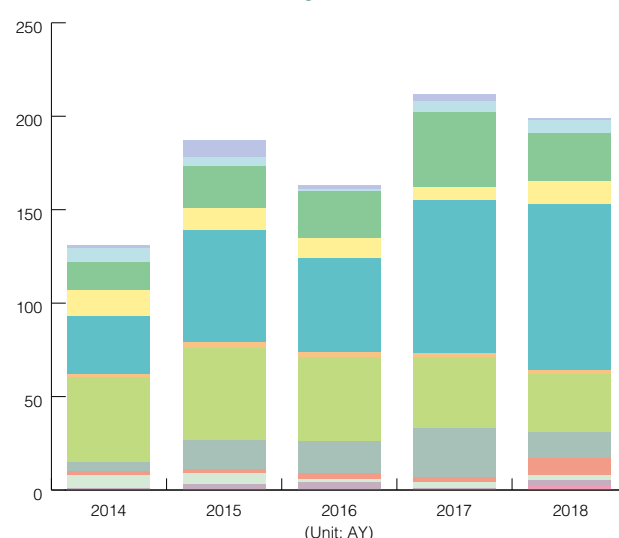
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
College of Law	29	27	25	26	33	2	9	2	4	1
College of Economics	71	56	53	101	100	7	5	1	6	7
College of Business Administration	166	165	184	183	159	15	22	25	40	26
College of Social Sciences	87	88	100	102	102	14	12	11	7	12
College of Letters	74	85	91	89	85	31	60	50	82	89
College of Science and Engineering	52	61	81	107	139	2	3	3	2	2
College of International Relations	184	206	227	234	236	45	49	45	38	31
College of Policy Science	22	30	48	70	81	5	16	17	26	14
College of Information Science and Engineering	34	47	60	130	210	2	2	3	3	9
College of Image Arts and Sciences	25	29	40	38	45	7	6	2	3	3
College of Pharmaceutical Science	0	0	0	1	5	0	0	0	0	0
College of Life Sciences	17	16	19	27	35	1	3	4	1	3
College of Sport and Health Science	5	7	12	10	12	0	0	0	0	2
College of Comprehensive Psychology	–	–	9	23	35	–	–	0	0	0
College of Gastronomy Management	–	–	–	–	4	–	–	–	–	0
Total	766	817	949	1,141	1,281	131	187	163	212	199

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



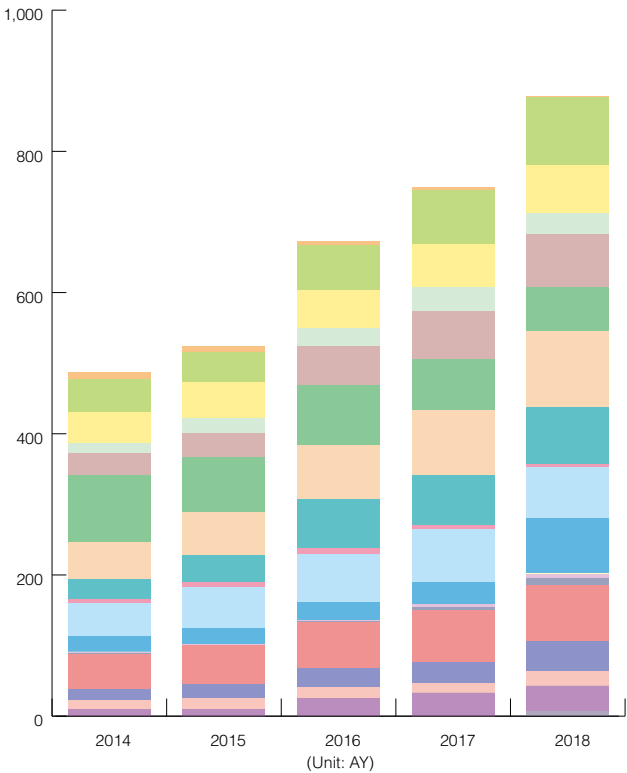
College of Law / College of Economics / College of Business Administration / College of Social Sciences / College of Letters / College of Science and Engineering / College of International Relations / College of Policy Science / College of Information Science and Engineering / College of Image Arts and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

