

AY 2019

Operating Report

2019 RITSUMEIKAN OPERATING REPORT

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On the Issuance of the AY2019 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 2019 academic year marks the final phase of the R2020 Second Half Plan (AY2016 - 2020).

Globalization is currently one of the most important issues facing higher education in Japan. At Ritsumeikan, the universities and schools have been implementing measures in accordance with the Ritsumeikan Global Initiative, our strategy to internationalize the Academy. Both Ritsumeikan University and Ritsumeikan Asia Pacific University were selected by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for the Top Global University (SGU) Project, and both received A grades on their mid-term evaluations in AY2017 for their "ambitious initiatives." Meanwhile, Ritsumeikan Senior High School, Ritsumeikan Uji Senior High School, and Ritsumeikan Keisho Senior High School, were all selected by MEXT for the Super Global High School (SGH) Project, and all of the affiliated schools were all selected again as either core or partner schools for the Project for the Creation of Worldwide Learning (WWL) Consortia, the successor project to the SGH Project. Again this academic year, Ritsumeikan tapped into its networks to undertake a wide range of initiatives including the establishment of English-only undergraduate degree-programs, the construction of international dormitories and international exchange facilities, and establishment of new overseas offices, and the conclusion of new education and research partnerships with elite foreign universities. Taking pride in these achievements, we will harness the power of the entire Academy as we continue pursuing a wide range of initiatives.

At Ritsumeikan University, we opened the College of Global Liberal Arts in AY2019, and this April, we established the Master's Program in Pharmaceutical Sciences in the Graduate School of Pharmacy. At present, preparations are underway for the establishment of a Doctoral Program in Pharmaceutical Sciences in the Graduate School of Pharmacy and the Graduate School of Gastronomy Management. Going forward, we will continue to pursue progressive academic developments in response to the demands of society. In terms of research, we continue to maintain a strong reputation as evidenced by setting a new record high for the number of Grant-in-Aid for Scientific Research awards.

Furthermore, we have strived to further improve our campuses by opening the Wakebayashi International Exchange Center and OIC Global House on Osaka Ibaraki Campus and renovating the Zonshinkan and other facilities on the Kinugasa Campus.

At Ritsumeikan Asia Pacific University, a plan is being worked out for the establishment of a new college in the field of sustainable development and tourism, and the Center for Inclusive Leadership, which was selected by MEXT for the Private University Branding Project, is pursuing myriad initiatives. As one of Japan's premier international universities, APU will continue striving to improve its

international competitive edge and communicate its strengths to the world.

Meanwhile, the affiliated schools continue to pursue a range of distinctive initiatives. We implemented the 12-year integrated education system that encompasses Ritsumeikan Primary School, Ritsumeikan Junior High School, and Ritsumeikan Senior High School, while Ritsumeikan Keisho Junior and Senior High, Ritsumeikan Uji Junior and Senior High School, and Ritsumeikan Moriyama Junior and Senior High School all moved forward with discussions to work out the details of their respective future plans. Having 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 worked toward formulating key targets and design challenges for this vision ahead of the 2020 academic year. In AY2019, we pursued many new initiatives. The Ritsumeikan Office of SDGs Promotion, which was established based on the Action Challenges (i.e., the promotion of the SDGs and the visualization of Ritsumeikan's knowledge), implemented and publicized a variety of SDGs-themed events, and Ritsumeikan Impact-Makers Inter X (RIMIX) held the Chancellor's Pitch Challenge event.

This report was formulated to communicate the Academy's initiatives for AY2019 to all of our stakeholders.

The novel coronavirus pandemic that struck at the end of AY2019 is having a profound impact on society, and efforts are being made throughout Japan and around the world as well as inside and outside of the Academy to respond to this crisis. To overcome the global crisis brought on by this pandemic, we, as an institution of education and research, must fulfill our social responsibility to continue providing education and conducting research after taking measures to protect the lives, safety, and health of everyone involved in these activities, and we will continue deliberating and implementing the necessary support measures for our students.

We kindly request your continued understanding and support.

May 22, 2020



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.

The logo features a large, bold, red capital letter 'R' followed by the numbers '2020' in a black, sans-serif font.

"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

1-3. R2030 – Our Vision for Ritsumeikan in 2030 –

To date, the Ritsumeikan Academy has pursued progressive education and research that gives expression to its educational philosophy of 'peace and democracy', which is rooted in the institution's founding ideals of 'freedom and innovation'. In 2010, we formulated the Academy Vision for 2020 with its slogan "Creating a Future Beyond Borders," and since then have

assiduously pursued further institutional development.

Carrying forward this spirit and philosophy while paying respect to our history, we, the members of the Ritsumeikan Academy, hereby officially proclaim the R2030 Ritsumeikan Academy Vision, our formal expression of what we aim to become by the year 2030.

R2030 Academy Vision

Challenge **your** mind Change **our** future

Today, societies around the world are caught up in a whirlwind of change.

We face an uncertain future more difficult day by day to comprehend.

But the age demands of educational institutions a positive vision for the world of the future.

To realize the Ritsumeikan Vision, we must attract a diverse array of people while cultivating
the virtues of flexibility and courage to change.

To this end, we must accept differing values and strive to better ourselves without fear of
potential discord. Together, we will overcome the limitations that have, until now, held us
back and apart.

Together, we will rise to the challenge to create a world in which myriad human endeavors
lead to a bright future, filled with the promise of hope, peace, and freedom.

R2030 Academy Vision: Ideal Shape of the Academy and Ideal Qualities in Our People



Ideal Shape of the Academy

An Academy that serves as a community hub for lifelong learning
We aim to become an Academy that serves as a "port of call" that learners can turn to as and when required, at each stage of their lives, and find a way to study that suits their needs, so they can develop the ability to tackle new challenges.

An Academy that tackles the issues facing human society
We aim to become an Academy that strives to identify and find solutions for the myriad problems the world faces at various levels and on a variety of scales.

An Academy dedicated to realizing diversity and inclusion
We aim to become an Academy that generates a multitude of connections while working with others and seeking to understand and respect individual points of view as premised on the range of diversity in society, including diversity among individuals, organizations, regions, countries, religions, customs, cultures and generations.



Ideal Qualities in Our People

People imbued with enterprising spirit

Our people are strong-willed individuals who persevere to overcome obstacles without fear of disputes or failure.

People who can respond to changes in society, think independently, and take action

Our people understand social change and have the insight to recognize the myriad issues that society faces, whilst at the same time taking affirmative steps to resolve them.

People equipped with a sense of global citizenship

Our people recognize that they are members of a global society, and take up the challenge of creating a multicultural society by respecting the standpoints and views of others and seeking harmonious solutions to problems.







Policy Objectives of the R2030 Academy Vision



2. History of the Ritsumeikan Trust (as of May 1, 2019)

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 Hachikenyadani, 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, 2019)

Ritsumeikan University	Kinugasa Campus 56-1 Toji-in Kitamachi, Kita-ku, Kyoto	Biwako-Kusatsu Campus 1-1-1 Noji-Higashi, Kusatsu, Shiga	Suzaku Campus 1 Nishinokyo-Suzaku-cho, Nakagyo-ku, Kyoto	Osaka Ibaraki Campus 2-150, Iwakura-cho, Ibaraki, Osaka
	 <p>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</p>	 <p>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</p>	 <p>School of Law Graduate School of Public Policy Graduate School of Professional Teacher Education</p>	 <p>College of Business Administration College of Policy Science College of Comprehensive Psychology College of Global Liberal Arts Graduate School of Business Administration Graduate School of Policy Science Graduate School of Technology Management Graduate School of Management Graduate School of Human Science</p>
Ritsumeikan Asia Pacific University	1-1 Jumonjibaru, Beppu, Oita	<p>College of Asia Pacific Studies College of International Management Graduate School of Asia Pacific Studies Graduate School of Management</p>		
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, 2019)

(Unit: Number of Persons)

College	Department	Enrollment Capacity	Transfer Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
College of Law	Department of Law	720	—	721	3,055	3,363	Changed enrollment capacity in AY 2019 (755 > 720)
	Total	720	—	721	3,055	3,363	
College of Economics	Department of Economics	760	—	783	2,885	3,059	Changed enrollment capacity in AY 2019 (795 > 760)
	Department of International Economics	—	—	—	200	282	Student recruitment suspended in April 2017
	Total	760	—	783	3,085	3,341	
College of Business Administration	Department of Business Administration	650	—	681	2,610	2,773	Changed enrollment capacity in AY 2019 (675 > 650)
	Department of International Business Administration	145	—	145	595	620	Changed enrollment capacity in AY 2019 (150 > 145)
	Total	795	—	826	3,205	3,393	
College of Social Sciences	Department of Social Sciences	810	—	708	3,420	3,656	
	Total	810	—	708	3,420	3,656	
College of Letters	Department of Humanities	980	—	978	3,845	4,097	
	Total	980	—	978	3,845	4,097	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	144	628	611	
	Department of Mechanical Engineering	173	10	148	699	711	
	Department of Civil Engineering	—	2	—	179	205	Student recruitment suspended in April 2018
	Department of Environmental Systems Engineering	—	2	—	148	169	Student recruitment suspended in April 2018
	Department of Robotics	90	6	91	365	401	
	Department of Mathematical Sciences	97	—	103	381	376	
	Department of Physical Sciences	86	2	92	340	331	
	Department of Electronic and Computer Engineering	102	8	106	416	425	
	Department of Architecture and Urban Design	91	4	83	363	345	
	Department of Civil and environmental engineering	166	—	169	332	324	Established in April 2018
College of International Relations	Total	959	46	936	3,851	3,898	
	Department of International Relations	335	—	313	1,310	1,368	
	American University Ritsumeikan University Joint Degree Program	25	—	17	50	19	Established in April 2018
College of Policy Science	Total	360	—	330	1,360	1,387	
	Department of Policy Science	410	—	436	1,590	1,706	
	Total	410	—	436	1,590	1,706	
College of Information Science and Engineering	Department of Information Science and Engineering	475	40	433	1,465	1,335	Established in April 2017
	Department of Computer Science	—	—	—	120	166	Student recruitment suspended in April 2017
	Department of Information and Communication Science	—	—	—	120	142	Student recruitment suspended in April 2017
	Department of Media Technology	—	—	—	120	152	Student recruitment suspended in April 2017
	Department of Human and Computer Intelligence	—	—	—	120	189	Student recruitment suspended in April 2017
College of Image Arts and Sciences	Total	475	40	433	1,945	1,984	
	Department of Image Arts and Sciences	160	—	157	630	667	
	Total	160	—	157	630	667	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	84	600	579	
	Department of Pharmaceutical Sciences	60	—	61	240	240	
	Total	160	—	145	840	819	
College of Life Sciences	Department of Applied Chemistry	111	—	101	413	413	
	Department of Biotechnology	86	—	83	338	343	
	Department of Bioinformatics	64	—	60	252	240	
	Department of Biomedical Sciences	64	—	63	252	256	
College of Sport and Health Science	Total	325	—	307	1,255	1,252	
	Department of Sport and Health Science	235	—	247	925	1,000	
	Total	235	—	247	925	1,000	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	236	1,120	1,150	
	Total	280	—	236	1,120	1,150	
College of Gastronomy Management	Department of Gastronomy Management	320	—	250	640	602	Established in April 2018
	Total	320	—	250	640	602	
College of Global Liberal Arts	Department of Global Liberal Arts	100	—	23	100	23	Established in April 2019
	Total	100	—	23	100	23	
Total		7,849	86	7,516	30,866	32,338	

*Enrollee numbers are the total number of students admitted in June 2018, September 2018, and April 2019. In addition, the number of students enrolled in April 2019 does not include students who are not enrolled as of May 1st.

*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.

(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	29	120	45	
	Doctoral Program	10	2	30	6	
	Total	70	31	150	51	
Graduate School of Economics	Master's Program	50	51	100	115	
	Doctoral Program	5	3	15	18	
	Total	55	54	115	133	
Graduate School of Business Administration	Master's Program	60	34	120	73	
	Doctoral Program	15	5	45	13	
	Total	75	39	165	86	
Graduate School of Sociology	Master's Program	60	32	120	62	
	Doctoral Program	15	1	45	62	
	Total	75	33	165	124	
Graduate School of Letters	Master's Program	105	62	210	132	
	Doctoral Program	35	17	105	92	
	Total	140	79	315	224	
Graduate School of Science and Engineering	Master's Program	450	365	900	763	
	Doctoral Program	40	25	120	76	
	Total	490	390	1,020	839	
Graduate School of International Relations	Master's Program	60	72	120	141	
	Doctoral Program	10	7	30	35	
	Total	70	79	150	176	
Graduate School of Policy Science	Master's Program	40	20	80	78	
	Doctoral Program	15	8	45	32	
	Total	55	28	125	110	
Graduate School of Science for Human Services	Master's Program	—	—	0	4	Student recruitment suspended in April 2018
	Doctoral Program	—	—	0	4	
	Total	—	—	0	4	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	13	150	168	
	Doctoral Program	30	13	150	168	
	Total	30	13	150	168	
Graduate School of Language Education and Information Science	Master's Program	60	40	120	93	
	Doctoral Program	60	40	120	93	
	Total	60	40	120	93	
School of Law	Professional Degree Program	70	46	210	79	
	Doctoral Program	70	46	210	79	
	Total	70	46	210	79	
Graduate School of Technology Management	Master's Program	70	52	140	147	
	Doctoral Program	5	7	15	33	
	Total	75	59	155	180	
Graduate School of Management	Professional Degree Program	80	59	160	112	
	Doctoral Program	80	59	160	112	
	Total	80	59	160	112	
Graduate School of Public Policy	Master's Program	—	—	0	2	Student recruitment suspended in April 2018
	Doctoral Program	—	—	0	2	
	Total	—	—	0	2	
Graduate School of Sport and Health Science	Master's Program	25	27	50	58	
	Doctoral Program	8	4	24	35	
	Total	33	31	74	93	
Graduate School of Image Arts	Master's Program	10	10	20	18	
	Doctoral Program	10	10	20	18	
	Total	10	10	20	18	
Graduate School of Information Science and Engineering	Master's Program	200	203	400	398	
	Doctoral Program	15	14	45	38	
	Total	215	217	445	436	
Graduate School of Life Sciences	Master's Program	150	157	300	313	
	Doctoral Program	15	2	45	27	
	Total	165	159	345	340	
Graduate School of Pharmacy	Four-Year Doctoral Program	3	7	12	17	
	Doctoral Program	3	7	12	17	
	Total	3	7	12	17	
Graduate School of Professional Teacher Education	Professional Degree Program	35	26	70	68	Established in April 2017
	Doctoral Program	35	26	70	68	
	Total	35	26	70	68	
Graduate School of Human Science	Master's Program	65	55	130	115	Established in April 2018
	Doctoral Program	20	26	40	49	
	Total	85	81	170	164	
Master's Program		1,465	1,209	2,930	2,557	
Doctoral Program		208	121	604	516	
Five-Year Doctoral Program		30	13	150	168	
Four-Year Doctoral Program		3	7	12	17	
Professional Degree Program		185	131	440	259	
Total		1,891	1,481	4,136	3,517	

*Enrollee numbers are the total number of students admitted in September 2018 and April 2019. In addition, the number of students enrolled in April 2019 does not include students who are not enrolled as of May 1st.

4-2. Ritsumeikan Asia Pacific University (as of May 1, 2019)

(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	678	2,652	2,822	
Total		660	12	18	678	2,652	2,822	
College of International Management	Department of International Management	660	22	31	640	2,708	2,659	
Total		660	22	31	640	2,708	2,659	
Total		1,320	34	49	1,318	5,360	5,481	

*Enrollee numbers are the total number of students admitted in Fall 2018 and Spring 2019.

(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	78	120	122	
	Doctoral Program	10	4	30	20	
	Total	70	82	150	142	
Graduate School of Management	Master's Program	40	28	80	72	
	Total	40	28	80	72	
	Total	110	110	230	214	

*Enrollee numbers are the total number of students admitted in Fall 2018 and Spring 2019.

4-3. Ritsumeikan Junior and Senior High School (as of May 1, 2019)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	276	645	759	
Ritsumeikan Senior High School	Full-time general course	360	373	1,080	1,022	

4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2019)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	179	540	517	
Ritsumeikan Uji Senior High School	Full-time general course	405	362	1,215	1,090	

4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2019)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	181	540	560	
Ritsumeikan Keisho Senior High School	Full-time general course	305	322	915	953	

4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2019)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	163	480	470	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	324	960	950	

4-7. Ritsumeikan Primary School (as of May 1, 2019)

(Unit: Number of Persons)

School	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Primary School	120	121	720	709	

5. Executives (Trustees and Auditors) (as of March 31, 2020)

Fixed number of Executives: 43 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	Takuro Kawane	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Tadao Isaka	Full-time	Trustee; Dean, Ritsumeikan University College of Business Administration	Midori Kokubo	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	Shigeru Takayama	Full-time
Executive Trustee of General Affairs	Yukio Nishikawa	Full-time	Trustee; Dean, Ritsumeikan University College of International Relations	Ritsuko Kawamura	Full-time
Executive Trustee of Financial Affairs	Hiroki Shikata	Full-time	Trustee; Dean, Ritsumeikan University College of Policy Science	Mitsuru Sato	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	Shuji Yamamoto	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	Takeshi Kikuchi	Full-time
Trustee	Kimihiko Uemura	Part-time	Trustee; Dean, Ritsumeikan University College of Sport and Health Science	Jin Nagazumi	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 University College of Global Liberal Arts	Tsutomu Kanayama	Full-time
Trustee	Yasuko Sasaki	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	LI yan	Full-time
Trustee	Hideo Takasaki	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of International Management	Toshitsugu Otake	Full-time
Trustee	Izuhiko Matsui	Part-time	Auditor	Yoshikazu Sagami	Full-time
Trustee	Kenji Murakami	Part-time	Auditor	Takanori Ozaki	Part-time
Trustee	Makoto Yamanaka	Part-time	Auditor	Yasuhiko Watanabe	Part-time

6. Councilors (as of March 31, 2020)

Fixed number of Councilors: 102 (including 43 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)	LEE Geunhee
Councilor (Internal)	Tomomi Ishima
Councilor (Internal)	Masahiko Itaki
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)	Hirotooshi Kinukawa
Councilor (Internal)	Nobuyuki Kuno

Position	Name
Councilor (Internal)	Yumi Sakurai
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)	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, 2020)



President of Ritsumeikan University

Yoshio Nakatani



President of Ritsumeikan Asia Pacific University

Haruaki Deguchi

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

Miki Horie



Principal of Ritsumeikan Uji Junior and Senior High School

FOX, Charles Edward



Principal of Ritsumeikan Keicho Junior and Senior High School

Nobuyuki Kuno



Principal of Ritsumeikan Moriyama Junior and Senior High School

Keiji Terada

8. Overview of Faculty and Staff (as of May 1, 2019)

(Unit: Number of Persons)

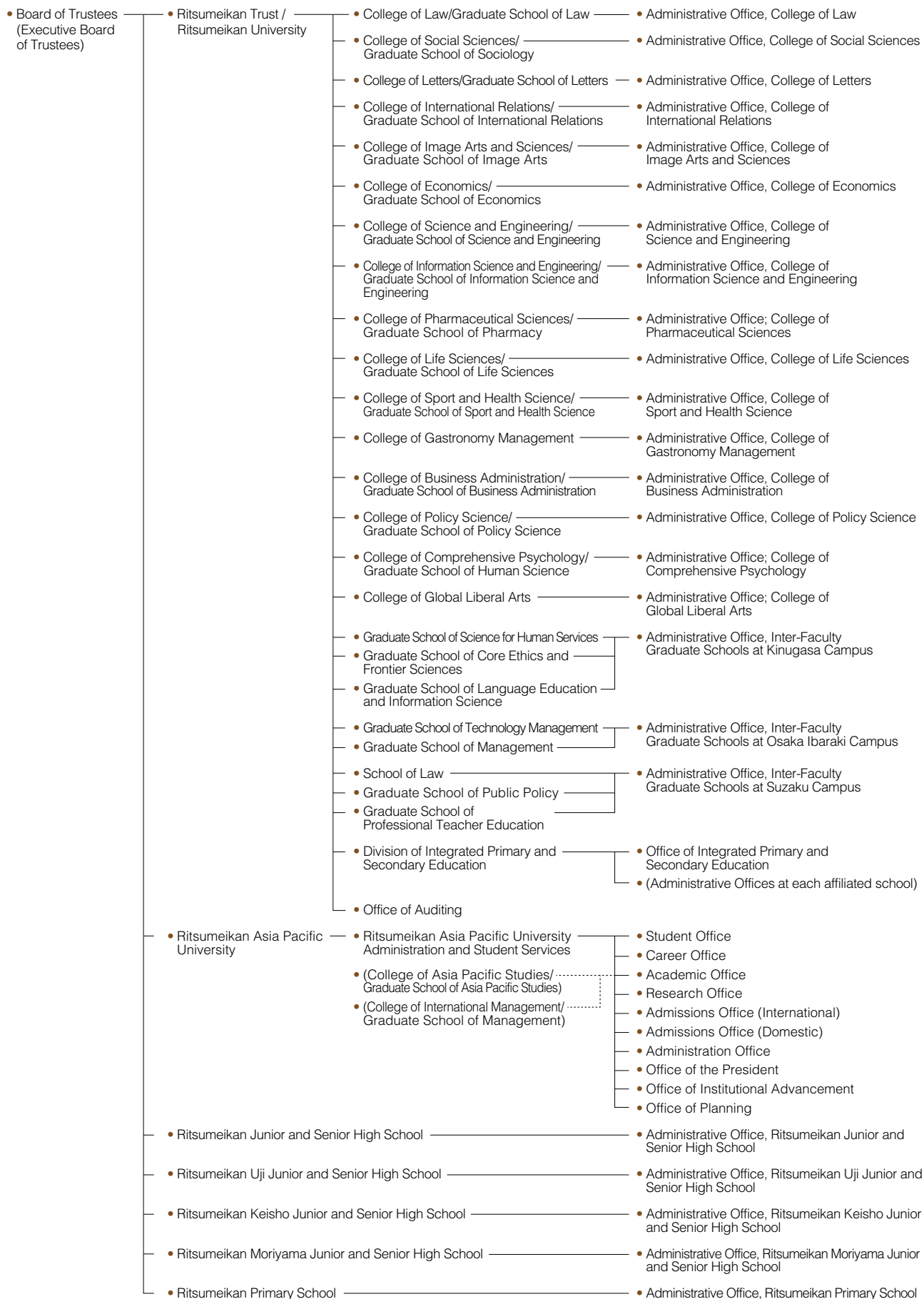
	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
The Ritsumeikan Trust	0	0	31	0
Ritsumeikan University	1,397	1,826	1,100	2,911
Ritsumeikan Asia Pacific University	166	78	223	1,070
Ritsumeikan Junior and Senior High School	131	49	18	4
Ritsumeikan Uji Junior and Senior High School	134	44	21	25

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
Ritsumeikan Keicho Junior and Senior High School	114	37	13	7
Ritsumeikan Moriyama Junior and Senior High School	104	24	14	10
Ritsumeikan Primary School	62	8	6	8
Total	2,108	2,066	1,426	4,035

*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, 2020)





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

The R2030 Division of Academic Affairs Future Vision stated that we will pursue reforms to high school-university partnership education and first-year education as well as reforms that combine the advancement of research with the advancement of the graduate schools. As part of this, we aim to link the inquiry-based learning that is being implemented in primary and secondary levels of education to university-level liberal arts and major education and promote reforms to first-year education subjects. With these reforms, our goal is to cultivate individuals who can learn interdisciplinarily from the undergraduate program stage and to send these motivated individuals on to graduate schools and into the real world.