Ritsumeikan University / Graduate School

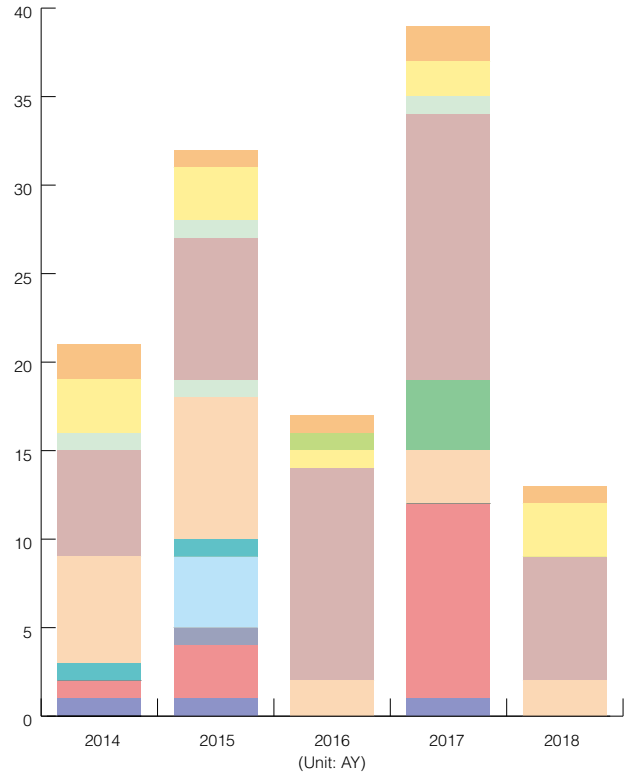
(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Graduate School of Law	9	9	6	4	1	2	1	1	2	1
Graduate School of Economics	48	43	63	76	97	0	0	1	0	0
Graduate School of Business Administration	43	51	55	62	68	3	3	1	2	3
Graduate School of Sociology	15	20	26	33	30	1	1	0	1	0
Graduate School of Letters	30	34	54	69	74	6	8	12	15	7
Graduate School of Science and Engineering	96	78	85	71	63	0	1	0	4	0
Graduate School of International Relations	52	61	77	93	107	6	8	2	3	2
Graduate School of Policy Science	29	39	69	71	82	1	1	0	0	0
Graduate School of Science for Human Services	5	6	8	5	3	0	0	0	0	0
Graduate School of Language Education and Information Science	47	58	69	76	73	0	4	0	0	0
Graduate School of Technology Management	22	23	25	30	78	0	0	0	0	0
Graduate School of Public Policy	0	0	0	1	1	0	0	0	0	0
Graduate School of Sport and Health Science	2	2	2	3	6	0	0	0	0	0
Graduate School of Image Arts	1	0	1	4	9	0	1	0	0	0
Graduate School of Information Science and Engineering	50	55	65	75	80	1	3	0	11	0
Graduate School of Life Sciences	15	20	26	29	43	1	1	0	1	0
Graduate School of Core Ethics and Frontier Sciences	14	15	17	14	20	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	9	10	25	33	36	0	0	0	0	0
Graduate School of Professional Teacher Education	-	-	-	0	0	-	-	-	0	0
Graduate School of Human Science	-	-	-	-	7	-	-	-	-	0
Total	487	524	673	749	878	21	32	17	39	13

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 / Graduate School of Human Science

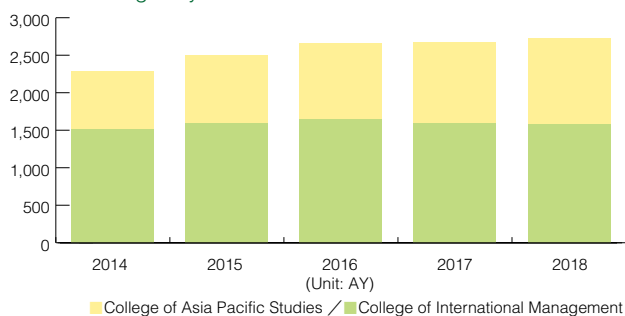
Ritsumeikan Asia Pacific University / College

(Unit: Number of Persons)