Based on the documents entitled "Items for Confirmation Regarding Student Facilitator Activities" and "Framework for Student Facilitator Activities and Support," which were addenda to the Plenary Council Statement in AY2018, at the AY2019 Plenary Council, we agreed to further improve communication between the colleges and student facilitator groups and enhance training for student facilitators.

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. In the discussions at the Plenary Council as well, the Student Government Board declared

that visualizing student growth can help students feel a sense of growth in their regular classes and extracurricular activities. Therefore, in addition to conducting the Class Evaluation Survey and the Learning and Growth Survey, we started publishing the online Learning and Growth Report in AY2019 in an effort to elaborate upon efforts to visualize student growth through extracurricular activities, and we agreed to continue holding discussions with the students about ways to more effectively present information so that the students can gain a better understanding of the content we are developing to visualize the learning process and learning outcomes.

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. The Beyond Borders Plazas (BBPs) that we opened in AY2018 attracted a total of more than 50,000 users, and we expect many more students will continue to avail themselves of these facilities. Going forward, we will also 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.

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. Nine classes of the "Introduction to Community Involvement" subject were offered across three campuses, attracting 3,147 participants in total, thereby demonstrating the high level of student interest in this topic.

Aiming to enhance career education, we established the Career Development Support Enhancement budget and disbursed funds based on each college and graduate school's plans. We distributed a pamphlet to new students that contains 60 stories about student life written by upperclassmen to help them create an action plan for the ideal people they want to become. This is just one of the ways we provide students with opportunities to think about how they should spend their time at university. In addition, we explored opportunities for internships in English, dispatched students on internships in cooperation with the Consortium of Universities in Kyoto, and implemented the PBL-style Global Human Resources Development Program with the involvement of partner companies. To provide support pertaining to possible career paths for each college and graduate school, we conducted surveys of desired career paths with students in the College of Global Liberal Arts and the American University-Ritsumeikan University Joint Degree Program in the College of International Relations. We also cooperated with the College of Information Science and Engineering to offer career and job placement support to first and third-year students in the Information Systems Science and Engineering Course. Our survey with companies identified 33 companies that interview students in English and 19 that offer internships in English, and we shared this information with the colleges and graduate schools.

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. By December 2019, 30.7% of students in all grade levels in all colleges had achieved the



level of B1 on CEFR, marking a slight increase year-on-year.

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 accordance with the AY2019 subject offering policy, we offered 116 classes in 35 Liberal Arts B Subjects (International Liberal Arts Subjects), which were taken by 4,047 students. In AY2019, we established the Liberal Arts B Subjects Committee under the auspices of the Center for Liberal Arts Education with members from the Division of International Affairs and the colleges. This committee shared information on the enrollment situation and issues with liberal arts education and deliberated the adjustment of class numbers and measures to encourage enrollment. Based on the discussions in this committee, the Center for International Education co-sponsored an FD forum entitled "The Reality of and Issues with Subjects Offered in English—Focusing on the Growth of Both Faculty and Students in Actual Practices," and a vigorous discussion ensued among the 46 faculty and staff in attendance. Going forward, we will aim to enhance the Liberal Arts B Subjects in cooperation with the Center for International Education and the Center for Liberal Arts Education.

Out of the three categories of international liberal arts subjects (International Liberal Arts B Subjects), faculty from Ritsumeikan International were assigned to teach the intercultural exchange subjects and the study abroad subjects. In AY2019, we established lecturer slots for international education on all three campuses, thereby reinforcing our staffing for international liberal arts subjects. With the support for College of Global Liberal Arts faculty, we were able to offer 54 classes of international liberal arts subjects in AY2019. We also implemented FD activities with the aim of offering international liberal arts subjects suited to the global age. We will continue promoting 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. Although there was some variation across the colleges in AY2019, a degree of progress was evident. In addition, we undertook FD aimed at formulating growth evaluation indicators to measure the effectiveness of study abroad, and we conducted effectiveness measurements on a trial basis.

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

This topic is also of great interest to the students as evidenced

by “Enhancing Learning Inside and Outside of the Classroom” being the first item on the agenda for the AY2019 Plenary Council. To promote out-of-class study related to regular subjects, in AY2019, we added a required 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.

Furthermore, in the discussions in the Plenary Council, we agreed to make five improvements regarding how we communicate the items in the syllabus to students, including asking faculty to include a specific statement about the content and amount of preparation and review required for each class and adding explanations on how textbooks should be used inside and outside of class and how often. We promoted the use of the Manaba +R materials function to provide follow-up to classes, we surveyed students who improved their language proficiency to provide students with a reference for rewarding English learning, and we implemented measures to further improve the BBP usage rate.

Aiming to further strengthen and stabilize the operation of the Student Success Program (SSP) that was launched in AY2017, we assigned one additional coordinator to each campus in April 2019 and assigned one specialist staff member hired for specific duties on each campus in October 2019. In addition, we conducted a comprehensive review of the program from AY2017 to the spring semester of AY2019.



Pertaining to MEXT's policy on reducing the cost of higher education slated to go into effect in AY2020, we designed a new tuition reduction system and we began administering said system in the latter half



of AY2019 by soliciting applications from eligible current students. Furthermore, the Academy-wide Scholarship Committee reviewed the existing scholarship system and shared the issues it identified, and a working group established under the committee commenced a discussion aimed at hammering out the details of the next scholarship system.

We solicited applications for Activity Expense Subsidies for Athletes Participating in the 2020 Tokyo Olympic and Paralympic Games and awarded subsidies to 15 students.

In cooperation with the Division of Athletics, we arranged a supporters bus for the Ritsumeikan-Doshisha game, the baseball team's final game of the Spring League. Numerous regular students, including international students, and members of other clubs participated, and we were able to effectively invigorate student interactions transcending the borders of colleges and campuses.

In addition, we received a subsidy under the Support Promotion Program sponsored by the Kansai Collegiate Athletic Alliance (KCAA), and we used this to send supporters to the Ritsumeikan-Doshisha soccer in a joint effort between the Ritsumeikan University Soccer Club and the Doshisha University Soccer Club.

The Student Government Board, Graduate School Student Senate, and relevant divisions held various discussion meetings and administrative negotiations, and after a series of discussions concerning the disclosure of the outcomes of the Plenary Council held in October 2019, the Executive Board of Trustees confirmed a document entitled “Confirmation of the AY2019 Plenary Council Statement and the Publication of a Special Issue of the Academy Newsletter”; a signing ceremony for the statement was held in January 2020.

Strategic Basic Issue 2

Promotion of Graduate School Reforms

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

Since the formulation of the R2020 Second Half Plan, we have reviewed the management models for free-standing graduate programs and professional graduate schools, opened the Graduate School of Professional Teacher Education, and established the Graduate School of Human Science by comprehensively reorganizing various human science graduate programs. In AY2019, the intake capacity for all of Ritsumeikan University's graduate schools reached 4,136. This means we have all but achieved the target intake capacity of 4,160 stated in the R2020 Second Half Plan. In addition, the capacity fulfillment rate reached 80.4% in AY2019, and

we awarded 83 PhDs for the academic year. Furthermore, MEXT approved the establishment of the master's program in the Graduate School of Pharmacy, and we began recruiting students for AY2020.

With regard to graduate school reforms, we provided a range of scholarships and research subsidies and offered seminars in an effort to boost the research capacity and expertise of our graduate students and ensure that they can apply the knowledge and skills they gain in their research to a variety of fields. In AY2019, we evaluated the effectiveness of these reforms and deliberated a future vision for graduate school improvements that will be hammered out as part of the R2030 Design Challenge.

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

As for academic reforms in the graduate schools, we are focused on two fronts: i) increasing the number of students advancing to our graduate schools and ii) providing graduate students with the advanced expertise and research capacity and ensuring they can apply those skills in the real world. To increase the number of students advancing to our graduate schools, we hold Graduate School Weeks on each campus, promote the attractiveness of our graduate programs, and provide scholarships for new graduate students. We are also reviewing these programs to make them even more effective. To enhance students' skills after they join the graduate schools, the Graduate Student Career Path Support Center holds seminars and offers research subsidies to assist students with their career path development. In AY2019, we participated in the Akai Ito Kai and Midori no Kai events hosted by Hokkaido University and helped doctoral program students match with companies and research institutions.

3. Flesh out a strategy for recruiting internally advancing students

To make the graduate schools feel more familiar and get undergraduate students interested in going to graduate school, we held Graduate School Week events again in AY2019. These events feature information sessions on the graduate schools and give undergraduate students a chance to meet and mingle with graduate students. We also used the Graduate School Subject Early Enrollment Program, which allows fourth-year undergraduate students to start taking graduate school subjects, and the Graduate School Advancement Program for third-year undergraduate students to create a strategic link between undergraduate and graduate learning.

4. Flesh out a strategy for recruiting international students

In AY2019, we accepted publicly-funded international students, including 89 recipients of government-funded scholarships. In AY2019, we also recruited 29 new government-funded scholars (including those using SGU slots) to Japan. Furthermore, we accepted a total 57 publicly-funded international students on a wide range of schemes (JICA-JDS: 23, JICA-commissioned SDGs Global Leadership Program: 1, Indonesian Linkage Program: 29, and PEACE



(Afghanistan): 2).

Students can now earn graduate degrees in English from the following seven graduate schools; Graduate School of International Relations, Graduate School of Economics, Graduate



School of Science and Engineering, Graduate School of Information Science and Engineering, Graduate School of Life Science, Graduate School of Policy Science, and the Graduate School of Technology Management (PhD program only). Furthermore, all of these graduate schools disseminated information in English and partnered with Japanese language schools throughout Japan as a means to reinforce student recruitment. Also, at the 2019 Japan Ryugaku Awards, Ritsumeikan University was ranked as one of the universities that domestically based Japanese language school teachers would recommend to exchange students, and it took home the Grand Prize in the Western Japan category.

5. Flesh out a strategy for recruiting adult learners

The Graduate School of Management, Graduate School of Professional Teacher Education, and Graduate School of Technology Management all offer classes on nights and weekends to provide learning opportunities to working people. In addition, many of the graduate schools continue to pursue measures to respond to the re-training needs of adult learners by offering extended programs and entrance examinations for adult learners.

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

We reviewed the effectiveness of programs pertaining to the relationship between graduate school tuition policy and capacity fulfillment in the R2020 Second Half Plan. As a result, we confirmed that, as a whole, the graduate schools continue to attract more applicants and enrollees due to the effectiveness of the recently enacted graduate school tuition policy.

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 with the limits of the overall budget. We will continue to discuss the content of the measures that we need to take in AY2021 and beyond.

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. In addition, we closed the Graduate School of Science for Human Services at the end of AY2019.

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

In AY2018 and AY2019 our applications to the Outstanding Graduate School Program were rejected, so we launched our own Advanced Leadership Development Program in AY2019.

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), grant-in-aid applications for fall 2020 reached a record high of 721 (AY2019: 712; AY2018: 706; AY2017: 638). We also hit a record high of 14 applications for the Grant-in-Aid for Publication of Scientific Research Results, which aims to encourage the distribution of excellent research outcomes.

In AY2019, the total number of successful grants-in-aid reached 630 (23rd in Japan) and the total amount of funds awarded reached ¥1,326,910,000 (23rd in Japan). With this, we have achieved our goal of placing between 20th and 24th nationally for both the number of grants and amount of funds awarded.

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

We accepted applications for the AY2020 Research Specialist Program, and selected a total of 11 researchers (humanities and social sciences: 8, natural sciences: 3). 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 initiatives we undertook under the Diversity Research Environment Realization Initiative (Distinctive-Type), which we were awarded in AY2016, we established a research support program to help researchers balance life events and their research. Twenty-two researchers were selected for this program in the spring semester followed by 23 in the fall, making for a total of 45 in AY2019 (AY2018: 38). Moreover, we received the highest possible 'S' grade on the mid-term evaluation of the Diversity Research Environment Realization Initiative (Distinctive-Type) conducted in AY2018.

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

In terms of specific partnership programs, we solicited applications for the Hirai Kaichiro Overseas Researchers Support Grant Program and the ANU-RU Visiting Researcher Program, and we accepted one young researcher from China and two researchers from Australian National University (ANU), respectively. Furthermore, one of our graduate students was selected for the Sonia and Shuichi Kato Young Researcher Education Program for the first time, and we provided the student with assistance to help offset the cost of travel to Vienna. We also continued to disseminate the achievements of the Meridian 180 (a multilingual policy proposal platform), a joint research initiative of the Ritsumeikan University Asia-Japan Research Institute and Northwestern University.



In addition to these specific partnership programs, the Ritsumeikan University Art Research Center was selected by MEXT for its International Joint Usage / Research Center Program under the category of Distinctive International Joint Usage / Research Center, and we concluded partnership agreement with some of the world's top research universities, including the University of Oxford and the University of California, Berkley. We plan to disseminate the outcomes of the distinctive joint research with these partners on a global basis.

4. Globally disseminate research outcomes

Under the Research Findings International Dissemination Program, we selected a total of 48 projects over the full year in AY2019 to receive support for the international dissemination of project outcomes. Furthermore, using the Research Findings International Dissemination System, we selected a total of 200 projects in AY2019 to receive support for manuscript submission, overseas travel, the invitation of foreign researchers, and the publication of homepages in foreign languages.

As for publications, we published the 11th ("Language and Written Communication"), 12th ("The Environment"), and 13th ("Sustainability") issues of our RADIANT research newsletter as well as the English version of the 2019-2020 research report. Meanwhile, the Asia-Japan Research Institute published the Journal of the Asia-Japan Research Institute of Ritsumeikan University, Ritsumeikan University's first full-length English journal. By disseminating the research output of the Asia-Japan Research Institute internationally, we aim to cultivate researchers who can lead the institute going forward and realize a multicultural society.

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

Since its founding in AY2008, 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. R-GIRO hosted symposia in June ("What kind of agricultural technologies can withstand climate change in the 21st century?") and November ("Hundred-year lifespans achieved by science and technology") and actively shared its research outcomes with the world. What's more, as part of the Private University Research Branding Project, we held Rice Bowl Seminars for affiliated and partner junior and senior high school students, thus creating opportunities for students to get to know the real joy of graduate school research and student life in Ritsumeikan's graduate schools, and we printed Japanese and English pamphlets to publicize R-GIRO's research outcomes to students in the affiliated schools.

Aiming to establish distinctive hubs of research, we continued to administer the Asia and Japan Research Promotion Program, the Research Center Priority Research Program, and the Research Hub Formation Support Program.

Starting in AY2019, we joined Kodansha's "Science Researcher Support" crowdfunding campaign as its first university partner, and all five research projects reached their funding targets, thereby allowing us to actively promote research and share our research outcomes with the public.



6. Train and retain global standard researchers

Aiming to strengthen technology liaison functions in industry-university-government projects and promote innovation, we used the cross-appointment system (i.e., a system under which researchers sign employment contracts with two or more universities, public research institutes, and/or private companies, and conduct a certain amount of research, development, education, etc. for each organization within each organization's command structure) for two continuing appointments in AY2019. 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.

Associate Professor Tomoko Hasegawa of the College of Science and Engineering was selected for the Highly Cited Researchers 2019 list. This list is released annually by Clarivate Analytics to recognize "the world's most influential researchers of the past decade, demonstrated by the production of multiple highly-cited papers that rank in the top 1% by citations for field and year in Web of Science."



Key Strategic Basic Issue 4

Promotion of the Ritsumeikan Global Initiative: Ritsumeikan Global Academy

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

Regarding progress on the SGU Project, we performed assessment based on performance indicators and moved forward with initiatives based upon the results of said assessment. We also used a logic model to visualize outcomes and identified issues in preparation for sustaining initiatives after the subsidy period concludes. In addition, we convened an external evaluation in March 2020 in preparation for the next mid-term evaluation scheduled for AY2020, and we exchanged opinions on our response to the recommendations from the previous mid-term and external evaluations and the issues we need to address to realize our stated outcomes.

2. Promote international student intake

In AY2019, we accepted 2,631 international students (2,416 on regular programs; 215 on non-regular programs) from 76 countries and regions as well as 319 on short-term study abroad programs (e.g., RSJP and others). We also provided support to and handled dormitory move-in procedures for international students accepted for English degree programs in the College of Global Liberal Arts, which opened in AY2019, and other colleges.

With regard to international student intake, to enhance the effectiveness of our current scholarship system, we began offering assistance to exchange students under the revised Scholarship Regulations, and out of our university-wide scholarships, we decided to continue offering the Global Initiative Scholarship under the final year of the SGU Project (AY2023). We also began preparing for scholarship reforms to go into effect

from AY2024. We also plan to review the effectiveness of slot allocations for this scholarship.

With respect to job placement in Japan for international students, for which student demand is strong and the expectations of the Ministry of Economy Trade and Industry and other government agencies are high as a means to beef up staffing, the Division of Career Services held guidance sessions and Junior Advisors (most of whom are international students) led workshops. We also used international student guidance sessions, ML, and other opportunities to introduce the job placement support program operated by the local labor bureaus near the campuses.

Aiming to develop a new kind of global education, the College of Global Liberal Arts, which opened in AY2019, used different entrance examinations than the other colleges to recruit both Japanese and international students, but we were unable to fulfill our enrollment capacity due to the high level of English proficiency required. Although we saw some improvements in AY2020, we will need to continue working on efforts to promote international student intake.

Meanwhile, in the graduate schools, the number of international students applying for admission is increasing every year, but we have not experienced a major uptick in international student enrollment due to efforts to maintain our academic ability standards on our entrance examinations.

In terms of job placement support for international students, we cooperated with the local government to provide a Japanese Language Skills-Building Workshop to international students. We

also held discussion sessions with alumni in the Japanese language classes and notified the students about outside support seminars for international students. Furthermore, we started holding new job application writing workshops on each campus in AY2019. Additionally, we implemented the Global Human Resources Development Program, in which both international and Japanese students can participate, and created opportunities for students to meet with alumni and past program participants. To ensure we provide international students with the support they need early on in their course of studies, we survey them about their preferred career paths and provide individualized consultations. Furthermore, we are striving to strengthen support for international students by asking international students who have already received job offers and alumni to cooperate with our job placement support events as Career Advisors.

3. Increase the number of domestic students sent abroad

In AY2019, we sent 2,065 students overseas (1,941 on for-credit programs; 124 on not-for-credit programs). To encourage students to gain experience overseas, we expanded upon the Global Fieldwork Project that we established in AY2017. We offered four courses in AY2018, five in AY2019, and plan to offer 10 in AY2020 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 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. To continue building on this track record, we are surveying student needs and assessing the effectiveness of overseas program education.

In AY2019, we used the policy-based budget for strengthening teaching capacity (the second year of a three-year budget) to develop indicators for assessing growth. We also outsourced overseas program logistics to Creotech's Ritsumeikan Study Abroad Support Desk to concentrate and streamline duties, and we assessed and upgraded the safety and risk management workflow for domestic and international programs.

However, the COVID-19 pandemic that struck at the end of AY2019 has decreased student mobility throughout the world, including Japan, so giving top priority to student safety, we had to notify students sent on exchange in February and March 2020 to return to Japan and cancel other study abroad programs that had yet to commence.

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

In AY2019, we boosted the recognition of the BBPs on all three campuses, encouraged the usage of our various student commons for specific topics, and implemented a range of initiatives with an eye on the development of global human resources together with a group of 90 student support staff for the BBPs.

The number of annual users on all three campuses reached approximately 53,000 covering a wide range of individuals including undergraduate and graduate students, SKP students, and research fellows. 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, and BBP-FD activities.

We also adopted the BBP Mileage scheme on a trial basis. This is a new learning support tool that combines online English materials with the BBP point card system. Going forward, we plan to enact measures that expand the BBP user base and link BBP usage to a sense of growth.

In September 2019, we opened the Wakebayashi International Exchange Center, a 200-room mixed international dormitory designed to facilitate international exchange, on the Osaka Ibaraki Campus (OIC). The dormitory primarily houses students from the College of Global Liberal Arts, and the facilities for international exchange include a Noh stage and other facilities to expose international students to Japanese culture. These facilities are being actively used to foster exchange among students and with the local community. In addition, we established a working group to deliberate the second phase of mixed international dormitory construction on Kinugasa Campus and Biwako-Kusatsu Campus, both which are scheduled to go into service in AY2022.

5. Strengthen the global dissemination of information

We defined global public relations as a key pillar of our mid-term publicity policy for AY2019 - AY2021. As part of these efforts, we have focused on publicizing the dual degree program between the College of Global Liberal Arts and Australian National University, the American University-Ritsumeikan University Joint Degree Program in the College of International Relations, the College of Letter's Japan-China-Korea CAMPUS Asia program, and English degree programs in the College of Information Science and Engineering and the College of Policy Science.

Furthermore, we reconfirmed our goal to place in the 200s in world university rankings before the end of the 2020s and defined the effort to boost our ranking as a key issue. Based on this, we began working on the formulation of a mid-term policy for AY2019 - AY2021. At the same time, we commenced a publicity campaign (in English and Japanese) for our world university ranking initiative.

In March 2020, we opened a new overseas office in Washington D.C. in the United States.



6. Reform academic systems in response to globalization

We are in the process of numbering subjects starting with the new English-basis 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 Australian National University, and it has adopted 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. We continue to work on the E-JUST project after being commissioned to undertake the third phase in March 2019.

We also conducted Japanese language training at Applied Technology High School Abu Dhabi (ATHS) in the United Arab Emirates and accepted ATHS students to attend training at Ritsumeikan Moriyama Senior High School. Based on these efforts, we have moved forward with coordination aimed at sending

Ritsumeikan Moriyama Senior High School students to ATHS.

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 and Vietnam) and the JSPS Coordinator of International Cooperation and Self-Improvement Leave of Absence programs) and short-term programs (i.e., serving as 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, our initiatives aimed at meeting the SGU targets for AY2023 are making steady progress.

9. Improve global campus infrastructure

The Center for Language Education and Ritsumeikan International have made progress on their faculty organization development and continue to develop measures to support 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

As part of curriculum reforms slated to go into effect in AY2021, the College of Information Science and Engineering finalized a plan to change some of its department common subjects and program subjects, and the Graduate School of Information Science and Engineering decided to reorganize its courses, carefully select subjects according to technological trends, and standardize English notation for subjects held on English in the standard Japanese curriculum.

The College of Comprehensive Psychology confirmed a policy to transition to a unit system, enhance subjects on research methods, and promote global learning. Meanwhile, the Graduate School of International Relations decided to merge some programs and eliminate others and to establish clusters based on research areas.

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

In AY2018, the College of International Relations established the American University-Ritsumeikan University Joint Degree Program, and Ritsumeikan University teamed up with Australian National University in AY2019 to establish a dual degree program as the backbone of the curriculum for the College of Global Liberal Arts. In this way, we continue to create new kinds of world-class education.



3. Create new academic disciplines

MEXT approved the establishment of the Master's Program in Pharmaceutical Sciences in the Graduate School of Pharmacy set to open in AY2020, and we were able to successfully secure more students than our intake capacity of 40. In AY2020, we must submit our application for the establishment of the doctoral program to open in AY2021. In addition, we continue to prepare for the establishment of a doctoral program in the Graduate School of Gastronomy Management.

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

We continued to deliberate the possibility of interdisciplinary academic programs at the undergraduate level. With regard to the graduate schools, we launched the Advanced Leadership Development Program in AY2019 with participants from multiple graduate schools. We continued to deliberate a vision for the establishment of interdisciplinary academic programs at the graduate level.

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 36 workshops throughout the year at the Umeda Campus and attracting a total of 3,150 participants. We also held the second Frontier Maker Workshop for businesspeople at the Tokyo Campus, which

attracted 26 participants. Furthermore, 117 people attended the Kanji Teaching Certificate Course, 140 attended the Lifelong Learning University Kanji Course in Himeji, and a total of 1,050 attended nine Kanji Expedition classes



(hands-on workshops for parents and children). Meanwhile, we offered six JMOOC e-learning courses (including three continuing offerings), and as of March 2020, the total number of registered students topped 15,000. The number of registered students is expected to reach 21,000 by the time the courses conclude at the end of July 2020.

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

As part of our wide-ranging ACR-led initiatives, 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. Through these events, we were able to promote cooperation with and further strengthen ties with partners in Kyoto (Primary partners: Kyoto Prefecture and Kita Ward, Kyoto City), Shiga (Primary partners: Shiga Prefecture, Kusatsu City, Otsu City, and Koga City), and Osaka (Primary partners: Osaka Prefecture, Ibaraki City, and West Japan Railway Company). Also, with regard to disaster recovery assistance, we continued to implement cooperative projects with

Fukushima Prefecture and Ofunato City, and these served to boost the level of trust between the local communities and the university even further while improving Ritsumeikan University's name recognition in those areas.

Based on a partnership agreement concluded with West Japan Railway Company in AY2018, we worked with the company to launch the Ritsumeikan Liner express bus connecting Kyoto Station to Kinugasa Campus. We also implemented various other cooperative projects with other partners. In addition, we signed new cooperative agreements with Ukyo Ward (Kyoto City) and Keifuku Electric Railroad Company, and we moved forward with the development of infrastructure to strengthen ties with those partners.

3. Continue and expand upon the functions of the Office for the Support of Post-Disaster Recovery

The Divisions of Student Affairs, Academic Affairs, and General Affairs teamed up to implement the "Take on the Challenge Fukushima Juku" project in cooperation with Fukushima Prefecture as well as the Sakaricho Tanabata Festival Support Project and the Community Design Program in Ofunato, Iwate Prefecture. The experiences students gained in these programs boosted their interest in learning and research in their respective colleges and helped them think concretely about their career paths. In this way, we translated our contributions to the recovery efforts into student learning and growth. At the 3.11 Inochi no Tsudoi ("Gathering of Life") Symposium, Ritsumeikan faculty reported on research achievements since the 3.11 disasters and issued proposals. In the discussion session, which included students and local residents, a vigorous debate on the roles that universities should play in recovery assistance ensued, allowing us to effectively communicate our initiatives both within and outside the university.

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 AY2020 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 entrance examination types. We also met various other targets, including our target for the nationwide distribution of applicants. In addition, 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 met all the goals we set by striving to secure highly motivated and skilled enrollees with these examinations.

Furthermore, we established a committee to consider our response to the reforms to high school-university partnerships that MEXT has implemented, and we engaged in discussions on this matter. In July 2019 and March 2020, we published



an outline of admissions for and AY2021 on the university homepage.

2. Strengthen cooperation with the affiliated schools

The College of International Relations and the College of Science and Engineering have been implementing partnership programs in cooperation with the affiliated schools since AY2018. Fifteen students joined the seminar offered by the College of International Relations, and we helped them maintain their motivation toward boosting their English language test scores. Eighty-nine students joined the inquiry-based learning program

offered by the College of Science and Engineering as part of its pre-enrollment education. Meanwhile, the College of Image Arts and Sciences attracted 24 participants for its PBL-style summer school program. The Colleges of Gastronomy Management, Life Sciences, and Pharmaceutical Sciences are also offering high school-university partnership programs of their own. We established a committee and a working group to undertake discussions on educational linkages such as those between Ritsumeikan University and the affiliated schools.

Moreover, regarding the Conditional Scholarship for Affiliated School Students with Outstanding Athletic Ability, which we established in AY2017, the university consulted with the affiliated schools about candidate students and held a discussion of making this scholarship permanent in AY2021.

Continuing from last academic year, we defined high school-university partnerships and exchange as one of the topics for the Student Organization Subsidy System (project-based grants), and after issuing a call for applications, we received seven applications (and selected four projects).

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 established a committee and a working group and moved forward with a discussion of educational linkages between the affiliated schools and Ritsumeikan University. We discussed systems to ensure that our distinctive affiliated school students can enroll in the college that best suits their needs and a plan to communicate the appeal of undergraduate academics more effectively.

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)

Major renovations were completed on Seishinkan Hall, which now features active learning classrooms, improved amenities, and a new college commons on the first floor. We also finalized a plan for renovations to Keimeikan Hall, which will be performed in AY2020.

Regarding the second phase of the Kyoto Museum for World Peace upgrade, we established a Review Committee to work out the details of the concept, and we compiled a master plan.

2. Elaborate upon an improvement plan for BKC

We are working with a private company to establish an upgraded food service facility to replace C-Cube. As for Union Square, we plan to start renovations in phases from April 2021 to make it more accessible and create a more spacious cafeteria. We are also making preparations to begin construction for the Campus Promenade greenification project with an eye on having the

Campus Promenade open in AY2021. Meanwhile, discussions about relocating the parking lots are ongoing.

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

In September 2019, we opened the Yasuhiro Wakebayashi International Exchange Center, which houses a 200-room mixed international dormitory, on OIC.



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. In AY2019, the 100th anniversary of the Alumni Association, we received a record high of more than ¥50 million in donations for the fund, bringing our total donations to more than ¥250 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. Furthermore, the Alumni Association invigorated its activities abroad, and opened a new chapter in Washington D.C., bringing the total number of overseas chapters to 34.

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 and the colleges. We also received a ¥500 million donation from the Alumni Association in commemoration of its 100th anniversary in AY2019.

3. Promote thorough information publication and disclosure

In accordance with 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. Moreover, we began preparing to respond to the revisions of the Private School Act in AY2019.

Basic Issue 10

Organizational Issues Underpinning the Basic Issues

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

We established the Faculty Organization Development Plan Review Committee again this year to discuss a range of items, including a report on the Academy-wide policy-based budget and the SGU budget in the current Faculty Organization Development Plan.

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 as part of the R2020 Second Half Plan. Regarding efforts to heighten the specialization of duties, we hired staff for designated tasks, and in addition to general recruitment, we began a separate recruiting drive for staff equipped with specialized capabilities in the fields of information systems and construction. As a result, we were able to maintain a stable yet flexible staffing organization with regard to securing the expertise required to respond to issues facing society and the university. Also, as we continue to respond to legislation pertaining to work style reforms, we started fleshing out the details and implementing initiatives where possible with regard to the expected range of duties and responsibilities of staff members required to tackle Academy-related issues and our approach to diverse working styles.

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 established 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

To respond to the ever-growing information security risks we face, we adopted a multi-factor authentication system and began rolling it out with all staff in January 2020. In AY2020, we plan to expand the scope of this effort to all faculty and students. In response to the MEXT notification entitled "Strengthening Cybersecurity in Universities and Schools," we designated a chief information security officer, established Ritsumeikan CSIRT, and revised relevant regulations and guidelines. We disclosed these guidelines online and held workshops for faculty, staff, and students as a means to boost awareness of user information security.

5. University evaluation

We formulated a mid-term policy for the third round of institutional accreditation (AY2019 - AY2025), and by linking monitoring and reviewing functions, we promoted internal quality assurance based on annual



self-assessments. In accordance with this, we conducted reviews of the tracking, evaluation, and utilization of learning outcomes as well as issues for the future. In addition, we sought to make improvements based on the results of the institutional accreditation we underwent in AY2018, and we conducted an assessment of the status of improvement on those areas where the President requested improvements based on the self-assessment outcomes presented at the end of AY2018.

2. Ritsumeikan Asia Pacific University



Basic Issue 1

APU Global Learning

1. SGU Project Promotion

In AY2019, we continued to promote the dispatch of Japanese students overseas as a key issue, and as a result, we successfully met our target for the number of students sent overseas. In addition, we undertook improving the quality of classes as an Academy-wide key issue, and were able to make concrete improvement, including disclosing the results of the Class Evaluation Survey to students.

2. Classroom reforms: Offer multicultural cooperative learning

Aiming to implement multicultural collaborative learning in 100% of classes, we have designated a total of 32 subjects since AY2016 as Model Lectures for Multicultural Collaborative Learning (as of the end of AY2019), and 21 faculty members are now putting progressive methods for multicultural collaborative learning into practice. We are testing a range of teaching methods that encourage multicultural collaborative learning, and to assist in this effort, we have assigned more TAs than usual and reduced class sizes to some degree. We also created a report on these efforts which includes the analyses of each faculty member's initiatives.

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

In AY2019, the University-wide AOL Promotion Committee and the University-wide AOL Promotion Committee Administrators Meeting each met twice to share information on the initiatives of

the four Working Groups (College of International Management (APM), College of Asia Pacific Studies (APS), Center for Language Education (CLE), and E-Portfolios) and confirm the need to raise the level of AOL on a university-wide basis. We also continued benchmarking surveys with other universities, which provided us with essential knowledge for advancing AOL at APU.

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 in AY2018, we conducted weekly RA training which included seminars led by guest speakers, we planned and implemented a wide range of exchange activities to encourage interaction among dormitory residents (which attracted a total of 2,000 participants), and we planned and implemented Community Living Workshops. The survey of dormitory residents that we conduct every semester revealed that these events are proceeding as planned, but students also asked the university to improve facilities and promote even more interaction, so we plan to improve and strengthen these activities going forward.

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

In AY2019, the number of Japanese students participating in for-credit study abroad experience reached 744 versus our target

of 610, and the number of students sent on exchange to partner universities reached 697 versus our target of 640, so both of these goals were met. In addition, the College of Asia Pacific Studies launched the new APU Global Research (AGR) program. Under this practical learning program, students learn research methods pertaining to a specific research topic, before they are sent



overseas to conduct research based on their research plans and summarize their research findings in final reports. In AY2019, the inaugural year for the program, we attracted 43 participants.

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

As of March 2020, the Honors Program for Global Citizenship had grown to 46 students from 15 countries and regions, and the first cohort graduated in March 2020. The Steering Committee held ongoing discussions on the ideal student this program aims to

produce and ways to improve program quality, and it met regularly to exchange opinions with student representatives. In December 2019, we finalized a policy for the program with an eye on its continuation beyond the end of the SGU Project period.



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

In addition to offering Common European Framework of Reference for Languages (CEFR)-compliant English subjects, in AY2019, we prepared syllabi for CEFR-compliant subjects for all Asia Pacific Languages. In AY2020, we plan to start offering these subjects based on the finalized syllabi. Furthermore, as part of our efforts to improve English proficiency, we offered the EXCEED program, a three-week overseas language training program in which students can earn credits for multiple levels of English, and we provided intensive English courses and academic advising on campus during the long vacations.

Basic Issue 2

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

1. Acquire international accreditation

In pursuit of world-class education and research, we started the application process for the AMBA and EQUIS accreditation schemes in the hopes of securing these certifications in addition to our existing AACSB accreditation. The preliminary screenings for both AMBA and EQUIS have concluded, and we plan to undergo full accreditation procedures in AY2020.

2. Establish the Asian Business School Alliance

With an eye on working out the details of the Business School Alliance, we concluded cooperation agreements and student

exchange agreements with EM Strasbourg Business School (France), Hong Kong Baptist University (Hong Kong), the Lisbon School of Economics and Management (Portugal), Southern Illinois University Edwardsville (United States), the University of Houston-Downtown (United States), and Lingnan University (Hong Kong). We also signed general cooperation agreements with Lomonosov Moscow State University Business School (Russia) and McGill University (Canada). In this way, we successfully expanded our networks beyond Asia into Europe and North America in AY2019.

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

We continued to strengthen assurance of learning (AOL) in the undergraduate colleges, which allowed us to improve the balance in language of instruction in the subjects eligible for assessment and provide wide-ranging coverage of the assessment items. In addition, we held hearings with universities engaged in progressive initiatives, and based on those, we revised the AOL assessment forms for the undergraduate colleges to help faculty continue to improve the quality of their

classes.

2. Assure the quality of the faculty organization

Using the new Faculty Database that went into operation in AY2019, we efficiently collected information on our faculty members' teaching and research activities. Meanwhile, APS continues to discuss methods for assuring the quality of faculty and teaching.

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 by MEXT 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." The Center for Inclusive Leadership, which was established as part of this project, invited guest speakers to symposia held at APU and on the Tokyo Campus and effectively publicized APU's research to a wide audience. Furthermore, at

the AP Conference organized by the Ritsumeikan Center for Asia Pacific Studies, governance was the primary topic, and a panel session on the creation of Asia Pacific Studies was held.

2. Build and strengthen networks

We invited renowned foreign researchers and presidents of



Japanese universities to join both the Center for Inclusive Leadership symposium and the AP Conference, thereby expanding our research network. To commemorate the 20th anniversary of APU, APU researchers held a special poster session, and a pamphlet showcasing APU's research to the world was published.

3. Enhance the international reputation of research outcomes

To encourage faculty to publish in influential foreign journals, we held article writing workshops. Also, as part of the Private University Branding Project, we actively publicized APU and its research at conferences held overseas, and we provided support for network-building.

Basic Issue 5

Diversity-driven Student Life

1. Promote intercultural cooperation in campus life and student activities

To encourage students to engage in multicultural collaboration in their daily lives, we offer dormitory education in the AP House student dormitory. The results of the survey with dormitory residents that we conduct every semester proved positive, with around 90% of students indicating satisfaction with dormitory life, 81% saying they had made friends from other countries, and 63% saying they improved their English or Japanese proficiency. On the other hand, we still have not made sufficient progress regarding meaningful intercultural exchange and the frequency with which students use their non-basis language (e.g., Japanese-basis students speaking English). Based on these results and the results of other surveys conducted by Japanese

and foreign universities, we held a discussion on future policy options

2. Strengthen campus management

The Advisory Committee for Students with Disabilities invited a guest speaker to give a lecture to faculty and staff and offer consultations to staff as part of our efforts to strengthen support systems for students with a variety of difficulties and needs. Some of the faculty and staff who attended the lecture even asked us to provide a practical workshop on the same content. In addition, in light of the COVID-19 pandemic that struck Japan at the end of AY2019, we defined work flow for infection prevention and implemented measures to prevent the spread of infection in AP House.

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

Under our action plan to achieve student intake from 100 countries and regions, in AY2019, we prioritized and categorized countries and regions, concluded agreements with the Ashinaga Foundation and the African Leadership Academy (ALA), tied up with foreign embassies, held webinars for the colleges, renewed the homepage, adopted an admissions scheme for elite high schools, and developed an app for Japanese language learning. We also accepted students for the first time from Lesotho, Cyprus, and East Timor, bringing the number of countries and regions represented on campus up to 93 as of November 2019.

2. Offer partnership education with high schools around the world

In AY2019, we held the ACE Program, our world-class high school-university partnership program, twice, and 32 high school students from six countries participated in July, while seven students from 10 countries participated in August. Although participant numbers fell slightly from last year, some of the students were from unrepresented countries like Kenya and the United Arab Emirates, which helps us draw closer to our policy

of accepting students from 100 countries and regions.

3. Adopt an Admissions Officer system

In lieu of adopting an Admissions Officer system, we started researching and reviewing internationally-compatible screening schemes in AY2018, and in AY2019, we decided to adopt Slate, an admissions management system developed in the United States. In AY2020, we will begin using this system for graduate school admissions.

4. Establish an Alumni Admissions Associates system

We began operating the Alumni Ambassador system as a replacement for the Admissions Officer system. Due to efforts to strengthen and firmly establish this system, the work of our Alumni Ambassadors generated applicants and successful applicants.

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

We discussed the design of entrance examinations that will help us cultivate graduates who can change the world centered on the adoption of the logical flower chart. We ran a pilot test with first-year students, and based on the results, we further

elaborated on the scheme, which helped us paint a better picture of the new examinations we aim to implement. Furthermore, we posted tips for answering entrance examination questions on our homepage in March 2020 as a means to encourage more students to apply. This was covered in newspaper and

magazine articles, which enabled us to spread the word about the objective and significance of this endeavor. We also plan to determine the details for AY2021 admissions, including testing dates and English proficiency test score criteria, and post them on the homepage.

Basic Issue 7

Governance Reforms

1. Establish the APU Governing Advisory Board

Based on the advice and proposals from the APU Governing Advisory Board 2018, we formulated an action plan for AY2019 under the initiative of the President, and we confirmed the progress of this plan at the end of AY2019. The APU Governing Advisory Board 2019 was scheduled to convene in March 2020, but this had to be cancelled due to the COVID-19 pandemic.

2. Strengthen institutional research (IR) functions

We continued to survey students at the time of admission and the time of graduation to allow for fixed-point observations of the student situation, and we achieved response rates on both surveys that were typical of previous years. In addition, the Division of Admissions spearheaded an analysis on international admissions.

Basic Issue 8

Faculty and Staff Organization Reforms

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

As part of our FD activities aimed at improving faculty and staff capabilities, we continued to run the faculty training program with the University of Minnesota. In AY2019, six faculty participated, bringing the total number of participants to date up to 46. We still need to flesh out the details of how to encourage faculty and staff cooperation that transcends divisions and positions, and discussions on this matter are ongoing.

universities to teach AP languages (Chinese: 1, Malay/Indonesian: 1, Vietnamese: 2, Spanish: 2). Furthermore, APS accepted part-time faculty from the University of New Brunswick, the University of Catania, and De La Salle University while APM accepted part-time faculty from Charles University.

2. Reform the faculty hiring system to enhance faculty mobility

In AY2019, we accepted six faculty from key overseas partner

3. Raise staff to a global-standard level

Due to an increase in mid-career hires at APU, the percentage of foreign staff plus full-time staff with degrees from foreign universities and plus Japanese staff with overseas work experience (of at least one year) reached 34.7% (Final target for AY2023: 42.5%) at the end of AY2019, marking a slight increase over the 34.1% as of May 2019.

Basic Issue 9

Cooperation with Stakeholders

1. Cooperate with alumni

In AY2019, we invited 17 alumni under the Global Alumni Lecture (GOAL) initiative. Throughout the year, we dispatched eight students on the Global Internship with Alumni (GAIA), in which APU students intern at Japanese and foreign companies under the supervision of alumni who work there. (Some of the internships in the second half of AY2019 were cancelled due to the COVID-19 pandemic.)



in France. The first cohort of students is scheduled for intake and dispatch in the 2020 fall semester. Furthermore, we are scheduled to accept one faculty member from our dual degree program partner St. Edwards University in the 2020 spring semester, and in this way, we continue to strengthen ties with our strategic partner universities.

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

Trainees from four new companies joined the Global Competency Enhancement Program (GCEP), which aims to contribute to the development of global human resources for Japanese companies and the local community, and the number of participants for the year reached 15. Some of the trainees are taking 10 credits over the course of a year, which is evidence of how we have strengthened cooperative ties with our key corporate partners. Furthermore, we accepted 21 trainees throughout the year on short-term GCEP Express programs and 105 trainees on customized GCEP programs.

2. Strategic international partnerships

In AY2019, APM signed an agreement to implement its first-ever dual degree program with Neoma Business School (NBS)

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. Our students have proactively participated in several domestic and international tournaments pertaining to global issues, and a large number of these 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.

We continued to cultivate students with advanced English proficiency in order to move forward with global human resources development in cooperation with Ritsumeikan University and Ritsumeikan Asia Pacific University. Using the Ritsumeikan Gap Year System, which lasts from January to March of the third year of high school, we sent affiliated and partner school students on a three-month program to the University of British Columbia and a one-month program to Dublin City University as part of our university pre-enrollment education efforts.

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 for the project. Going forward, we will pursue R & D and practical education while building networks with universities and companies both inside and outside Japan in order to develop innovative global talent. As part of the AL Network, which is one pillar of the WWL Project, we plan to cooperate with 10 project partner institutions and 20 partner schools (14 in Japan and 6 overseas) to hold an international conference organized by high school students in AY2020.

In the post-program evaluation for the SGH Project, for which Ritsumeikan Uji Senior High School was first designated in AY2014 and which ended in AY2018, the school was commended for pursuing research, development, and practical education that transcended conventional high school education and included elements such as dynamic topic-based research, PBL-style classes, and a system for overseas dispatch and student intake. The school received the highest marks for giving equal weight to both teacher and student growth and was also lauded for "providing support for the advancement of the entire project and its ability to manage the project with a high awareness."

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. Revolving around 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." Aiming to further develop inquisitive academic ability, we began a full-fledged discussion on inquiry-based partnership education focused on specific topics in cooperation with universities.

Ritsumeikan Moriyama Senior High School was re-designated as an SSH in AY2018, and based on this, it has been 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 joined Ritsumeikan Keisho Senior High School as a Science and Technology Human Resources Development Core School and pursued SSH-related initiatives.

Furthermore, Ritsumeikan Senior High School identified issues it must address in AY2020 regarding the development of human resources for science and technology, and it continues to engage in research and development having been selected for the Progressive Reform category of SSH.

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 studied precedents and engaged in practical exchange with the other affiliated schools.

We continue to emphasize initiatives that make students think about the meaning of continuous learning through the lenses of serving society and others. All of the affiliated schools have started developing learning content based on the SDGs and are undertaking efforts to cultivate social entrepreneurs as a means to further enhance career education and contribute to solving social issues.