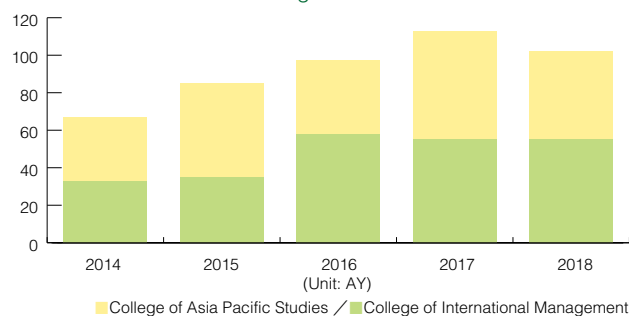
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
College of Asia Pacific Studies	768	919	1,015	1,075	1,139	34	50	39	58	47
College of International Management	1,518	1,587	1,646	1,594	1,582	33	35	58	55	55
Total	2,286	2,506	2,661	2,669	2,721	67	85	97	113	102

Number of Regularly-Enrolled International Students



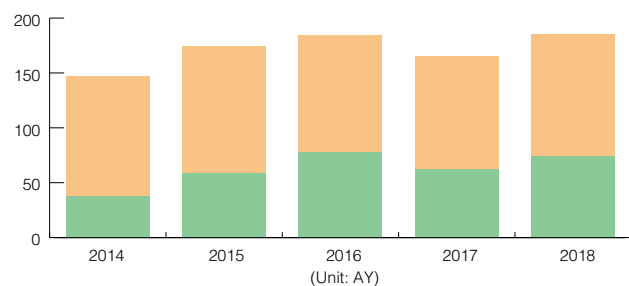
Number of Short-Term Exchange Students



Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2014	2015	2016	2017	2018
Graduate School of Asia Pacific Studies	109	115	106	103	111
Graduate School of Management	38	59	78	62	74
Total	147	174	184	165	185



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
	Undergraduate	Graduate		
China	733	563	45	1,341
Korea	375	26	32	433
Indonesia	26	59	8	93
Taiwan	25	19	9	53
Thailand	11	26	2	39
Malaysia	21	13	0	34
Vietnam	8	18	1	27
Myanmar	0	15	0	15
India	19	7	0	26
Bangladesh	1	23	0	24
Singapore	8	1	2	11
Hong Kong	8	1	3	12
Mongolia	1	4	0	5
Nepal	2	6	0	8
Laos	0	3	0	3
Pakistan	0	1	0	1
Philippines	0	3	0	3
Macau	1	0	0	1
Sri Lanka	1	0	0	1
Asia Subtotal	1,240	788	102	2,130
Afghanistan	0	8	0	8
Saudi Arabia	1	3	0	4
Turkey	0	2	0	2
U.A.E.	1	0	0	1
Middle East Subtotal	2	13	0	15
Kenya	0	4	0	4
Egypt	1	3	0	4
Uganda	2	0	0	2
Nigeria	0	3	0	3

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Undergraduate	Graduate		
Madagascar	0	1	0	1
Mozambique	0	2	0	2
Morocco	0	1	0	1
Somalia	1	1	0	2
South Africa	0	3	0	3
Namibia	1	0	0	1
Cameroon	0	1	0	1
Zambia	0	1	0	1
Zimbabwe	0	1	0	1
Senegal	0	2	0	2
South Sudan	0	1	0	1
Africa Subtotal	5	24	0	29
U.S.A	14	10	48	72
Canada	3	1	5	9
Mexico	0	3	4	7
Venezuela	1	0	0	1
Chile	0	1	0	1
North America & South America Subtotal	18	15	57	90
Australia	2	0	7	9
Samoa	0	1	0	1
Solomon Islands	0	1	0	1
New Zealand	0	0	2	2
Oceania Subtotal	2	2	9	13
Germany	0	2	6	8
France	0	0	12	12
Kyrgyz	0	12	0	12
U.K.	3	2	5	10
Uzbekistan	1	5	0	6

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Undergraduate	Graduate		
Sweden	3	0	1	4
Italy	0	2	1	3
Norway	1	0	4	5
Spain	1	1	3	5
Hungary	0	4	2	6
Ireland	0	0	2	2
Finland	0	0	3	3
Estonia	2	0	0	2
Russia	2	1	0	3
Belgium	1	0	0	1
Ukraine	0	1	0	1
Switzerland	0	1	0	1
Bulgaria	0	1	0	1
Lithuania	0	1	1	2
Iceland	0	0	1	1
Czech	0	1	1	2
Poland	0	1	0	1
Slovak	0	1	1	2
Denmark	0	0	1	1
Europe Subtotal	14	36	44	94
Total	1,281	878	212	2,371
Kinugasa Campus	501	317	146	964
Biwako-Kusatsu Campus	505	289	23	817
Osaka Ibaraki Campus	275	271	43	589
Suzaku Campus	0	1	0	1