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

been considering initiatives and moving forward with the development and implementation of programs 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, we began providing educational programs in cooperation with the various colleges of Ritsumeikan University 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. These efforts aim to increase motivation to learn from the high school level and enhance PBL that enables students to experience university-level learning. They include Summer School programs with the Colleges of International Relations, Image Arts and Sciences, Pharmaceutical Sciences, Life Sciences, and Gastronomy Management as well as the Problem-based

Research Awards held for students scheduled to enroll in the College of Science and Engineering.

We offered programs in the undergraduate colleges that aim to cultivate students who can act as drivers of globalization for the second year in a row by teaming up with the Colleges of International Relations, Global Liberal Arts, Information Science and Engineering, and Letters in AY2019. As a comprehensive academy with institutions spanning the spectrum from the primary to the post-graduate levels, we focus on cross-generational peer learning in both the regular curriculum and extracurricular activities. We provided students with a wide range of university pre-enrollment education opportunities, and firmly established a framework in which alumni of the affiliated and partner schools provide support to current students.

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. In addition to working with educational institutions, the affiliated schools are all engaged in expanding and deepening partnerships with local companies and governments as part of their WWL, 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. We emphasize our integrated education that only a comprehensive

academy with institutions running the gamut from the primary to the post-graduate levels can provide along with efforts to publicize the many ways our affiliated schools enhance teaching capacity. At Ritsumeikan Day, the information and consultation session held jointly by the affiliated junior and senior high schools in May 2019, we introduced Ritsumeikan's integrated education, which leverages our strengths as a comprehensive academy, and the unique features of each affiliated school. 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 AY2019, we held forums and lectures based on the topics of human resources development and innovation.

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 AY2019, 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.

Moreover, in light of the attention the issue of teacher work styles has been garnering, we discussed reforms to teacher work styles that aim to help us produce highly creative children who can carve out their own futures in society by allowing teachers to pursue teaching more creatively and independently. A range of new measures is scheduled to go into effect in AY2020.

Basic Issue 6

Enhancing Education in Cooperative Schools and Considering Cooperative Policies

To encourage the promotion 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 a record-high 21 students study abroad during their Gap Year, thus helping to cement these programs. Ensuring that partner school graduates can succeed after they go to university will be an important issue going forward.

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 efforts aimed at promoting interaction among teachers and deepening their knowledge served to improve the quality of education in the affiliated schools and the university.

We renewed our cooperation agreements with the Osaka Hatsushiba Academy and Nara Ikuei Academy at the end of AY2019 and confirmed that the partnerships will continue from April 2020 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 an approach to education that enables the creation of new value, in AY2017, we placed the Principal of the Primary School, the Principals of the Junior High Schools, and the Principals of the Senior High Schools under the supervision of the Representative Principal, and we have been administering the schools under this framework since then with a focus on our 12-year integrated education system. In addition, we defined grades through four of primary school as the First Stage, grade five of primary school through the second year of junior high school as the Second Stage, and the third year of junior high school through the third year of high school as the Third Stage and established respective curricula based on this 4-4-4 system. Doing this has allowed us to create a framework in which we can provide even more meticulous support tailored to each stage of

student development.

Furthermore, through discussions in the R12 Administrators Meeting (a joint meeting of primary school, junior high school, and high school administrators) and cooperation among teachers specific to each subject and/or task, we have accumulated knowledge of how to educate students at all levels with an eye on the entire 12-year model, and we continue to confer on the assurance of our students' fundamental academic ability and academic support systems that encourage student character-building. Going forward, we will take an original approach to integrating the 6-6 and 4-4-4 systems while striving to improve school administration that can maximize the strengths of the affiliated schools keeping an eye on student growth over 12 years.

Basic Issue 2

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

At Ritsumeikan Primary School, we took efforts to promote the "Four Pillars of Education" (academic ability, international spirit, intuitive sensibilities, and ethics and individuality) and realize the "Five Pledges" that paint an ideal picture of a primary school graduate. Also, concurrent with the revisions to the National Curriculum Standards, we held discussion on the new curriculum policy to go into effect in AY2020, and we finalized a policy for strengthening fundamental academic ability, implementing core classes over all

five days, adopting inquiry-based learning, and further utilizing EdTech.

At Ritsumeikan Junior and Senior High School, we emphasized supervision aimed at encouraging independence, and we developed practical education by cultivating students "who are capable of creating new value and contributing to the future." We continue to cultivate an attitude of self-directed learning starting in the junior high school to ensure that students in the

various courses in the second and third years of high school (i.e., CE, SS, GL and MS) can realize their respective aspirations for advancement. In addition, since many of our students are engaged in self-directed activities in the Student Council and other clubs, in AY2019, we established a school culture in which these students take leadership, engage in friendly rivalry while recognizing each other's unique personalities, and help each other grow. Many of our students engage in a wide range of international exchange,

and in AY2019, we were able to send 697 students abroad and accept 354 students from overseas. We are also seeing more students whose desired career paths cannot be achieved at Ritsumeikan University, so we promoted the advancement of students to universities other than just Ritsumeikan University and Ritsumeikan Asia Pacific University, including MS Course students who advanced to medical schools and students advancing to the University of Tokyo, Kyoto University, and universities overseas.

Basic Issue 3

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

Ritsumeikan Junior High School reorganized its first and second-year courses and will begin offering the Creative Learning (CL) and Advanced Learning (AL) courses in AY2020. This will now allow for the creation of new learning communities that incorporate those students who entered

the junior high school from Ritsumeikan Primary School who were previously in a separate course. To respond to each student's education history, we fleshed out details for the careful reorganization of subject-based courses and learning support.

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 AY2019. This event, which was primarily implemented by a student-led organizing committee, attracted students from 34 schools in 22 countries and regions and 10 schools from around Japan, making for a "dreamlike week" of studying science in an international atmosphere. In addition, we earned a Science and Technology Human Resources Development Core School slot in AY2019, and as part of this, we further enhanced international joint topic-based research projects with students in science-focused schools in

Korea, Thailand, and Taiwan.

The SGH Project concluded in AY2018, but the GL Course, which played the central role in our SGH initiatives, has been maintained as one of the unique elements of our education. As part of these initiatives, we held the Rits Super Global Forum (RSGF) and attracted participants from 12 schools in 12 countries and regions as well as two Japanese schools in AY2019. Under the supervision of the student-led organizing committee, an in-depth discussion was held on the topic of ways to address plastic pollution, making for a content-rich forum.

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 elite universities in AY2020: Kyoto University: 8, Osaka University: 2, Kobe University: 5, Kyushu University: 1, Tohoku University: 1, Hokkaido University: 1, and medical schools of national universities: 5. In addition, on examinations that assess a variety of student growth and experience, such as examinations for foreign universities and

AO examinations for other universities, our students were highly commended for their activities and were able to advance to schools that meet their unique needs pertaining to their career prospects.

On the other hand, we will continue to enhance partnership programs with Ritsumeikan University and Ritsumeikan Asia Pacific University to ensure that students seeking to advance to those universities can be admitted to colleges that suit their career aspirations and academic interests.

Basic Issue 6

Improve Working Conditions to Promote the Aforementioned Educational Issues

In AY2019, we held discussions on systems that allow teachers to provide more careful support tailored to each student's growth. In AY2020, Ritsumeikan Junior High School will begin to step up these efforts in line with the establishment of the Student Support Center and the International Education Center (both tentative titles). We continue to improve the infrastructure for promoting the use of ICT in education. 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. We will begin implementing the following initiatives: the establishment of a teacher organization to support educational development, the provision of training to support faculty growth, and measures to secure the necessary time for such initiatives.

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 have been 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. As part of the curriculum reforms implemented in AY2018, we further expanded upon initiatives given that second-year high schools are now subject to those reforms due to their grade level advancement. We widely publicized the findings produced in the high school's Core Inquiry and CSL

classes, which form the core of these reforms, in the Lesson Study sessions and other venues. Together with the junior high school Theory of Knowledge (TOK: a Core IB subject for moral education), and QUEST, and the WAO Program, this grew into a school-wide effort, with teachers of various subjects working together in an interdisciplinary manner to develop classes. We continued linking 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.

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

Continuing from AY2018, we strived to improve the quality of all courses. Having entered the second year of curriculum reforms, we smoothly rolled out the interdisciplinary arts and sciences Integrated Global (IG) Course. In AY2020, which marks the final year of curriculum reforms, we plan to enhance high school-university partnership programs given that all third-year high school students will be required to conduct topic-based research. We were selected as a partner school for the MEXT Project for the Creation of Worldwide Learning (WWL) Consortia, and we further improved upon the Core Inquiry and CSL programs offered in the IG Course as part of our WWL initiatives since our designation by MEXT as a Research and Development

School in AY2018. In the IM Course, which requires all students to study abroad for a year, we provided pre-departure classes to help students discover Japan and develop an identity, and we developed career education to ensure students become innovative global human resources upon their return. The number of students applying for the junior high school IPS program, which is linked to the IB Course, has been increasing, and the number of students admitted to the program for AY2020 jumped to 26, significantly higher than the 19 from the year before. In AY2021, a Preparatory Committee aimed at converting the IPS program into a standalone course will commence operations.

Basic Issue 3

Education that Fosters Ability to Respond to Internationalization

In AY2019, we were designated by MEXT as a Core School for the WWL Project (the successor to the SGH Project). There are only 10 WWL Core Schools in Japan, so our selection as one of them is proof of the recognition of our progressive initiatives. As part of WWL, we are working on building networks and cooperative ties with companies, NPOs, other organizations, and high school and universities both in Japan and overseas. This unprecedented educational initiative has served to provide significant benefits to all our students. Specifically, we incorporated serious feedback from working people into topic-based research and realized an overseas training session with several schools in cooperation with partner companies and organizations. In the IB Course, the average diploma score reached a record-high of 33.17, far surpassing the global average. In the IM Course, whose curriculum includes one year of study abroad, the findings from the research projects for the



Global Leadership Studies (GLS) subject were presented at the MEXT-sponsored National High School Students' Forum and earned the Head Judge's Prize. In the IG Course, which commenced in AY2018, we offered a new immersion-based class on the SDGs. The number of international students we accepted on the Asia Bridge Project increased year-on-year from three to five.

Basic Issue 4

Advanced Intraschool Sharing of Information through the Promotion of Informatization

In AY2019, we adopted a system to enable the distribution of information by email to all students in all grades, and we successfully shared information about the school and the Parents Association. This new system has played a major role in keeping stakeholders informed. In particular, we requested support for our athletic activities, issued school closure notices

and warnings in light of the COVID-19 pandemic in March 2020, and sent information about school days. We used the Classi software that we adopted for the high school in AY2019 to conduct surveys and send homework assignments, and in AY2020, we plan to begin using it for the junior high school as well.

Basic Issue 5

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

In AY2019, we stepped up efforts to improve student-led initiatives and activities and providing support therefor. With regard to extracurricular activities, our clubs achieved remarkable results at the national level, and a school-wide cheerleading effort helped create a sense of unity. In particular, we won the Head Judge's Prize at the 3rd National High



School Students' Forum, the baseball team advanced to the second round of the 2019 Japanese High School Baseball Championship (101st Summer Koshien Tournament), the girls' ekiden team placed 7th in the 31st All-Japan High School Ekiden Championship, the baton twirling club placed third in the 47th Baton Twirling National Competition, the cheerleading club advanced to the Friday Tournament qualifier for the Japan Cup 2019 Cheerleading Competition, the indoor soccer team advanced to the Best 8 in the 4th U-18 Futsal League Champions Cup, the American football team won the 50th All-Japan High School American Football Championship, our student placed third in the girl's 57kg class of the Nationwide High School Judo Competition held as part of the 68th National High School General Sports Tournament, and the girls' track and field team won the 2,000 m in the 7th National High School Track and Field Competition.

Basic Issue 6

Discussions that Include Facility Improvements to Support Educational Activities

In December 2019, we began construction on a new school building. When this building is complete, we will begin offering two classes for the IB Course for each year level, and it will help improve the conditions in Building A. We are currently

discussing how to use the space in Building A left over after the relocation of the IB Course classes to the new building as part of discussion of the future concept. We also plan to consider a policy direction for the student dormitory.

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 again in AY2019, which allowed us to attract 520 total applicants, or about the same as last year. Special entrance examination applicants increased by 1.09 times year-on-year, and we welcomed 187 new students compared to our capacity of 180. In terms of high school admissions, we saw an increase in the number of recommended entrance examination applicants (January exam) for whom Keisho is the first choice, and together with the general entrance examination (February exam), we saw a dramatic uptick in high performing students. In addition, we fulfilled our 305-student capacity for first-choice applicants and students advancing internally from the junior high school, and in the end, we welcomed 346 new students. 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 AY2019, we continued engaging in exchange with schools in St. Petersburg, Russia and promoting the Human Resources Development for Regional Revitalization Program as part of our efforts to strengthen ties with the Hokkaido Prefectural Office and local municipalities in Hokkaido. With regard to the Human Resources Development for Regional Revitalization Program in particular, we concluded agreements with 19 of the 52 local municipalities that do not have high schools. We invited Mayors from our partner municipalities to give lectures and had students propose plans for tourism development. The first cohort of students was admitted under the AY2020 entrance examination scheme

Basic Issue 2

Creation of Conditions to Aim for Achievement of the 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. Due to the COVID-19 pandemic that began in February 2020, several student intake requests were cancelled, so the number of students accepted fell from 273 last year to 210; however, the number of students we sent overseas on both short and long-term programs increased from 209 to 230, and the number of students who participated in overseas training

programs increased significantly from 467 to 502. In this way, we were able to make great strides in promoting global education. In particular, we dramatically boosted the number of students



sent abroad on programs sponsored by the national and local governments and various organizations again this year. The selection of our high caliber students for these various overseas

programs is proof that the outcomes of our global education are being recognized nationwide.

Basic Issue 3

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

In AY2019, as a result of having promoted participation in RU and APU campus tours and R-Navigation events from their first year at the school, expanding high school-university partnerships with RU and APU, and enhancing the Ritsumeikan University Special Designated School System, the rate of internal advancement to RU and APU reached 52% (RU: 152 students, APU: 18 students).

With regard to the SSH program, we entered the third year of



our second basic slot designation and the third and final year of our Core School designation. In the Junior Session of the Hokkaido Branch Academic Conference of the Japan Society of Applied Physics,

our students won the Japan Society of Applied Physics Hokkaido Branch Director's Prize, and they also took home the Hokkaido Branch Director's Prize in the Chemical Society of Japan Hokkaido Branch Grand Prix, which served as the domestic qualifier for the International Chemistry Olympiad in AY2019. Three students joined the Thai-Japan Student ICT Fair 2019 in Mukdahan (Thailand) as part of our initiatives as a Core School. This year marked the fifth and final fiscal year of our SGH designation. As the culmination of our SGH Project activities, third-year high school students in the "International Society" class held their first-ever off-school event called "Thinking About Multicultural Coexistence" at the Hikari no Hiroba at Shin-Sapporo Sunpiaza. Meanwhile, third-year high school students in the "Tourism Development" class invited representatives from five municipalities to attend a presentation their original tourism plans based on the topic of "Regional Revitalization and Tourism."

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, 49 students advanced to elite universities or medical schools in AY2019, marking a significant increase over the previous year. The breakdown was as follows: University of Tokyo: 6, Kyoto University: 5, and medical schools: 38 (Hokkaido University School of Medicine: 5, Sapporo Medical University: 4, Asahikawa Medical University: 7, Kochi University: 1, Gifu University: 1, Fukushima Prefectural Medical University: 1, National Defense Medical College: 2; private university medical schools: 16; and Peking University: 1).



Basic Issue 5

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

We created systems for transfer student entrance examinations for both the junior and senior high schools 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 fully-equipped ICT classroom building that will allow the implementation of active learning in all subjects. Co-Tan is operating at a very high capacity rate as we are proactively adopting active learning for all classes.

Also, with an eye on improving work styles for teachers again in AY2019, 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 a Top School in Shiga Prefecture

Aiming to realize the development of global science leaders and create the “R-Style” Ritsumeikan Model for Learning, which aims to cultivate an attitude of independent learning and scientific thinking skills and inquisitiveness based on the four keywords of “inquiry,” “ICT,” “science,” and “global,” in AY2019, we engaged in efforts to build a school equipped with the best teaching capacity in Shiga Prefecture as a means to achieve our goals. Also, with an eye on 2030, we formulated the R-Moriyama Vision 2030 as our educational plan for the future. First, regarding the creation of the “R-Style” Ritsumeikan Model for Learning, we strived to improve day-to-day instruction and address the issues we face from the standpoint of realizing a qualitative shift in learning and in terms of the SDGs (ESG), and we worked to enhance and systematize our inquiry-based learning. The first R-Style Lesson Study Session, which focused on the concept of interactive classes, attracted over 200 participants from all over Japan and garnered high praise. Meanwhile, in terms of further enhancing ICT-driven teaching, we expanded the use of ICT devices in education and promoted the transition to a new style of learning. Our efforts to offer distance lectures using ICT devices and applications proved highly successfully when our

students had to shift to learning from home amid the COVID-19 pandemic. Our progressive ICT-driven teaching efforts gained attention as evidenced by the 300 participants who came from all over Japan to attend the fifth ICT Lesson Study Session and more than 150 visitors (in 42 groups) who came to tour the school. Furthermore, in terms of promoting distinctive education, we cooperated with the College of Life Sciences and the College of Science and Engineering at Ritsumeikan University to begin work on developing an interdisciplinary school and subject-spanning systematic science program as a research project under the third phase of the Super Science High (SSH) School Project. In terms of education in the Global Course (GL), we developed new overseas training programs and pursued other trailblazing educational reforms. In the Frontier Course (FT), we improved upon our curriculum that emphasizes continuity in guidance from the junior high to the high school level. We also significantly increased the number of students gaining admission to elite national and public universities (Total: 13; Kyoto University: 2, Osaka University: 4, other universities: 7) and medical schools (Total: 11; Shiga University of Medical Science: 2, Jichi Medical University: 2, other universities: 7).

Basic Issue 2

Restructuring of New Courses and Enhancement of Curricula

We worked to enhance language activities for all year levels, and we moved forward with the development of a curriculum focused on enhancing inquiry-based learning that will instill our students with the ability to identify and solve problems and logical thinking skills. In terms of enhancing language activities in the junior high school, we

offered an English Camp and Empowerment Program as well as the Expert Program for students in Advanced English. We also enhanced short and long-term study abroad and language training programs for high school students and developed overseas programs that make use of the Gap Term. Specifically, the new model for overseas programming training

that we worked with company partners to develop has garnered attention. In AY2019, we welcomed more than 200 students from overseas and sent 102 students overseas on short and long-term study abroad programs. Together with the full-participation overseas training tours, we were able to send more than 600 students overseas.

Furthermore, to develop the ability to identify and solve problems, we promoted cooperation across subjects and year levels to provide systematic, progressive guidance. In addition to the "Thinking Design" subject for first-year high school students, we added the new "Math and Science Inquiry I" and "Humanities Inquiry I" subjects for second-year

students and created a smooth progression from "Foundations for Inquiry-based Learning" to "Basic Foundation Seminar."

Furthermore, in terms of collaboration across schools and sectors, we developed new learning networks that transcended existing boundaries, including offering the High School-University Seminar and Topic-based Research subjects in cooperation with the colleges and graduate schools of Ritsumeikan University, developing a high school-university partnership scheme with the Ritsumeikan Office of SDGs Promotion and Ritsumeikan Impact-Makers Inter X (RIMIX), and collaborating with Asahi Shimbun, Sony, and Life is Tech Corporation.

Basic Issue 3

Promotion of Extracurricular Activities

As for extracurricular activities, the junior high school brass band participated in the Kansai Ensemble Contest for the first time, and the baseball team advanced to the Kinki Tournament for the first time in its four-year history. The American football team, baton twirling club, soft tennis club, and shogi club all advanced to nationals, while the Sci-Tech club competed in the Robot Soccer World Cup again this year and took home the third-place prize. Meanwhile, members of the para-powerlifting club performed well in the international competition, and hopes are high for them going to the Paralympic Games in the future.

Our students also advanced to the final session of the Ritsumeikan

Chancellor's Pitch Challenge, advanced to the final round of Career Koshien 2019, and participated in United Nations University's He for She National Convention. As this shows, our students who have learned about the SDGs, which aim to practically tackle issues faced by society and the world, and have experienced PBL are creating new examples of success in national competitions.

In accordance with guidelines issued by the Japan Sports Agency and the Agency for Cultural Affairs, we made improvements to time spent on club activities, set days of rest for club members, and worked to achieve effective and appropriate coaching that takes student health and safety into consideration.

Basic Issue 4

Stable Entrance Examination Policy

Regarding junior high school admissions for AY2020, we enacted reforms to respond to the various needs of applicants, including increasing testing opportunities, offering multiple streams of test subjects, and reducing testing fees for students to take examinations multiple times. Moreover, due to stepped up publicity efforts, we attracted 308 Open Campus participants (+138% year-on-year) and 510 Pre-Test examinees (+138% year-on-year) and encouraged these students to apply for admission. As a result, applicant numbers reached 647 (last AY: 568), while enrollee numbers reached 191 (last AY: 160). In particular, we were able to further

boost our applicant numbers beyond the record-high among private junior high schools in Kansai that we achieved the year before.

As for high school admissions, although the situation remains difficult due to the declining number of junior high school graduates, we were able to attract 475 applicants, or roughly the same number as the previous year. We dramatically increased enrollee numbers from 175 to 201 and achieved a remarkable increase in recommended students whose first choice in Moriyama, including students on the Frontier (FT) and Global (GL) Courses, from 117 to 153.

Basic Issue 5

Development of Staff and Faculty Organization

In terms of improving the teacher qualifications and the teaching capacity of the school as a whole, we pursued initiatives based on the idea that the most important element is to boost the teaching capacity of our teachers. We held research classes in each subject and at each year level as well as regular Lesson Study sessions on a school-wide basis, and we encouraged participation in external training programs in an

effort to improve the teaching capacity of our teachers.

Furthermore, aiming to create a sustainable framework for guidance and school administration and realize teacher work-life balance, we accelerated work style reforms based on the following three themes and detailed initiatives related thereto: i) reviewing and streamlining work, ii) improving work arrangements, and iii) utilizing school support staff.

Basic Issue 6

Development and Expansion of Facilities

We undertook initiatives based on the R-Moriyama Vision 2030 (our educational plan for the future).

Aiming to improve utilization of both classrooms and venues for extracurricular activities, we renovated the science lab building into the second gymnasium. In addition, we installed the latest

information displays in the classrooms to improve the level of our ICT education. We are currently preparing to open the International Center with an eye on expanding the intake of exchange students and the dispatch of students overseas. We are now able to use Moriyama Civic Field as a ground for our baseball team.

4. The Ritsumeikan Trust (Comprehensive Academy Development)

Master Plan

Consider organizational issues for underpinning such linkages within the Academy

In terms of Trust-level initiatives, in April 2019, we established the Office of SDGs Promotion with the Chancellor as the Director, and this has created an important opportunity for the development of new partnerships both within and outside the Academy. The Office of SDGs Promotion will visualize cross-divisional connections among the SDGs-related initiatives that faculty and staff in the various divisions and the students undertake and it will help create a university-wide network for these initiatives. By the end of AY2019, 53 communities have been registered with the office. In addition to these initiatives, the Office of SDGs Promotion launched the new Ritsumeikan Impact-Makers Inter X (RIMIX) project. Furthermore, we set up a booth at EcoPro 2019, Japan's largest environmental trade show, which was held at Tokyo Big Sight in December 2019, and this is just one example of an initiative conducted through the cooperation of faculty, staff, and students beyond the boundaries of the divisions.

Ritsumeikan University continues to deliberate the further development of internal partnerships based on the two pillars of the R2030 Design Challenge, namely, building a cooperative system to promote open innovation and undertaking organizational reforms to encourage everyone to become change makers.

Meanwhile, Ritsumeikan Asia Pacific University continues to visit the affiliated schools regularly and hold events in which faculty and students are dispatched to the affiliated 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 been working out the details of methods for 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 to further solidify the partnerships between Ritsumeikan University and its affiliated schools.

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.

Meanwhile, APU formulated a new Faculty Organization Development Plan to assist with the restructuring and stabilization of the faculty corps and the further improvement of educational content. Faculty hiring is scheduled to be carried out based on the new plan in AY2020.

Aiming to enhance the teaching capacity of affiliated school 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. Furthermore, as public

interest in work style reforms grows, the affiliated schools moved forward with discussions on various work style reforms aimed at cultivating highly creative students who can carve out their own paths in society by encouraging teachers to undertake even more creative and self-directed teaching. In AY2020, they will begin implementing various measures aimed at sustainable school development.

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. In a world where it is difficult to predict what will happen, we must develop faculty organization centered on problem-solving, so in formulating an organizational design for R2030, we established a venue where staff can discuss their future while taking ownership as leaders for the next generation. Based on these discussions, we are striving to make employment systems more flexible, and 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

Meanwhile, the Executive Framework Review Committee held discussions based on the following four key issues: Academy governance and executive systems in light of revised legislation, Academy governance and executive systems rooted in the Academy's mission and R2030 Vision, Board of Trustees membership and Trustee composition, and the executive framework for APU.

Based on drills conducted to respond to potential disasters and accidents in AY2018, in AY2019 we revised the Basic Guidelines on Risk Management and the Guidelines to Prevent Falling Bookshelves and other Equipment, formulated the Guidelines to Prevent Falling Laboratory Equipment, undertook initiatives to prevent falling bookshelves in faculty offices, distributed disaster preparedness supplies to faculty and staff, and discussed a safety confirmation system.

To further promote risk management, we prepared to open the Office of Risk Management Promotion, reorganized the Safety Management Office, which was previously in charge of risk management, into an office in charge of safety management for science and engineering placed under the supervision of the President, and established the Office of Research Ethics.

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 spending is effectively contributing to improving the quality of our education. Given this, we are testing measures for uniformly assessing project activities and budgets, focusing first on important educational policies. We plan to formulate the next Mid-Term Plan in AY2020 in light of the issues identified from the process.

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.

[ALA] African Leadership Academy. A secondary level boarding school in Johannesburg, South Africa that accepts 15-18-year-old students from all 54 countries of Africa.

[AL Course] Advanced Learning Course. A course at Ritsumeikan Junior High School designed to provide students with the academic ability they need to take examinations for medical schools and highly selective universities from the early stages of their studies.

[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

[BBP] Beyond Borders Plaza. A space where students can learn together, engage in international exchange, and learn languages while transcending a variety of borders, including national borders and barriers posed by language, culture, and value systems.

■ C

[Campus Asia Program] A four-year program managed jointly by the three universities of Ritsumeikan University, Dongseo University (Busan, Korea), and the Guangdong University of Foreign Studies (Guangzhou, China). Rooted in the CAMPUS Asia pilot program initially offered from AY2011 to AY2015, the program aims to cultivate talented individuals with advanced communications skills and build a network of the next generation of leaders for Japan, China, and Korea by providing students with education on the traditional and modern cultures of the three countries in the historical cities of Kyoto, Busan, and Guangzhou.

[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.

[CEFR] Common European Framework of Reference for Languages. CEFR is a guideline to describe learners' language proficiency in concrete terms of what they can do with the language in question. It is divided into six levels (A1, A2, B1, B2, C1 and C2).

[CL Course] Creative Learning Course. An integrated course that aims to enhance students' expertise by helping them identify their desires and aptitudes while providing them with broad-based, well-balanced learning.

[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

[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

[EdTech] Services and techniques that use technology to transform education, or the component technologies that comprise said teaching services and techniques.

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

[EXCEED] A program limited to APU's new students which allows them to complete their required English subjects in as little as one semester by combining intensive English classes with a short-term study abroad program.

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).

[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.

[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

[JSSF] Japan Super Science Fair. An event in which several mathematics and science high schools from around the world participate and students deepen exchange through research presentations, workshops and other activities.

[Joint Degree Program] 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.

R

[RA] Resident Assistant. A group of students who provide the support necessary to help residents of the AP House student dormitory acclimate to life at APU and in Beppu. One or two RAs are assigned to each floor.

[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.

[RSGF] Rits Super Global Forum. 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.

[RSJP] Ritsumeikan Summer Japanese Program. A program for foreign university students who have a rudimentary knowledge of Japanese and an interest in traditional Japanese culture. The program aims to deepen students' understanding of Japan by providing them with short-term intensive Japanese language classes, classes on Japanese culture, and hands-on experiences.

[RU] Ritsumeikan University

S

[SDGs] Sustainable Development Goals. As the successor to the Millennium Development Goals (MDGs) established in 2001, the SDGs are a set of international goals for sustainable development for the years from 2016 to 2030 that were listed in the 2030 Agenda for Sustainable Development, which was adopted at a United Nations Summit in September 2015. The SDGs, which comprise 17 goals and 169 targets, pledge to "leave no one behind."

[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 thereof.

[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.

[SKP] Study in Kyoto Program. A six-month or yearlong program that provides students with a good balance of Japanese language learning and learning about traditional Japanese arts and culture.

[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.

T

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

[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.

W

[WWL] Project for the Creation of Worldwide Learning Consortia. A MEXT project that aims to i) produce innovative global human resources by building systems that provide a higher level of learning to high school students by way of collaborations between and among Japanese high schools, Japanese and foreign universities, companies, international organizations, and other entities and ii) build networks for advanced learning in high schools by way of topic-based international conferences for high school students and other initiatives.

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 56).

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. Settlement of Accounts for AY2019

In order to maintain financial soundness, we have defined the financial independence of each school and the maintenance of a positive current account balance for the Trust as a whole as key indicators, and we are performing financial management for the second half of the R2020 Plan (AY2016 - AY2020).

Based on this financial policy, we set budgets for AY2019 and are steadily implementing various projects, including education and research based on the basic issues of the Academy and the basic issues for each university and affiliated schools stipulated in the R2020 Second Half Plan.

Although the Academy maintains a positive current account balance at present, due to efforts to improve faculty systems and the campus environment, the net ordinary income/loss in the Statement of Operating Activities continues to decline (and is particularly noticeable in the category of educational activity incomes and expenditures).

In terms of financial management efforts, we are constantly working to strengthen incomes and reduce expenses, but under the next (R2030) Basic Policy on Financial Operation, which is scheduled to be formulated in AY2020, one issue we face is the further strengthening of our financial base and fund balances in order to support the sustained advancement of our of education and research.

1-2. Statement of Cash Flow for FY2019

(in 100 million of JPY)

Item	FY2019 Budget	FY2019 Settlement	Difference
Revenues			
Revenue From Student Fees	583	581	Δ 2
Revenue From Processing Fees	32	34	2
Donation Revenue	13	17	5
Subsidy Revenue	97	97	1
(National Government Subsidy Revenue)	77	77	1
(Local Government Subsidy Revenue)	20	20	Δ 0
Revenue from Sales of Assets	0	1	1
Income from University-Owned Businesses	35	37	3
Income from Interest and Dividends	16	23	7
Miscellaneous Revenue	18	23	5
Revenue from Borrowings	0	0	0
Revenue from Advances Received	105	111	6
Amount Reversal from Specified Assets and Other Revenues	107	80	Δ 26
Revenue Adjustments	Δ 116	Δ 118	Δ 1
Carryover from Previous Year	196	196	0
Total: Revenues	1,084	1,084	Δ 0

Expenditures

Personnel Expenditures	402	399	Δ 3
Education and Research Expenditures	257	243	Δ 14
Institutional Administrations Expenditures	55	61	6
Loan Interest Expenditures	0	0	0
Loan Repayment Expenditures	2	2	0
Facility-related Expenditures	57	56	Δ 2
Equipment-related Expenditures	22	14	Δ 8
Deposits for Specified Assets	61	92	30
Accounts Payable from Previous Fiscal Year and Other Expenditures	56	57	1
Reserve Fund	4	0	Δ 4
Expenditure Adjustments	Δ 56	Δ 58	Δ 2
Carryover into Next Year	224	219	Δ 5
Total: Expenditures	1,084	1,084	Δ 0

*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 108.4 billion, cash revenues for FY2019 came to JPY 88.8 billion.

We earned JPY 58.1 billion in revenues from student fees such as student tuition and admission fees.

Revenues from entrance examination fee payments and other fees totaled JPY 3.4 billion.

Revenues from subsidies amounted to JPY 9.7 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 5.9 billion, and were allocated to FY2019 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 108.4 billion, cash expenditures for FY2019 came to JPY 86.5 billion.

Personnel expenses totaled JPY 39.9 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 24.3 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 AY2019, facility-related expenses came to JPY 5.6 billion and equipment-related expenses reached JPY 1.4 billion, reflecting major renovations to Zonshinkan Hall on Kinugasa Campus, earthquake-proofing of the Student Center, and the construction of facilities for the College of Gastronomy Management.

1-3. Statement of Operating Activities for FY2019

(in 100 million of JPY)

Item	FY2019 Budget	FY2019 Settlement	Difference
General Account; Education and Research			
Student Fees	583	581	Δ 2
Processing Fees	32	34	2
Donations	8	12	4
Subsidies	95	96	1
Income from University-Owned Businesses	35	37	3
Miscellaneous	19	21	3
Total: Revenues	771	782	11
Personnel	401	402	1
Education and Research	323	306	Δ 17
(Depreciation Cost)	66	63	Δ 3
Institutional Administrations	62	65	3
(Depreciation Cost)	7	7	0
Unrecoverable Amount	0	0	0
Total: Expenditures	786	774	Δ 12
Income/Loss	Δ 15	8	24

General Account; Others

Income from Interest and Dividends	16	23	7
Other Revenues	0	1	1
Total: Revenues	16	24	8
Interest on Loan	0	0	0
Other Expenditures	0	2	2
Total: Expenditures	0	2	2
Income/Loss	16	22	6
Income/Loss of General Account	1	31	30

Special Account

Gains from Sales of Assets	0	0	0
Other Revenues	8	10	1
Total: Revenues	8	10	1
Balance of Asset Disposal	3	11	8
Other Expenditures	0	1	1
Total: Expenditures	3	12	10
Income/Loss	6	Δ 2	Δ 8
Reserve Fund	4	0	Δ 4
Net Income/Loss before Allocated Capital Funds	3	28	26
Total Amount of Allocated Capital Funds	Δ 63	Δ 40	23
Net Income/Loss for This Fiscal Year	Δ 60	Δ 12	48
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ 153	Δ 153	0
Amount Reversed from Capital Funds	0	4	4
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ 214	Δ 162	52
Total Revenues of Statement of Operations	796	816	21
Total Expenditures of Statement of Operations	793	788	Δ 5

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

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

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

*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 78.2 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 77.4 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 800 million in net income for FY2019.

Meanwhile, depreciation costs included in education and research expenses and administrative expenses reached JPY 7 billion.

Non-Educational Activity Revenues and Expenditures

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

Revenues comprised of interest, dividend and other income totaled JPY 2.4 billion, while expenditures, which included loan interest and other income, amounted to JPY 200 million, producing a final outcome of JPY 2.2 billion in net income for FY2019.

Ordinary Net Income/Loss

Tallying up the totals for educational activity and non-educational activity revenues and expenditures, the final outcome was JPY 3.1 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 200 million for AY2019.

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 4 billion included allocated to capital funds was net income of JPY 1.2 billion.

1-4. Statement of Financial Position for FY2019

(in 100 million of JPY)

Item	End of FY2019	End of FY2018	Change
Assets			
Fixed Assets	3,542	3,521	21
Tangible Fixed Assets	2,252	2,259	Δ 8
(Land)	694	700	Δ 5
(Buildings and Structures)	1,318	1,316	2
(Equipment for Education and Research)	78	80	Δ 2
(Books)	152	150	3
Specified Assets	1,276	1,245	31
(Reserve Assets for Type 3 Capital Fund)	137	137	0
(Reserve Assets for Type 4 Capital Fund)	56	55	1
(Reserve Assets for Retirement Benefits)	129	126	3
Other Fixed Assets	14	17	Δ 2
Current Assets	239	221	18
(Cash and Deposits)	219	196	23
Assets: Total	3,781	3,742	39

Liabilities

Fixed Liabilities	270	266	4
(Long-term Debt and School Bonds)	131	132	Δ 2
(Reserve for Retirement Benefits)	129	126	3
Current Liabilities	200	193	8
(Short-term Debt and School Bonds)	2	2	0
(Advances Received)	111	103	8
(Deposits)	32	32	0
Liabilities: Total	470	459	11

Net Assets

Capital Funds	3,473	3,436	37
(Type 1 Capital Fund)	3,280	3,245	36
(Type 3 Capital Fund)	137	137	0
(Type 4 Capital Fund)	56	55	1
Net Income/Loss	Δ 162	Δ 153	Δ 8
Net Assets: Total	3,311	3,283	28
Liabilities and Net Assets: Total	3,781	3,742	39

*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 2019 amount less end of FY 2018 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 800 million from the end of last academic year to JPY 225.2 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 3.1 billion from the end of last academic year to JPY 127.6 billion.

Liabilities and Net Assets

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

The total for the Liabilities sector for the fiscal year reached JPY 47 billion.

The Net Assets section increased by JPY 2.8 billion from the previous academic year to JPY 331.1 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.

1-5. Asset Inventory

Total Assets	¥378,115,402,469
Endowment	¥226,470,016,158
Operating Assets	¥151,645,386,311
Total Liabilities	¥46,995,942,607
Net Assets	¥331,119,459,862

(as of March 31, 2020)

Type	Amount
Assets	
1 Endowment	
Land 2,298,244.67 m ²	¥69,438,120,973
Buildings 825,275.38 m ²	¥119,940,064,467
Books 3,219,510	¥15,231,241,290
Equipment 17,714	¥8,542,513,830
Construction in Progress	¥126,317,962
Other	¥13,191,757,636
2 Operating Assets	
Cash and Deposits	¥21,888,844,476
Assets Held for School Trips	¥163,647,491
Reserve Fund	¥127,585,550,230
Securities	¥123,999,743
Accounts Receivable	¥1,446,777,945
Advance Payments	¥392,897,829
Other	¥43,668,597
Total Assets	¥378,115,402,469

Type	Amount
Liabilities	
1 Fixed Liabilities	
Long-term Debt and School Bonds	¥13,050,000,000
Long-term Account Payable	¥982,023,016
Reserve for Retirement Benefits	¥12,928,968,434
2 Current Liabilities	
Short-term Debt and School Bonds	¥155,330,000
Account Payable	¥5,394,364,327
Advances Received	¥11,119,734,188
Deposits	¥3,201,875,151
Cash Held for School Trips	¥163,647,491
Total Liabilities	¥46,995,942,607

Net Assets	¥331,119,459,862
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1-6. Audit Report

Audit Report

May 15, 2020

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, Paragraph 1, Item 4 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 2019 fiscal year commencing on April 1, 2019 and ending on March 31, 2020.

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.

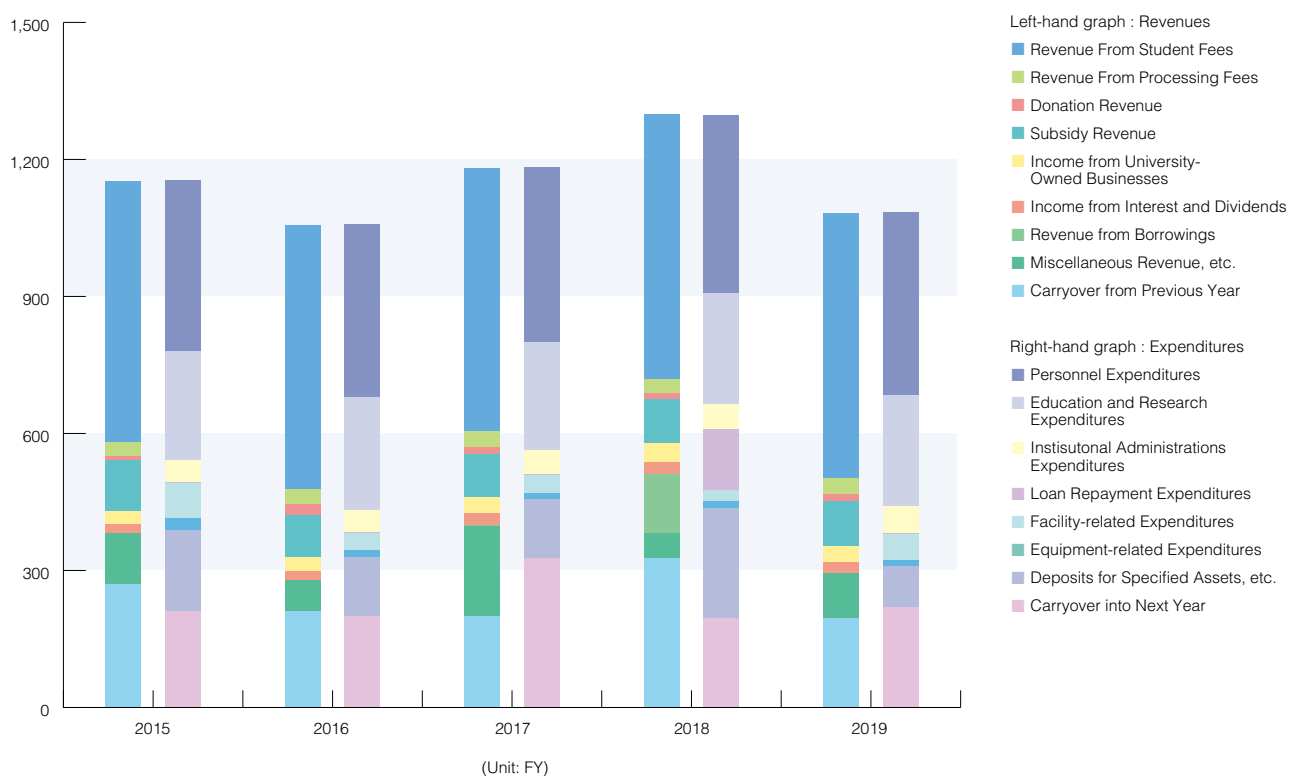
2. Year-to-year Changes

2-1. Historical Cash Flow (FY2015 ~ 2019)

(in 100 million of JPY)

Item	FY2015	FY2016	FY2017	FY2018	FY2019
Revenues					
Revenue From Student Fees	572	580	578	579	581
Revenue From Processing Fees	31	31	33	32	34
Donation Revenue	9	26	17	11	17
Subsidy Revenue	112	90	94	98	97
Revenue from Sales of Assets	0	0	0	0	1
Income from University-Owned Businesses	29	32	34	42	37
Income from Interest and Dividends	18	19	27	25	23
Miscellaneous Revenue	20	17	18	23	23
Revenue from Borrowings	0	0	1	130	0
Revenue from Advances Received	105	105	100	103	111
Amount Reversal from Specified Assets and Other Revenues	101	64	197	47	80
Revenue Adjustments	Δ114	Δ119	Δ117	Δ120	Δ118
Carryover from Previous Year	270	212	201	327	196
Total: Revenues	1,154	1,057	1,182	1,297	1084
Expenditures					
Personnel Expenditures	375	378	382	391	399
Education and Research Expenditures	237	248	236	241	243
Institutional Administrations Expenditures	49	48	53	56	61
Loan Interest Expenditures	0	0	0	0	0
Loan Repayment Expenditures	2	2	2	132	2
Facility-related Expenditures	76	38	39	26	56
Equipment-related Expenditures	27	16	14	15	14
Deposits for Specified Assets	118	130	127	244	92
Accounts Payable from Previous Fiscal Year and Other Expenditures	114	56	56	51	57
Expenditure Adjustments	Δ56	Δ59	Δ54	Δ55	Δ58
Carryover into Next Year	212	201	327	196	219
Total: Expenditures	1,154	1,057	1,182	1,297	1084

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



2-2. Historical Operating Activities (FY2015 ~ 2019)

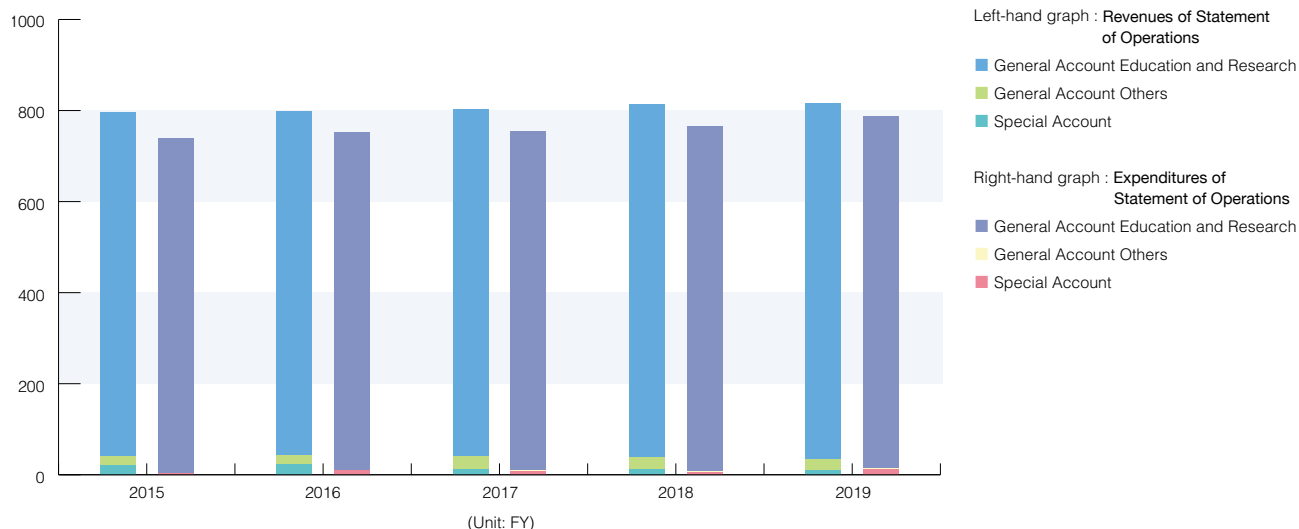
(in 100 million of JPY)