*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	Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total	Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total
Korea	530	4	0	5	539	Ghana	2	1	1	0	4	Solomon Islands	0	2	0	0	2
Vietnam	428	29	0	4	461	Somalia	2	1	0	0	3	Marshall Islands	1	0	0	0	1
China	397	9	2	5	413	Ethiopia	1	2	0	0	3	Kiribati	0	1	0	0	1
Indonesia	389	13	0	2	404	Angola	1	1	0	0	2	Niue	0	1	0	0	1
Thailand	272	5	1	0	278	Liberia	1	1	0	0	2	Vanuatu	0	1	0	0	1
Bangladesh	105	13	0	0	118	South Sudan	0	2	0	0	2	Papua New Guinea	0	1	0	0	1
Taiwan	71	2	0	7	80	Rwanda	1	0	0	0	1	Oceania Subtotal	36	9	0	2	47
Nepal	66	3	0	0	69	South Africa	1	0	0	0	1	Uzbekistan	65	0	0	0	65
Sri Lanka	63	5	0	0	68	Cameroon	0	1	0	0	1	U.K.	0	1	0	12	13
India	60	7	0	0	67	Cote d'Ivoire	0	1	0	0	1	Norway	9	2	0	1	12
Mongolia	35	3	0	0	38	Sao Tome and Principe	0	1	0	0	1	France	4	0	0	6	10
Myanmar	22	11	0	0	33	Sudan	0	1	0	0	1	Finland	5	0	0	4	9
Malaysia	18	0	0	0	18	Senegal	0	1	0	0	1	Tajikistan	0	9	0	0	9
Philippines	10	6	0	1	17	Tanzania	0	1	0	0	1	Germany	5	1	0	1	7
Hong Kong	3	0	0	9	12	Burkina Faso	0	1	0	0	1	Netherlands	4	1	0	0	5
Cambodia	9	2	0	0	11	Mozambique	0	1	0	0	1	Azerbaijan	1	0	0	4	5
Pakistan	9	1	0	0	10	Africa Subtotal	27	25	1	0	53	Italy	0	0	1	3	4
Singapore	6	0	0	3	9	U.S.A	43	7	1	15	66	Sweden	1	0	0	2	3
Bhutan	3	0	0	0	3	Mexico	3	2	0	3	8	Lithuania	1	1	0	0	2
Laos	1	2	0	0	3	Canada	1	0	0	3	4	Kyrgyz	0	1	0	1	2
Maldives	1	0	0	0	1	Ecuador	2	0	0	0	2	Switzerland	0	1	0	1	2
Asia Subtotal	2,498	115	3	36	2,652	Colombia	1	1	0	0	2	Estonia	1	0	0	0	1
Afghanistan	1	4	0	1	6	El Salvador	0	1	0	0	1	Austria	1	0	0	0	1
Yemen	3	0	0	0	3	Guayana	0	1	0	0	1	Georgia	1	0	0	0	1
Syrian	0	2	0	0	2	Argentina	0	0	0	1	1	Bulgaria	1	0	0	0	1
Iran	1	0	0	0	1	North America & South America Subtotal	50	12	1	22	85	Belgium	1	0	0	0	1
Turkey	1	0	0	0	1	Fiji	9	1	0	0	10	Poland	1	0	0	0	1
Lebanon	1	0	0	0	1	Australia	7	0	0	2	9	Moldova	1	0	0	0	1
Middle East Subtotal	7	6	0	1	14	Samoa	8	0	0	0	8	Russia	0	1	0	0	1
Kenya	10	1	0	0	11	Tonga	4	2	0	0	6	Europe Subtotal	102	18	1	35	156
Nigeria	3	5	0	0	8	New Zealand	5	0	0	0	5	Other	1	0	0	0	1
Botswana	3	1	0	0	4	Micronesia	2	0	0	0	2	Other Subtotal	1	0	0	0	1
Uganda	2	2	0	0	4							Total	2,721	185	6	96	3,008

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

5. Number of Degrees Granted (as of March 31, 2019)

	Degree	Number
Ritsumeikan University Graduate School	Doctoral	97
	Master's	983
	Professional	79
Ritsumeikan Asia Pacific University Graduate School	Doctoral	2
	Master's	72