Item	FY2015	FY2016	FY2017	FY2018	FY2019
General Account; Education and Research					
Student Fees	572	580	578	579	581
Processing Fees	31	31	33	32	34
Donations	8	6	7	6	12
Subsidies	95	88	93	96	96
Income from University-Owned Businesses	29	32	34	42	37
Miscellaneous	18	18	17	20	21
Total: Revenues	754	755	762	774	782
Personnel	378	377	387	393	402
Education and Research	301	311	299	305	306
Institutional Administrations	56	54	59	61	65
Unrecoverable Amount	0	0	0	0	0
Total: Expenditures	734	742	746	759	774
Income/Loss	20	13	16	15	8
General Account; Others					
Income from Interest and Dividends	18	19	27	25	23
Other Revenues	3	0	1	3	1
Total: Revenues	21	19	28	28	24
Interest on Loan	0	0	0	0	0
Other Expenditures	0	1	1	1	2
Total: Expenditures	1	1	1	1	2
Income/Loss	20	18	27	26	22
Income/Loss of General Account	40	31	43	41	31
Special Account					
Gains from Sales of Assets	0	0	0	0	0
Other Revenues	20	24	13	11	10
Total: Revenues	20	24	13	11	10
Balance of Asset Disposal	3	8	8	5	11
Other Expenditures	0	1	0	1	1
Total: Expenditures	3	9	8	6	12
Income/Loss	17	15	4	5	Δ 2
Net Income/Loss before Allocated Capital Funds	57	46	48	47	28
Total Amount of Allocated Capital Funds	Δ 48	Δ 36	Δ 16	Δ 9	Δ 40
Net Income/Loss for This Fiscal Year	8	10	32	37	Δ 12
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ 250	Δ 242	Δ 229	Δ 191	Δ 153
Amount Reversed from Capital Funds	0	3	7	0	4
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ 242	Δ 229	Δ 191	Δ 153	Δ 162
Total Revenues of Statement of Operations	795	798	803	813	816
Total Expenditures of Statement of Operations	738	752	755	767	788

*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

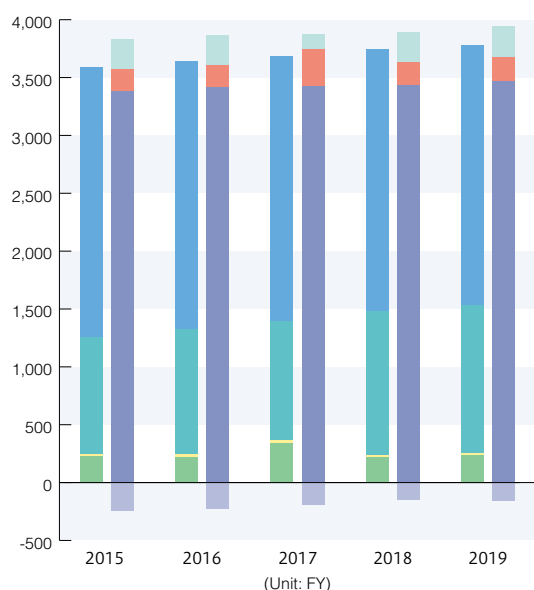


2-3. Historical Financial Position (FY2015 ~ 2019)

(in 100 million of JPY)

Item	End of FY2015	End of FY2016	End of FY2017	End of FY2018	End of FY2019
Assets					
Fixed Assets	3,360	3,419	3,342	3,521	3,542
Tangible Fixed Assets	2,338	2,312	2,288	2,259	2,252
Specified Assets	1,005	1,088	1,034	1,245	1,276
Other Fixed Assets	17	20	20	17	14
Current Assets	232	220	345	221	239
Assets: Total	3,592	3,639	3,687	3,742	3,781
Liabilities					
Fixed Liabilities	265	263	138	267	270
Current Liabilities	184	187	313	193	200
Liabilities: Total	449	451	451	459	470
Net Assets					
Capital Funds	3,385	3,418	3,427	3,436	3,473
Type 1 Capital Fund	3,194	3,227	3,235	3,245	3,280
Type 2 Capital Fund	—	—	—	—	—
Type 3 Capital Fund	137	137	137	137	137
Type 4 Capital Fund	53	54	55	55	56
Net Income/Loss	Δ 242	Δ 229	Δ 191	Δ 153	Δ 162
Net Assets: Total	3,143	3,189	3,236	3,283	3,311
Liabilities and Net Assets: Total	3,592	3,639	3,687	3,742	3,781

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



Left-hand graph : Assets
 Right-hand graph : Liabilities and Net Assets
 ■ Tangible Fixed Assets ■ Fixed Liabilities
 ■ Specified Assets ■ Current Liabilities
 ■ Other Fixed Assets ■ Capital Funds
 ■ Current Assets ■ Net Income/Loss

3. Financial Ratios

Financial Ratios for the Statement of Operating Activities

(Unit: %)

Ratio	Calculation	Evaluation	FY2015	FY2016	FY2017	FY2018	FY2019	National average
Personnel ratio	Personnel Expenditures ÷ General Revenues	▼	48.7	48.7	49.1	49.0	49.9	53.0
Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	△	38.8	40.2	37.9	38.0	38.0	33.4
Balance of Payments in General Accounts; Education and Research	Income/Loss of General Accounts; Education and Research ÷ Revenues in General Accounts; Education and Research	△	2.6	1.7	2.1	1.9	1.1	3.0
Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	△	5.2	4.0	5.5	5.2	3.8	4.5
Operating Activities Balance Ratio	Net income/loss for given academic year prior to allocation to capital funds ÷ revenue from operating activities	△	7.1	5.8	5.9	5.7	3.5	4.6

* General Revenues = Revenues from General accounts

* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2018 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. 48).

Financial Ratios for the Statement of Financial Position

(Unit: %)

Ratio	Calculation	Evaluation	FY2015	FY2016	FY2017	FY2018	FY2019	National average
Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	△	87.5	87.6	87.8	87.7	87.6	87.8
Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	▼	12.5	12.4	12.2	12.3	12.4	12.2

* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2018 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.

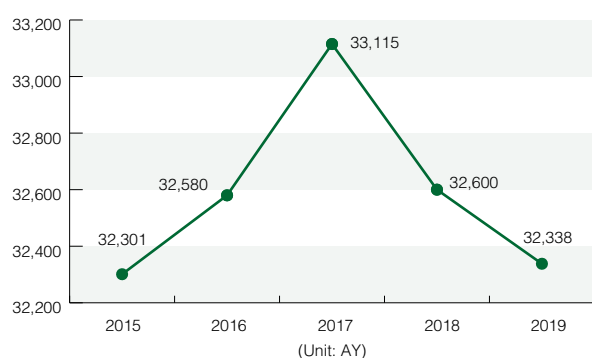
* The definitions of ratios can be found in the section entitled "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" (p. 48).

1. Student Numbers (as of May 1, 2019)

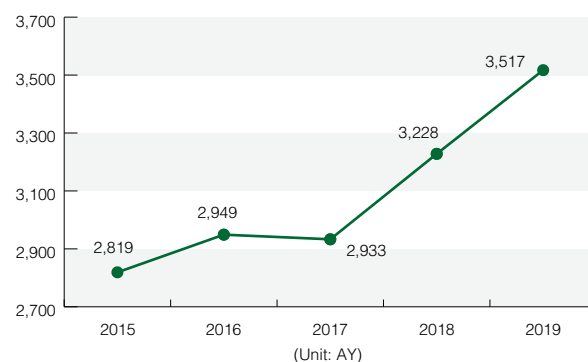
(Unit: Number of Persons)

		2015	2016	2017	2018	2019
Ritsumeikan University	No. of Undergraduate Students	32,301	32,580	33,115	32,600	32,338
	No. of Graduate Students	2,819	2,949	2,933	3,228	3,517
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,656	5,553	5,534	5,471	5,481
	No. of Graduate Students	188	178	189	215	214
Affiliated School	No. of Students	6,820	6,828	6,915	6,949	7,030
Total		47,784	48,088	48,686	48,463	48,580

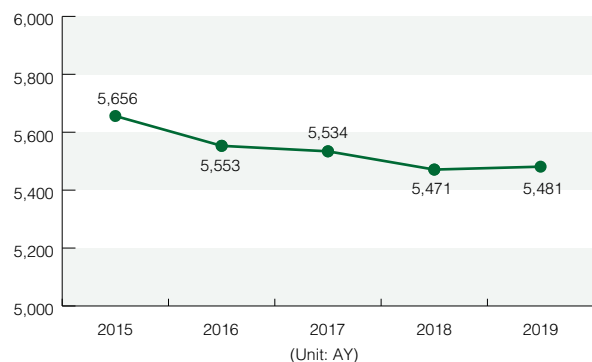
Ritsumeikan University / No. of Undergraduate Students



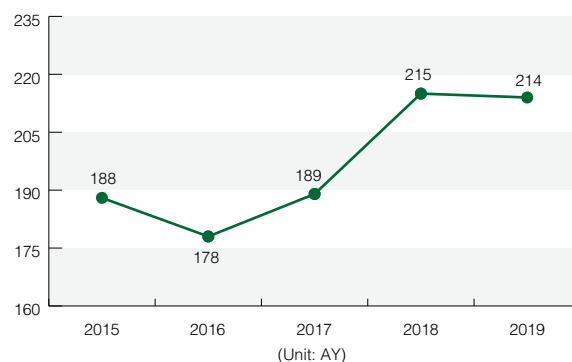
Ritsumeikan University / No. of Graduate Students



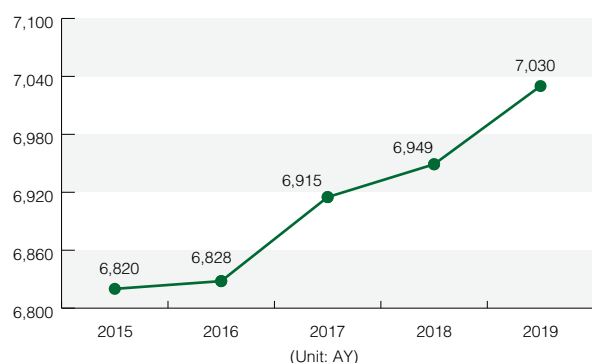
Ritsumeikan Asia Pacific University / No. of Undergraduate Students



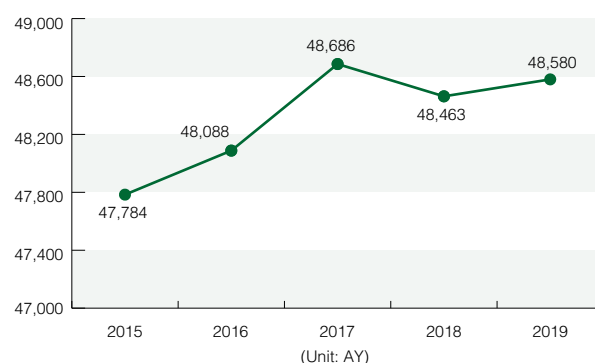
Ritsumeikan Asia Pacific University / No. of Graduate Students



Affiliated School / No. of Students



Total



2. Admissions Statistics (as of March 31, 2020)

Ritsumeikan University / Per College

(Unit: Number of persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	720	7,663	2,862
College of Economics	760	9,984	3,778
College of Business Administration	795	13,802	2,981
College of Social Sciences	810	11,721	3,085
College of Letters	1,035	11,811	3,168
College of Science and Engineering	959	19,975	7,661
College of International Relations	317	2,941	960
College of Policy Science	370	4,355	1,181
College of Information Science and Engineering	475	5,854	2,111
College of Image Arts and Sciences	160	2,302	387
College of Pharmaceutical Sciences	160	1,932	751
College of Life Sciences	325	7,622	3,009
College of Sport and Health Science	235	2,745	655
College of Comprehensive Psychology	280	3,373	727
College of Gastronomy Management	320	2,879	877
College of Global Liberal Arts	50	97	73
Total	7,771	109,056	34,266

*Does not include transfers.

*The enrollment capacity for the College of International Relations does not include June (Capacity: 5) and September admissions (Capacity: 38).

*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	2,741	875
College of International Management	380	2,118	764
Total	840	4,859	1,639

*The number of applicants and number of accepted applicants include only the figures for AY2020 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	59	23
	Doctoral	10	5	3
Graduate School of Management	Master's	40	29	21
Master's Program		100	88	44
Doctora Program		10	5	3
Total		110	93	47

*Does not include transfers.

*The number of applicants and number of accepted applicants include only the figures for AY2020 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	1,029	392
Ritsumeikan Uji Junior High School	180	577	279
Ritsumeikan Keisho Junior High School	180	548	286
Ritsumeikan Moriyama Junior High School	160	647	352
Ritsumeikan Senior High School	360	508	384
Ritsumeikan Uji Senior High School	405	462	277
Ritsumeikan Keisho Senior High School	305	485	429
Ritsumeikan Moriyama Senior High School	320	475	330
Total	2,125	4,731	2,729

*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	42	22
	Doctoral	10	4	3
Graduate School of Economics	Master's	50	51	33
	Doctoral	5	3	2
Graduate School of Business Administration	Master's	60	184	50
	Doctoral	15	3	3
Graduate School of Sociology	Master's	60	143	59
	Doctoral	15	9	4
Graduate School of Letters	Master's	105	93	51
	Doctoral	35	23	15
Graduate School of Science and Engineering	Master's	450	499	459
	Doctoral	40	16	15
Graduate School of International Relations	Master's	60	76	46
	Doctoral	10	2	2
Graduate School of Policy Science	Master's	40	20	18
	Doctoral	15	4	3
Graduate School of Language Education and Information Science	Master's	60	79	40
	Doctoral	70	97	58
Graduate School of Technology Management	Master's	5	7	7
	Doctoral	25	40	29
Graduate School of Sport and Health Science	Master's	8	8	8
	Doctoral	10	23	11
Graduate School of Image Arts	Master's	200	194	174
	Doctoral	15	6	6
Graduate School of Information Science and Engineering	Master's	150	116	111
	Doctoral	15	7	7
Graduate School of Life Sciences	Master's	65	169	77
	Doctoral	20	29	21
Graduate School of Human Science	Master's	30	30	24
	Doctoral	20	33	32
Graduate School of Core Ethics and Frontier Sciences	Master's	20	33	32
	Four-Year Doctoral	3	2	2
Graduate School of Pharmacy	Master's	70	228	100
	Professional Degree	80	133	63
School of Law	Master's	35	33	33
	Professional Degree	1,485	1,859	1,270
Graduate School of Management	Master's	208	121	96
	Doctoral Program	30	30	24
Graduate School of Professional Teacher Education	Master's	3	2	2
	Four-Year Doctoral Program	185	394	196
Professional Degree Program	Master's	1,911	2,406	1,588
	Doctoral Program	208	121	96
Five-Year Doctoral Program	Master's	30	30	24
	Four-Year Doctoral Program	3	2	2
Professional Degree Program	Master's	185	394	196
	Doctoral Program	208	121	96
Total		1,911	2,406	1,588

*The number of applicants and number of accepted applicants include only the figures for AY2020 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

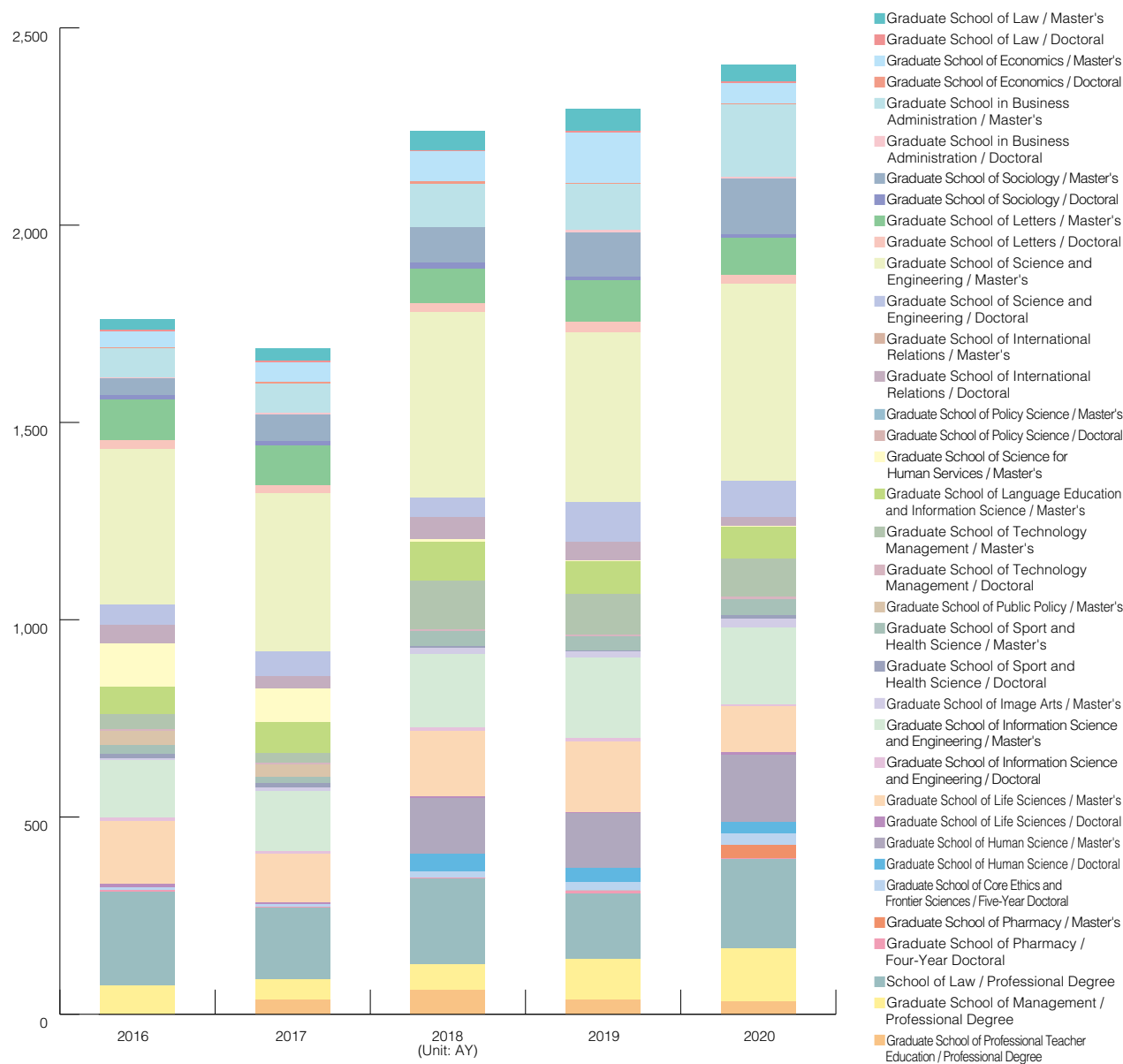
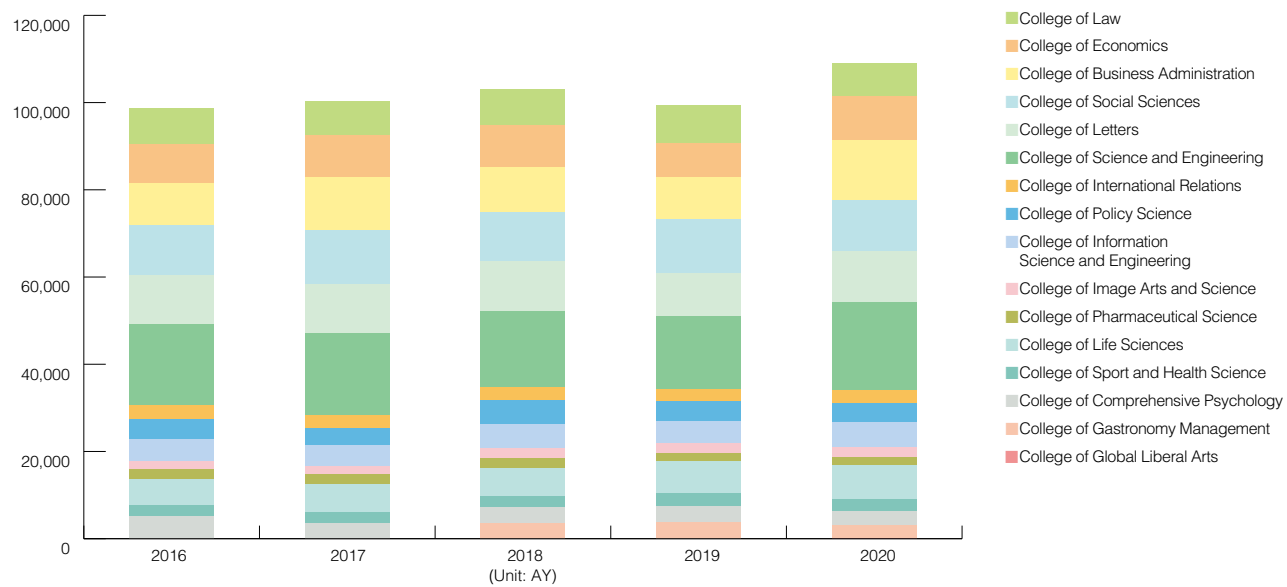
(Unit: Number of Persons)

College	2016	2017	2018	2019	2020
College of Law	8,328	7,686	8,392	8,679	7,663
College of Economics	8,808	9,804	9,437	7,821	9,984
College of Business Administration	9,661	12,003	10,395	9,718	13,802
College of Social Sciences	11,362	12,546	11,342	12,300	11,721
College of Letters	11,423	11,105	11,297	9,907	11,811
College of Science and Engineering	18,381	18,887	17,406	16,648	19,975
College of International Relations	3,204	2,952	3,173	2,847	2,941
College of Policy Science	4,733	3,795	5,318	4,683	4,355
College of Information Science and Engineering	5,049	4,981	5,713	4,903	5,854
College of Image Arts and Science	1,814	1,697	2,091	2,342	2,302
College of Pharmaceutical Science	2,268	2,316	2,389	1,908	1,932
College of Life Sciences	6,035	6,415	6,354	7,216	7,622
College of Sport and Health Science	2,540	2,494	2,517	2,874	2,745
College of Comprehensive Psychology	5,047	3,606	3,780	3,669	3,373
College of Gastronomy Management	–	–	3,461	3,845	2,879
College of Global Liberal Arts	–	–	–	49	97
Total	98,653	100,287	103,065	99,410	109,056

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

(Unit: Number of Persons)

Graduate Schools	Programs	2016	2017	2018	2019	2020
Graduate School of Law	Master's	27	32	49	55	42
	Doctoral	3	3	2	4	4
Graduate School of Economics	Master's	41	51	76	129	51
	Doctoral	3	3	7	1	3
Graduate School in Business Administration	Master's	73	76	110	118	184
	Doctoral	2	3	0	6	3
Graduate School of Sociology	Master's	42	68	89	112	143
	Doctoral	13	11	16	10	9
Graduate School of Letters	Master's	102	100	88	104	93
	Doctoral	24	21	21	26	23
Graduate School of Science and Engineering	Master's	392	401	471	432	499
	Doctoral	13	18	12	18	16
Graduate School of International Relations	Master's	40	45	38	81	76
	Doctoral	11	6	15	12	2
Graduate School of Policy Science	Master's	35	25	41	35	20
	Doctoral	4	6	6	4	4
Graduate School of Science for Human Services	Master's	106	78	–	–	–
Graduate School of Language Education & Information Science	Master's	69	80	98	82	79
Graduate School of Technology Management	Master's	38	23	123	102	97
	Doctoral	6	4	5	6	7
Graduate School of Public Policy	Master's	36	33	–	–	–
Graduate School of Sport and Health Science	Master's	21	16	38	34	40
	Doctoral	11	10	5	4	8
Graduate School of Image Arts	Master's	6	9	15	16	23
Graduate School of Information Science and Engineering	Master's	146	153	186	204	194
	Doctoral	7	8	9	9	6
Graduate School of Life Sciences	Master's	159	121	165	177	116
	Doctoral	11	5	4	2	7
Graduate School of Human Science	Master's	–	–	143	141	169
	Doctoral	–	–	44	36	29
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	5	7	17	21	30
Graduate School of Pharmacy	Master's	–	–	–	–	33
	Four-Year Doctoral	4	2	1	8	2
School of Law	Professional Degree	239	182	218	166	228
Graduate School of Management	Professional Degree	72	51	64	101	133
Graduate School of Professional Teacher Education	Professional Degree	–	37	62	38	33
Master's Programs		1,333	1,311	1,730	1,822	1,859
Doctoral Programs		108	98	146	138	121
Five-Year Doctoral Programs		5	7	17	21	30
Four-Year Doctoral Programs		4	2	1	8	2
Professional Degree Programs		311	270	344	305	394
Total		1,761	1,688	2,238	2,294	2,406

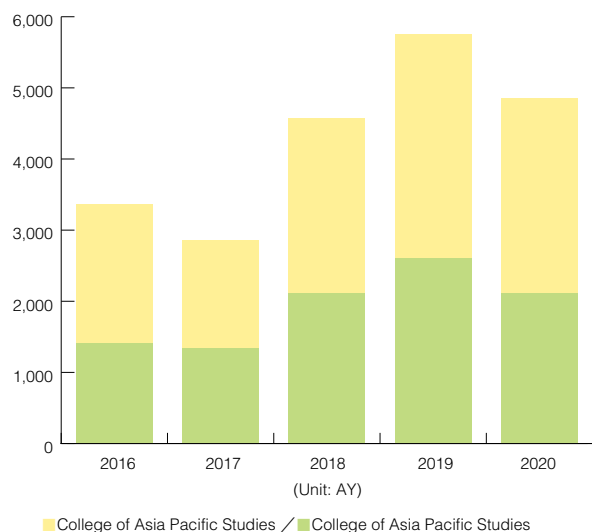


Ritsumeikan Asia Pacific University / College

Spring Enrollment

(Unit: Number of Persons)

College	2016	2017	2018	2019	2020
College of Asia Pacific Studies	1,949	1,507	2,449	3,135	2,741
College of International Management	1,417	1,344	2,122	2,613	2,118
Total	3,366	2,851	4,571	5,748	4,859

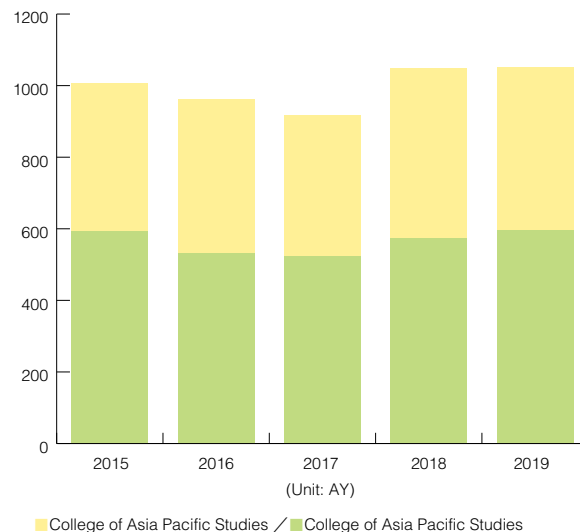


Ritsumeikan Asia Pacific University / College

Fall Enrollment

(Unit: Number of Persons)

College	2015	2016	2017	2018	2019
College of Asia Pacific Studies	411	429	392	474	455
College of International Management	594	533	524	575	597
Total	1,005	962	916	1,049	1,052



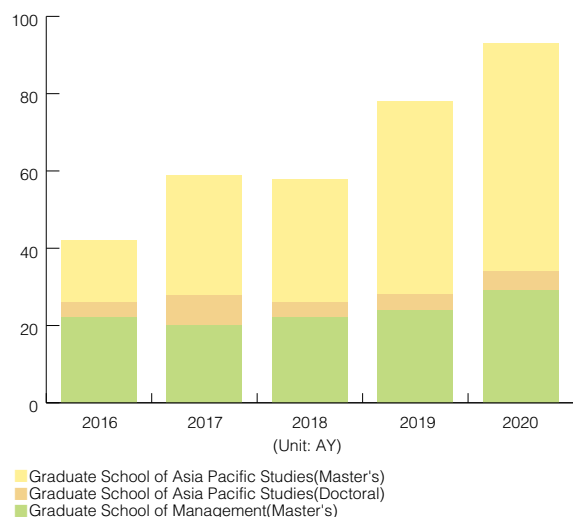
Ritsumeikan Asia Pacific University / Graduate Schools

Spring Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2016	2017	2018	2019	2020
Graduate School of Asia Pacific Studies	Master's	16	31	32	50	59
	Doctoral	4	8	4	4	5
Graduate School of Management	Master's	22	20	22	24	29
Master's Programs		38	51	54	74	88
Doctoral Programs		4	8	4	4	5
Total		42	59	58	78	93

* Only for spring admissions.

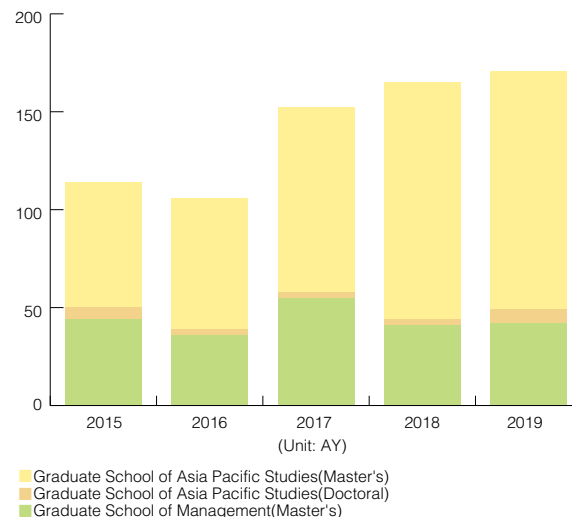


Ritsumeikan Asia Pacific University / Graduate Schools

Fall Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2015	2016	2017	2018	2019
Graduate School of Asia Pacific Studies	Master's	64	67	94	121	122
	Doctoral	6	3	3	3	7
Graduate School of Management	Master's	44	36	55	41	42
Master's Programs		108	103	149	162	164
Doctoral Programs		6	3	3	3	7
Total		114	106	152	165	171



3. Faculty and Staff Numbers (as of May 1, 2019)

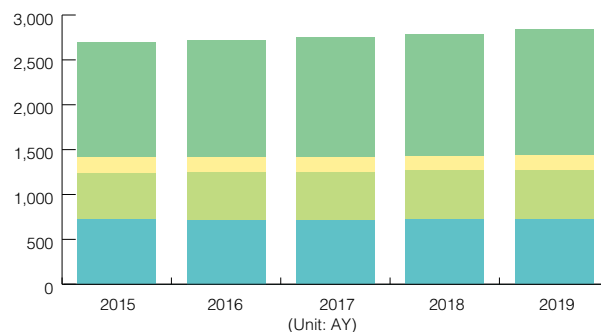
Faculty and Staff Numbers

(Unit: Number of Persons)

		2015	2016	2017	2018	2019
Ritsumeikan University	No. of Faculty	1,288	1,308	1,344	1,359	1,397
Ritsumeikan Asia Pacific University	No. of Faculty	173	172	169	166	166
Affiliated School	No. of Faculty	514	526	532	547	553
Ritsumeikan Trust	No. of Full-Time Staff	723	716	712	719	721
Total		2,698	2,722	2,757	2,791	2,837

*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	55.1
College of Economics	Department of Economics	72	46.4
College of Business Administration	Department of Business Administration	52	53.3
	Department of International Business Administration	15	41.3
	Total	67	50.6
College of Social Sciences	Department of Social Sciences	111	32.9
College of Letters	Department of Humanities	118	34.7
College of Science and Engineering	Department of Electrical and Electronic Engineering	29	21.1
	Department of Mechanical Engineering	32	22.2
	Department of Robotics	20	20.1
	Department of Mathematical Sciences	25	15.0
	Department of Physical Sciences	26	12.7
	Department of Electronic and Computer Engineering	19	22.4
	Department of Architecture and Urban Design	13	26.5
	Department of Civil and Environmental Engineering	33	21.2
	Total	197	19.8
College of International Relations	Department of International Relations	55	24.9
	American University Ritsumeikan University Joint Degree Program	24	0.8
	Total	61	22.7
College of Policy Science	Department of Policy Science	53	32.2
College of Information Science and Engineering	Department of Information Science and Engineering	103	19.3
College of Image Arts and Sciences	Department of Image Arts and Sciences	29	23.0
College of Pharmaceutical Sciences	Department of Pharmacy	48	12.1
	Department of Pharmaceutical Sciences	10	24.0
	Total	58	14.1
College of Life Sciences	Department of Applied Chemistry	22	18.8
	Department of Biotechnology	19	18.1
	Department of Bioinformatics	17	14.1
	Department of Biomedical Sciences	18	14.2
	Total	76	16.5
College of Sport and Health Science	Department of Sport and Health Science	33	30.3
College of Comprehensive Psychology	Department of Comprehensive Psychology	37	31.1
College of Gastronomy Management	Department of Gastronomy Management	27	22.3
College of Global Liberal Arts	Department of Global Liberal Arts	19	1.2

*The number of enrolled students in the Department of Economics in the College of Economics includes 282 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 374 students from the Department of Civil Engineering and Department of Environmental Systems Engineering, a department for which student recruitment was discontinued.

*Nine professors and 9 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 649 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	48	58.8
College of International Management	Graduate School of International Management	41	64.9

4. International Exchange

Number of Students Sent Overseas (as of March 31, 2020)

(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	118	College of International Relations	144	College of Sport and Health Science	43
College of Economics	184	College of Policy Science	160	College of Comprehensive Psychology	48
College of Business Administration	239	College of Information Science and Engineering	64	College of Gastronomy Management	96
College of Social Sciences	132	College of Image Arts and Science	24	College of Global Liberal Arts	0
College of Letters	392	College of Pharmaceutical Science	18	Graduate Schools	97
College of Science and Engineering	104	College of Life Sciences	78		
				Total	1,941

*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).

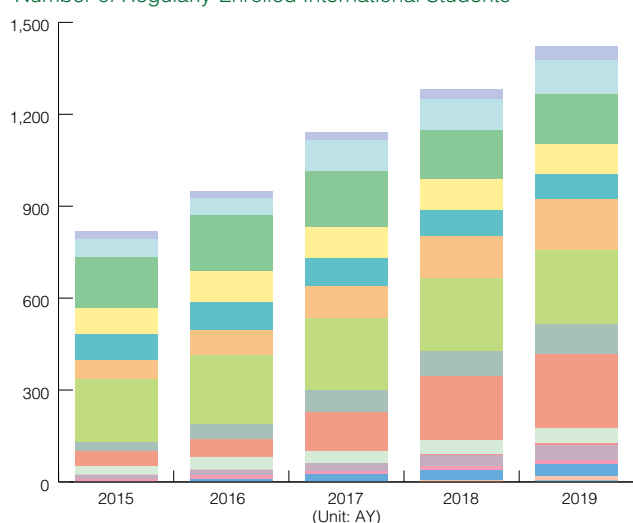
Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2019)

Ritsumeikan University / College

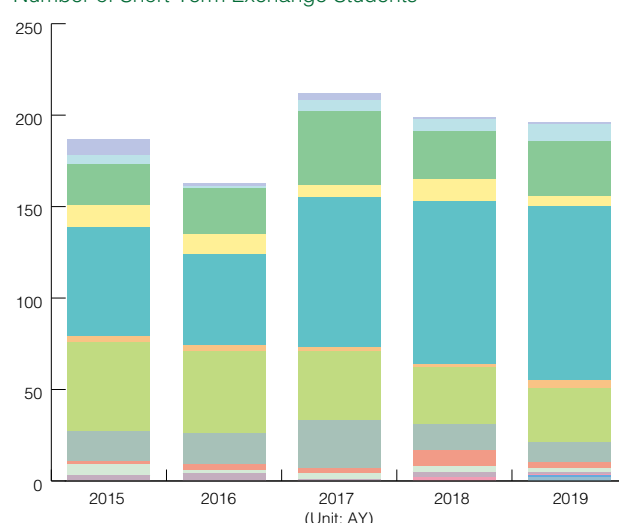
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
College of Law	27	25	26	33	48	9	2	4	1	1
College of Economics	56	53	101	100	109	5	1	6	7	9
College of Business Administration	165	184	183	159	163	22	25	40	26	30
College of Social Sciences	88	100	102	102	100	12	11	7	12	6
College of Letters	85	91	89	85	82	60	50	82	89	95
College of Science and Engineering	61	81	107	139	166	3	3	2	2	4
College of International Relations	206	227	234	236	243	49	45	38	31	30
College of Policy Science	30	48	70	81	96	16	17	26	14	11
College of Information Science and Engineering	47	60	130	210	243	2	3	3	9	3
College of Image Arts and Sciences	29	40	38	45	46	6	2	3	3	2
College of Pharmaceutical Science	0	0	1	5	9	0	0	0	0	0
College of Life Sciences	16	19	27	35	47	3	4	1	3	1
College of Sport and Health Science	7	12	10	12	14	0	0	0	2	1
College of Comprehensive Psychology	–	9	23	35	41	–	0	0	0	1
College of Gastronomy Management	–	–	–	4	11	–	–	–	0	0
College of Global Liberal Arts	–	–	–	–	6	–	–	–	–	0
Total	817	949	1,141	1,281	1,424	187	163	212	199	194

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



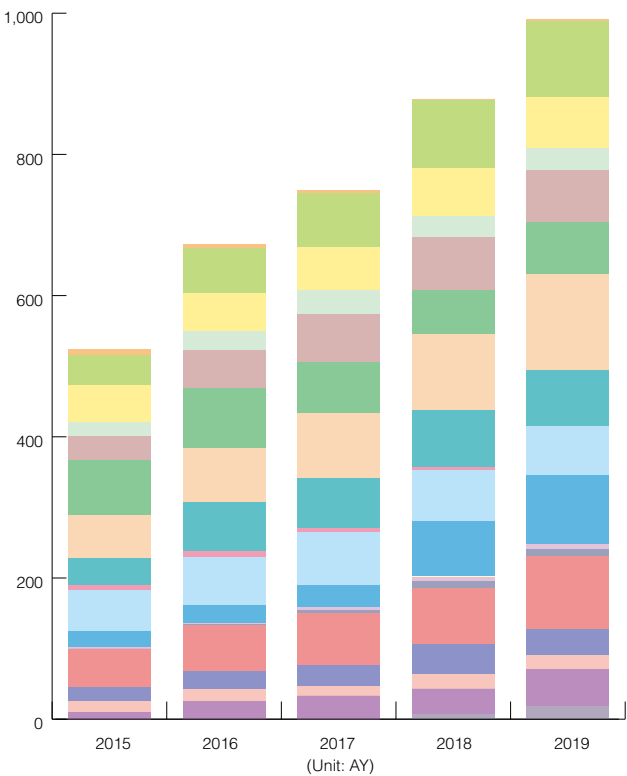
College of Law / College of Economics / College of Business Administration / College of Social Sciences / College of Letters / College of Science and Engineering / College of International Relations / College of Policy Science / College of Information Science and Engineering / College of Image Arts and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

Ritsumeikan University / Graduate School

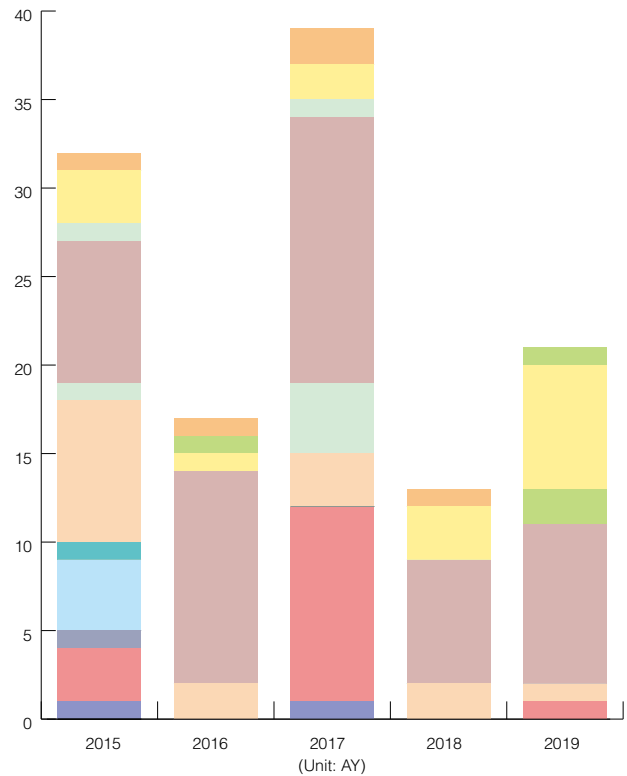
(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Graduate School of Law	9	6	4	1	4	1	1	2	1	0
Graduate School of Economics	43	63	76	97	108	0	1	0	0	1
Graduate School of Business Administration	51	55	62	68	71	3	1	2	3	7
Graduate School of Sociology	20	26	33	30	32	1	0	1	0	2
Graduate School of Letters	34	54	69	74	73	8	12	15	7	9
Graduate School of Science and Engineering	78	85	71	63	74	1	0	4	0	0
Graduate School of International Relations	61	77	93	107	136	8	2	3	2	1
Graduate School of Policy Science	39	69	71	82	80	1	0	0	0	0
Graduate School of Science for Human Services	6	8	5	3	0	0	0	0	0	0
Graduate School of Language Education and Information Science	58	69	76	73	68	4	0	0	0	0
Graduate School of Technology Management	23	25	30	78	98	0	0	0	0	0
Graduate School of Public Policy	0	0	1	1	0	0	0	0	0	0
Graduate School of Sport and Health Science	2	2	3	6	7	0	0	0	0	0
Graduate School of Image Arts	0	1	4	9	10	1	0	0	0	0
Graduate School of Information Science and Engineering	55	65	75	80	104	3	0	11	0	1
Graduate School of Life Sciences	20	26	29	43	36	1	0	1	0	0
Graduate School of Core Ethics and Frontier Sciences	15	17	14	20	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	10	25	33	36	53	0	0	0	0	0
Graduate School of Professional Teacher Education	–	–	0	0	0	–	–	0	0	0
Graduate School of Human Science	–	–	–	7	18	–	–	–	0	0
Total	524	673	749	878	992	32	17	39	13	21

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

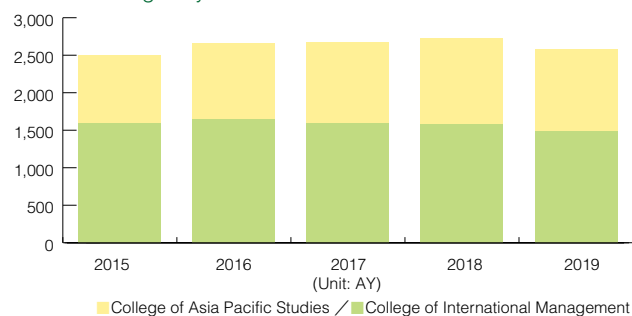
Ritsumeikan Asia Pacific University / College

(Unit: Number of Persons)

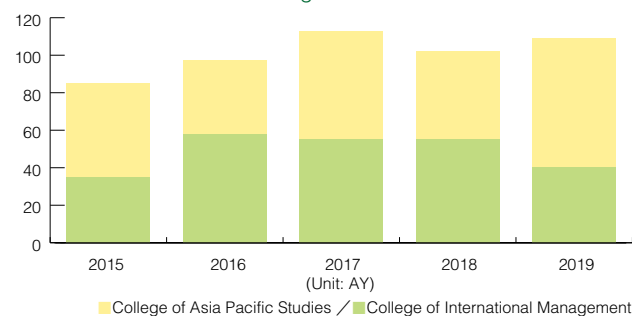
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
College of Asia Pacific Studies	919	1,015	1,075	1,139	1,103	50	39	58	47	69
College of International Management	1,587	1,646	1,594	1,582	1,484	35	58	55	55	40
Total	2,506	2,661	2,669	2,721	2,587	85	97	113	102	109

Number of Regularly-Enrolled International Students



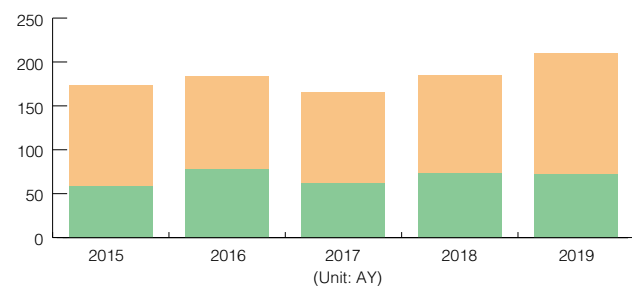
Number of Short-Term Exchange Students



Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2015	2016	2017	2018	2019
Graduate School of Asia Pacific Studies	115	106	103	111	138
Graduate School of Management	59	78	62	74	72
Total	174	184	165	185	210