6. Number of Students Passing Difficult Examinations (as of 2018)

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	329
2	Kyoto University	151
3	Waseda University	111
4	Tohoku University	82
4	Keio University	82
6	Hokkaido University	67
7	Osaka University	55
8	Chuo University	50
9	Kobe University	48
10	Okayama University	45
18	Ritsumeikan University	32

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	Kyoto University	128
2	University of Tokyo	121
3	Keio University	118
4	Waseda University	110
5	Chuo University	101
6	Hitotsubashi University	72
7	Kobe University	51
8	Osaka University	50
9	Kyushu University	29
9	Nagoya University	29
18	Ritsumeikan University	15

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

Rank	University	Number
1	Keio University	144
2	Waseda University	115
3	Chuo University	77
3	Meiji University	77
5	University of Tokyo	43
6	Ritsumeikan University	39
6	Kyoto University	39
8	Hitotsubashi University	37
9	Kwansei Gakuin University	34
10	Rikkyo University	32

(Mitakai survey of CPAs)

7. Post-graduation Career Paths (as of March 31, 2019)

Ritsumeikan University / Advancement Rate

(Unit: %)

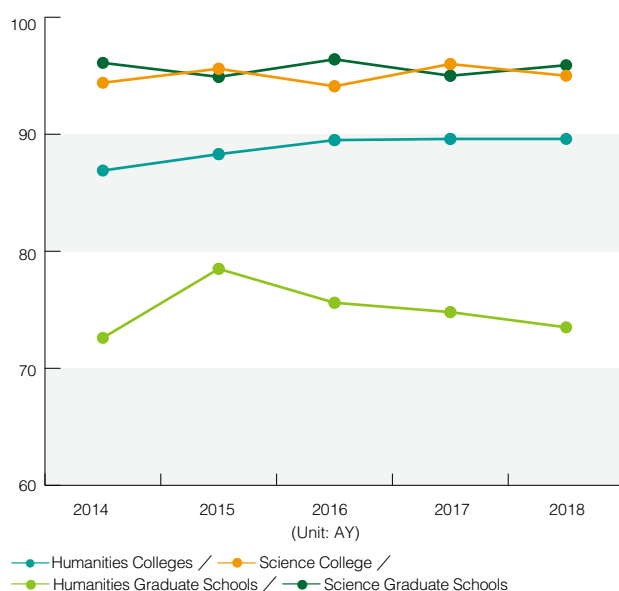
	2014	2015	2016	2017	2018
Humanities Colleges	86.9	88.3	89.5	89.6	89.6
Science Colleges	94.4	95.6	94.1	96.0	95.0
Humanities Graduate Schools	72.6	78.5	75.6	74.8	73.5
Science Graduate Schools	96.1	94.9	96.4	95.0	95.9

*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: %)

	2014	2015	2016	2017	2018
Humanities Colleges	97.8	97.5	97.9	97.9	98.0
Science Colleges	99.4	99.7	99.2	99.9	99.7
Humanities Graduate Schools	97.0	98.3	97.9	97.6	97.9
Science Graduate Schools	99.2	99.7	99.8	100.0	99.7

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

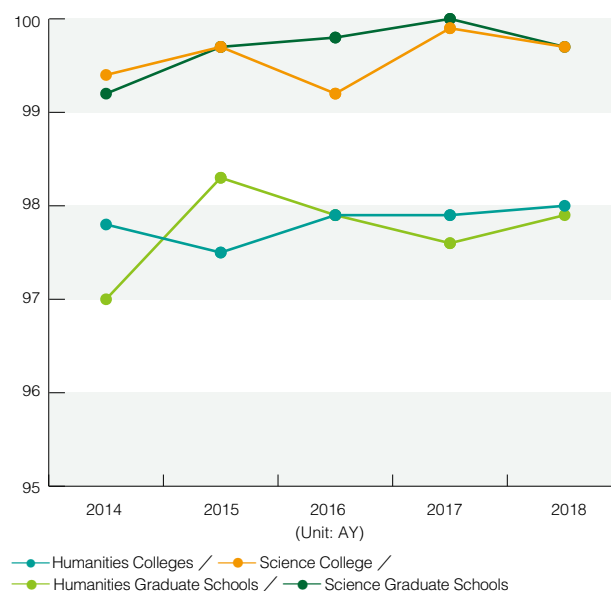
*Advancement Rate = (Job Placement + Advancement) ÷ No. of Graduates × 100.

*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.



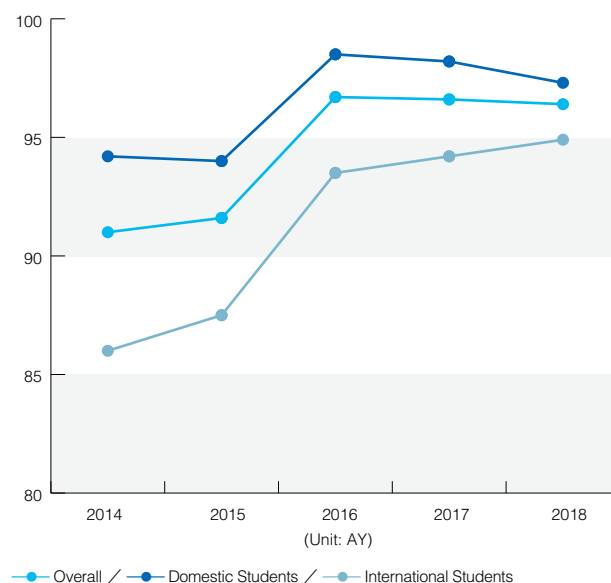
Ritsumeikan Asia Pacific University / Job Placement Rate (Unit: %)

	2014	2015	2016	2017	2018
Overall	91.0	91.6	96.7	96.6	96.4
Domestic Students	94.2	94.0	98.5	98.2	97.3
International Students	86.0	87.5	93.5	94.2	94.9

*Job placement rate = Successful hires ÷ job seekers × 100.

*Includes fall graduates.

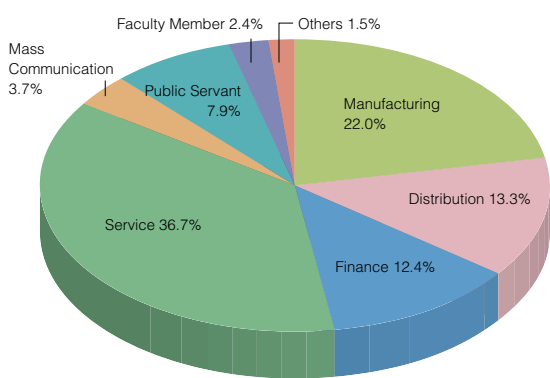
*Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), individuals who continue their studies while seeking employment, individuals who go on to work in a family business, and individuals who start a business.



Ritsumeikan University / Job placement statistics by industry

Industry	Ratio
Manufacturing	22.0%
Distribution	13.3%
Finance	12.4%
Service	36.7%
Mass Communication	3.7%
Public Servant	7.9%
Faculty Member	2.4%
Others	1.5%

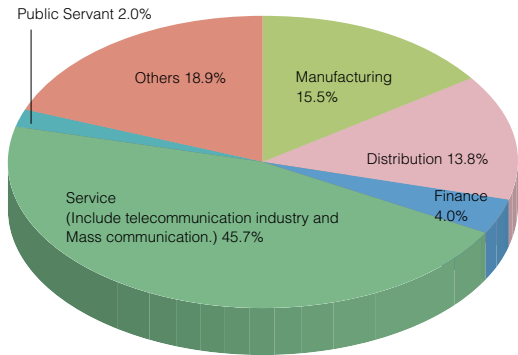
*Includes September 2018 and March 2019 graduates.
*Others include those who: Continue their studies while seeking employment, go on to work in a family business, sign a professional sports contract, start a business and who failed to clearly report their career decision.
*About the type of industry 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	15.5%
Distribution	13.8%
Finance	4.0%
Service (Include telecommunication industry and Mass communication.)	45.7%
Public Servant	2.0%
Others	18.9%

*Includes September 2018 and March 2019 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, 2019)

Ritsumeikan University

		Number	Amount(JPY)
Public Research Funding	Grants-in-Aid for Scientific Research (MEXT / JSPS) *1	621	1,390,540,000
	MEXT-Supported Program for the Strategic Research Foundation at Private Universities	5	70,299,000
	Private University Research Branding Project	1	40,000,000
	Other Public Research Funding	113	1,349,007,287
Research Funding for Industry-Academia Cooperation	Contracted Research	297	427,692,743
	Joint research	179	206,065,182
	Grants and Subsidies etc.	108	92,363,501
	Private Research Funding	126	83,306,391
	Revenue from Patents etc *2	28	4,126,789
	Other revenue *3	48	19,814,700
Total		1,526	3,683,215,593

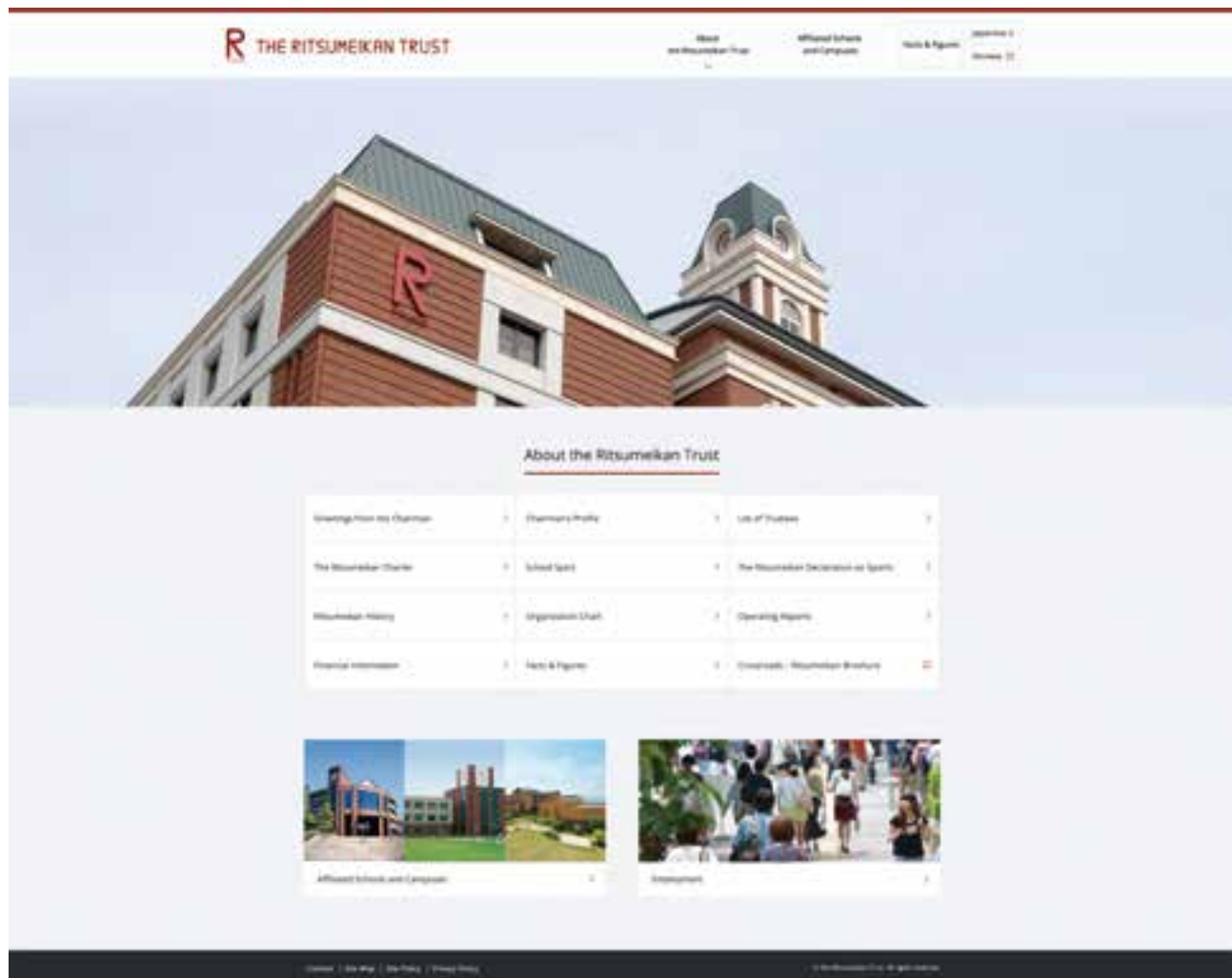
*1: Including Grant-in-Aid for JSPS Fellows and fund for the Promotion of Joint International Research (Fostering Joint International Research) .
*2: Royalties, Licensing and Transfer Fees.
*3: Revenue from Research Consortium Membership Dues, Rental Fee for SR Center by Non-university Personnel.

Regarding the disclosure of information on our homepage

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

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

HOME





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