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	793	669	44	1,506
South Korea	434	21	31	486
Indonesia	42	66	7	115
Taiwan	18	24	11	53
Thailand	12	20	2	34
Malaysia	26	6	1	33
Vietnam	12	25	0	37
India	21	10	0	31
Bangladesh	1	18	0	19
Myanmar	3	14	0	17
Singapore	8	2	1	11
Hong Kong	8	2	3	13
Mongolia	1	2	0	3
Nepal	2	7	0	9
Laos	0	5	0	5
Pakistan	1	3	0	4
Philippines	1	5	1	7
Macau	1	1	0	2
Sri Lanka	1	0	0	1
Cambodia	0	2	0	2
Asia Subtotal	1,385	902	101	2,388
Afghanistan	0	3	0	3
Saudi Arabia	1	2	0	3
Turkey	1	1	0	2
U.A.E.	1	0	0	1
Syrian	0	2	0	2
Middle East Subtotal	3	8	0	11
Kenya	0	2	0	2
Egypt	0	4	0	4
Uganda	4	0	0	4

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Undergraduate	Graduate		
Nigeria	0	5	0	5
Somalia	1	2	0	3
South Africa	0	3	0	3
Namibia	1	0	0	1
Cameroon	0	1	0	1
Zambia	0	2	0	2
Zimbabwe	0	1	0	1
Senegal	0	3	0	3
South Sudan	0	1	0	1
Malawi	0	1	0	1
Tunisia	0	1	0	1
Guinea	0	1	0	1
Africa Subtotal	6	27	0	33
U.S.A	12	9	39	60
Canada	2	2	0	4
Mexico	1	2	5	8
Venezuela	1	0	0	1
Chile	0	2	0	2
Argentina	0	1	0	1
Honduras	0	1	0	1
North America & South America Subtotal	16	17	44	77
Australia	0	0	9	9
Samoa	0	1	0	1
Solomon Islands	0	1	0	1
New Zealand	1	0	5	6
Vanuatu	0	1	0	1
Palau	0	1	0	1
Oceania Subtotal	1	4	14	19
Germany	0	2	11	13

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Undergraduate	Graduate		
France	0	0	12	12
Kyrgyz	0	11	0	11
U.K.	4	1	4	9
Uzbekistan	1	4	0	5
Sweden	3	1	4	8
Italy	0	3	3	6
Norway	1	0	5	6
Spain	1	1	3	5
Hungary	0	2	2	4
Finland	0	0	3	3
Russian	2	1	0	3
Belgium	1	0	0	1
Ukraine	0	1	0	1
Switzerland	0	1	0	1
Bulgaria	0	1	0	1
Iceland	0	0	1	1
Czech	0	2	1	3
Poland	0	1	3	4
Slovak	0	1	1	2
Malta	0	1	0	1
Netherlands	0	0	2	2
Romania	0	0	1	1
Europe Subtotal	13	34	56	103
Total	1,424	992	215	2,631
Kinugasa Campus	519	343	146	1,008
Biwako-Kusatsu Campus	599	329	20	948
Osaka Ibaraki Campus	306	320	49	675
Suzaku Campus	—	0	0	0

*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
South Korea	552	2	0	2	556
Indonesia	380	25	0	2	407
Vietnam	364	23	0	0	387
China	361	9	1	1	372
Thailand	243	7	0	3	253
Bangladesh	103	14	0	0	117
Taiwan	73	3	2	9	87
India	74	11	0	0	85
Nepal	65	4	0	1	70
Sri Lanka	55	8	0	0	63
Mongolia	41	4	0	0	45
Myanmar	19	13	0	0	32
Malaysia	20	1	0	1	22
Philippines	13	5	0	0	18
Cambodia	10	1	0	0	11
Pakistan	10	1	0	0	11
Singapore	6	0	0	1	7
Hong Kong	5	0	0	1	6
Bhutan	3	0	0	0	3
Asia Subtotal	2,397	131	3	21	2,552
Afghanistan	1	7	0	0	8
Syrian	0	2	2	0	4
Iran	2	0	0	0	2
Yemen	1	1	0	0	2
Israel	1	0	0	0	1
Turkey	1	0	0	0	1
Middle East Subtotal	6	10	2	0	18
Kenya	4	3	0	0	7
Nigeria	0	5	1	0	6
Ghana	2	3	0	0	5
Somalia	2	1	0	0	3
Uganda	1	2	0	0	3
Ethiopia	1	2	0	0	3
Angola	1	1	0	0	2

Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total
Liberia	1	1	0	0	2
Tanzania	0	2	0	0	2
South Africa	1	0	0	0	1
Rwanda	1	0	0	0	1
Cameroon	0	1	0	0	1
Cote d'Ivoire	0	1	0	0	1
Sao Tome and Principe	0	1	0	0	1
Sudan	0	1	0	0	1
Senegal	0	1	0	0	1
Burundi	0	1	0	0	1
Botswana	0	1	0	0	1
South Sudan	0	1	0	0	1
Mozambique	0	1	0	0	1
Morocco	0	0	0	1	1
Africa Subtotal	14	29	1	1	45
U.S.A	45	7	2	16	70
Mexico	1	4	0	3	8
Ecuador	3	0	0	1	4
Canada	3	0	0	1	4
Costa Rica	1	0	0	0	1
Barbados	1	0	0	0	1
Colombia	0	1	0	0	1
Dominican Republic	0	1	0	0	1
Brazil	0	1	0	0	1
Argentina	0	0	0	1	1
North America & South America Subtotal	54	14	2	22	92
Australia	9	0	0	0	9
Samoa	5	0	0	0	5
Tonga	4	0	0	0	4
Fiji	4	0	0	0	4
New Zealand	3	0	0	0	3
Micronesia	2	0	0	0	2
Papua New Guinea	0	2	0	0	2

Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total
Palau	1	0	0	0	1
Marshall Islands	1	0	0	0	1
Kiribati	0	1	0	0	1
Cook Islands	0	1	0	0	1
Solomon Islands	0	1	0	0	1
Niue	0	1	0	0	1
Oceania Subtotal	29	6	0	0	35
Uzbekistan	49	3	0	0	52
U.K.	2	1	0	18	21
Norway	9	1	1	5	16
France	2	1	0	7	10
Tajikistan	0	9	0	0	9
Germany	4	0	2	2	8
Netherlands	5	1	0	0	6
Finland	5	0	0	1	6
Italy	0	1	0	5	6
Kyrgyz	1	1	0	2	4
Spain	1	0	0	3	4
Azerbaijan	0	0	0	4	4
Poland	1	1	0	1	3
Lithuania	0	1	0	2	3
Kazakhstan	2	0	0	0	2
Sweden	0	0	0	2	2
Austria	1	0	0	0	1
Switzerland	1	0	0	0	1
Bulgaria	1	0	0	0	1
Belgium	1	0	0	0	1
Russian	1	0	0	0	1
Czech	0	0	1	0	1
Ireland	0	0	0	1	1
Europe Subtotal	86	20	4	53	163
Other	1	0	0	0	1
Other Subtotal	1	0	0	0	1
Total	2,587	210	12	97	2,906

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

5. Number of Degrees Granted (as of March 31, 2020)

	Degree	Number
Ritsumeikan University Graduate School	Doctoral	85
	Master's	1,222
	Professional	104
Ritsumeikan Asia Pacific University Graduate School	Doctoral	1
	Master's	93

6. Number of Students Passing Difficult Examinations (as of 2019)

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	307
2	Kyoto University	126
3	Waseda University	97
4	Hokkaido University	81
5	Tohoku University	75
5	Keio University	75
7	Kyushu University	66
8	Chuo University	59
9	Osaka University	58
10	Okayama University	55
16	Ritsumeikan University	33

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	Keio University	152
2	University of Tokyo	134
3	Kyoto University	126
4	Chuo University	109
5	Waseda University	106
6	Hitotsubashi University	67
7	Osaka University	46
8	Kobe University	44
9	Meiji University	26
10	Hokkaido University	25
10	Nagoya University	25
12	Ritsumeikan University	24

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

Rank	University	Number
1	Keio University	183
2	Waseda University	105
3	Meiji University	81
4	Chuo University	71
5	University of Tokyo	40
6	Ritsumeikan University	38
6	Kyoto University	38
8	Kobe University	36
9	Hitotsubashi University	34
9	Hosei University	34

(Mitakai survey of CPAs)

7. Post-graduation Career Paths (as of March 31, 2020)

Ritsumeikan University / Advancement Rate

(Unit: %)

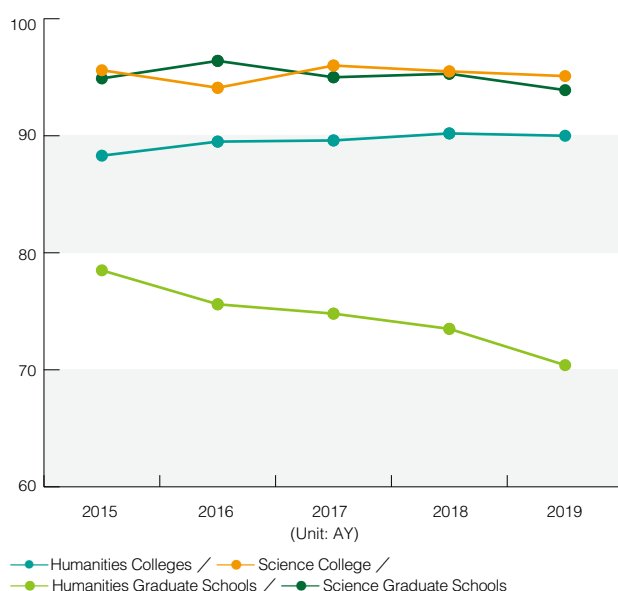
	2015	2016	2017	2018	2019
Humanities Colleges	88.3	89.5	89.6	90.2	90.0
Science Colleges	95.6	94.1	96.0	95.5	95.1
Humanities Graduate Schools	78.5	75.6	74.8	73.5	70.4
Science Graduate Schools	94.9	96.4	95.0	95.3	93.9

*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: %)

	2015	2016	2017	2018	2019
Humanities Colleges	97.5	97.9	97.9	98.0	97.8
Science Colleges	99.7	99.2	99.9	99.7	99.5
Humanities Graduate Schools	98.3	97.9	97.6	97.9	98.4
Science Graduate Schools	99.7	99.8	100.0	99.7	99.7

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

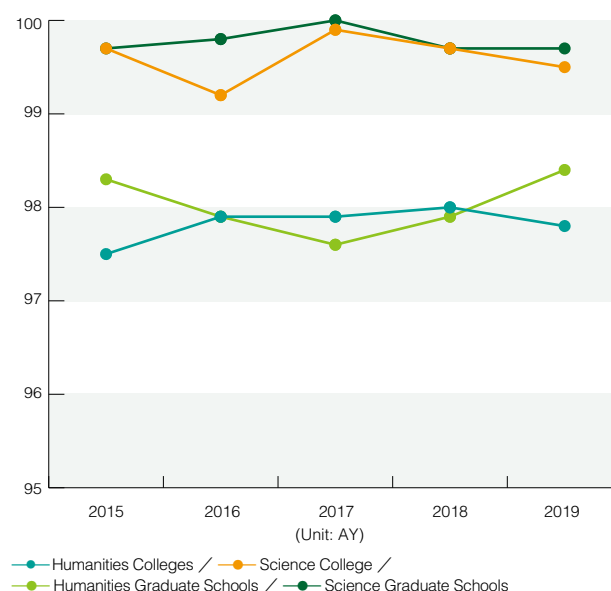
*Advancement Rate = (Job Placement + Advancement) ÷ No. of Graduates × 100.

*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.



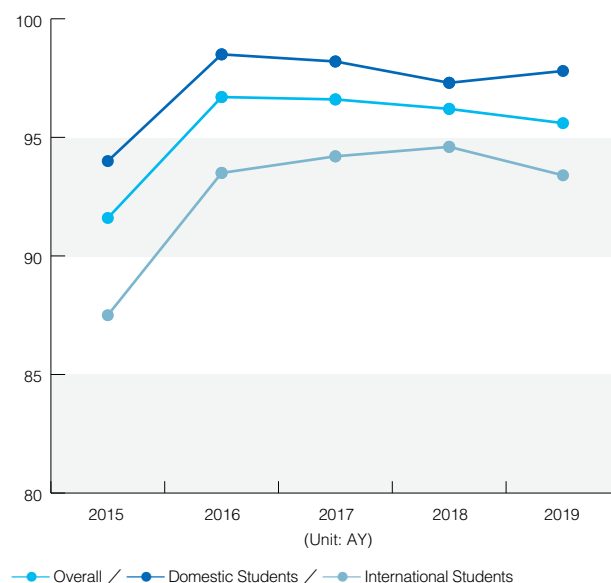
Ritsumeikan Asia Pacific University / Job Placement Rate (Unit: %)

	2015	2016	2017	2018	2019
Overall	91.6	96.7	96.6	96.2	95.6
Domestic Students	94.0	98.5	98.2	97.3	97.8
International Students	87.5	93.5	94.2	94.6	93.4

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

*Includes fall graduates.

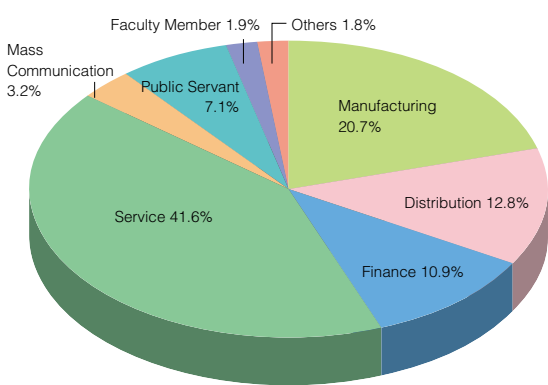
*Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), individuals who continue their studies while seeking employment, individuals who go on to work in a family business, and individuals who start a business.



Ritsumeikan University / Job placement statistics by industry

Industry	Ratio
Manufacturing	20.7%
Distribution	12.8%
Finance	10.9%
Service	41.6%
Mass Communication	3.2%
Public Servant	7.1%
Faculty Member	1.9%
Others	1.8%

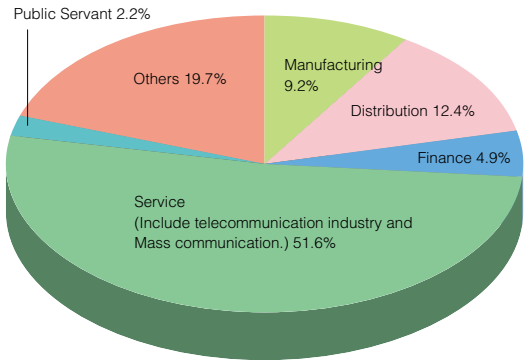
*Includes September 2019 and March 2020 graduates.
*Others include those who: Continue their studies while seeking employment, go on to work in a family business, sign a professional sports contract, start a business and who failed to clearly report their career decision.
*About the type of industry 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	9.2%
Distribution	12.4%
Finance	4.9%
Service (Include telecommunication industry and Mass communication.)	51.6%
Public Servant	2.2%
Others	19.7%

*Includes September 2019 and March 2020 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	681	1,389,870,000
	MEXT-Supported Program for the Strategic Research Foundation at Private Universities	3	45,027,000
	Private University Research Branding Project	1	24,000,000
	Other Public Research Funding	149	1,407,235,294
Research Funding for Industry-Academia Cooperation	Contracted Research	287	404,773,141
	Joint research	202	237,273,365
	Grants and Subsidies etc.	96	119,213,813
	Private Research Funding	121	160,936,522
	Revenue from Patents etc *2	33	12,062,157
	Other revenue *3	38	17,523,085
Total		1,611	3,817,914,377

*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.

9. Global Network (as of May 1, 2019)

Ritsumeikan University

Europe

Austria	■ Management Center Innsbruck ■ Salzburg University of Applied Sciences ■ University of Applied Sciences Technikum Wien
Belgium	■ University for Continuing Education Krems ■ Institut supérieur de traducteurs et interprètes (ISTI)
Bulgaria	■ University of Liege
Croatia	■ University of National and World Economy
Cyprus	■ Zagreb School of Economics and Management
Czech	■ The Cyprus University of Technology ■ Charles University
Denmark	■ Masaryk University ■ Copenhagen Business School ■ University of Copenhagen
Finland	■ University of Southern Denmark ■ Tampere University of Applied Sciences ■ Tampere University of Technology
France	■ University of Helsinki ■ University of Turku ■ Aix-Marseille University ■ Bordeaux Montaigne University ■ Ecole Normale Supérieure ■ ESCM School of Business and Management ■ French Business School ■ ICN Business School ■ Jean Moulin Lyon 3 University ■ Paris Diderot University ■ Sciences Po Bordeaux ■ Sciences Po Lille ■ Strasbourg University ■ Toulouse 1 Capitole University ■ University Toulouse - Jean Jaurès ■ ASKO EUROPA-STIFTUNG ■ Augsburg University of Applied Sciences ■ Bremen University of Applied Sciences ■ FH Aachen University of Applied Sciences ■ Film University Babelsberg KONRAD WOLF ■ Humboldt University of Berlin ■ Jacobs University ■ Julius Maximilian University of Würzburg ■ Nuremberg Institute of Technology ■ Saarland University ■ Trier University of Applied Sciences ■ University of Cologne ■ University of Freiburg ■ University of Münster ■ University of Tübingen ■ Zeppelin University
Hungary	■ Budapest Business School ■ Budapest University of Technology and Economics ■ Eotvos Lorand University ■ University of Pécs
Iceland	■ University of Iceland
Ireland	■ Dublin City University
Italy	■ Ca' Foscari University of Venice ■ Catholic University of the Sacred Heart ■ Politecnico di Milano ■ University of Cassino and Southern Lazio ■ University of Florence ■ University of Gastronomic Sciences ■ University of Naples "L'Orientale" ■ Asfendiarov Kazakh National Medical University
Kazakhstan	■ Kazakh Economic University
Kyrgyz	■ Kyrgyz-Turkish Manas University
Lithuania	■ Vilnius University
Netherlands	■ Leiden University ■ Radboud University ■ The International Institute of Social Studies of Erasmus University Rotterdam (ISS)
Norway	■ Tilburg University ■ Inland Norway University of Applied Sciences
Poland	■ University of Bergen ■ Jagiellonian University ■ Polish Academy of Sciences ■ Polish-Japanese Academy of Information Technology ■ SGH Warsaw School of Economics ■ Wrocław University of Economics ■ ISCTE-Lisbon University Institute
Portugal	■ Romanian-American University
Romania	

Russia

- Far Eastern Federal University
- Institute of Far Eastern Studies of the Russian Academy of Sciences
- Institute of Oriental Studies of the Russian Academy of Sciences
- Moscow State Institute of International Relations (University) of the Ministry of Foreign Affairs of the Russian Federation (MGIMO)

Spain

- Saint Petersburg University
- Sakhalin State University
- Tomsk State University of Control Systems and Radioelectronics
- Alcala University de Alcala
- Autonomous University of Barcelona
- IE University
- Saint Louis University, Madrid Campus
- The University of Granada
- The University of the Basque Country
- University of Alicante
- University of Jaen
- University of Santiago de Compostela

Sweden

- Halmstad University
- Jönköping International Business School
- Linnaeus University
- Lund University
- Malmö University
- Södertörns högskola
- University of Gothenburg

Switzerland

- Lucerne University of Applied Science and Arts, School of Business

U.K.

- Zurich University of Applied Sciences
- Cardiff University
- Centre for Alternative Technology
- King's College London
- Lancaster University
- Royal Holloway and Bedford New College, University of London
- School of Oriental and African Studies, University of London
- The Glasgow School of Art
- The University of Edinburgh
- The University of Manchester
- The University of Sheffield
- University of East Anglia
- University of Hertfordshire
- University of Leeds
- University of Leicester
- University of Nottingham
- University of Reading
- University of Southampton
- University of Sussex
- University of Warwick
- University of Westminster
- University of York

Asia

Azerbaijan	■ ADA University ■ Khazar University
Bangladesh	■ University of Dhaka
Cambodia	■ Pannasastra University of Cambodia
China	■ Beihang University ■ Beihua University ■ Beijing Institute of Technology ■ Beijing Language and Culture University ■ Changchun University of Science and Technology ■ Changchun University of Technology ■ Changsha University of Science and Technology ■ China Enterprise Confederation ■ China Executive Leadership Academy Pudong ■ China University of Political Science and Law ■ Chongqing Jiaotong University ■ Chongqing Medical University ■ Chongqing Municipal Education Commission ■ Chongqing Technology and Business University ■ Chongqing Three Gorges University ■ Chongqing University of Science and Technology ■ Chongqing University of Technology ■ Dalian Education Bureau ■ Dalian Education University

- Dalian Jiaotong University
- Dalian Municipal People's Government
- Dalian Neusoft University of Information
- Dalian Polytechnic University
- Dalian Software Park Co., LTD.
- Dalian University of Foreign Languages
- Dalian University of Technology
- Department of Education of Zhejiang Province
- Dongbei University of Finance & Economics
- East China Normal University
- East China University of Science and Technology
- Fudan University
- Fuzhou University
- Guangxi Normal University
- Harbin Institute of Technology
- Hebei University of Technology
- Huazhong University of Science and Technology
- Jiangxi Normal University
- Jiangxi University of Finance and Economics
- Jilin University
- Jinan University
- Nanjing Normal University
- Nanjing University
- Nanjing University of Aeronautics and Astronautics
- Nankai University
- Northeast Normal University
- Northeastern University
- Northwest A&F University
- Northwest Normal University
- Peking University
- Qingdao University
- Qinghai Normal University
- Renmin University of China
- Shaanxi Normal University
- Shandong University
- Shanghai Academy of Social Sciences
- Shanghai Jiao Tong University
- Shanghai University
- Shanghai University of Finance and Economics
- Shanghai University of International Business and Economics
- Shenyang Normal University
- Shenzhen University
- Sichuan International Studies University
- Sichuan University
- Soochow University
- South China University of Technology
- Southwest Jiaotong University
- Southwest University
- Southwest University of Political Science & Law
- Southwestern University of Finance and Economic
- Sun Yat-sen University
- Taiyuan University of Technology
- Tianjin University
- Tonghua Normal University
- Tongji University
- Tsinghua University
- University of International Business and Economics
- University of Science and Technology of China
- Wuhan University
- Xiamen University
- Xi'an Jiaotong University
- Xinjiang Normal University
- Xinjiang University
- Yunnan Academy of Social Sciences
- Zhejiang A & F University
- Zhejiang Gongshang University
- Zhejiang University
- The Chinese University of Hong Kong
- The Hong Kong Polytechnic University
- The University of Hong Kong
- Institute for Tourism Studies, Macau
- University of Macau
- Global Development Network
- Indian Institute of Technology Hyderabad
- Indian Institute of Technology Kanpur
- Jawaharlal Nehru University
- Nitte Education Trust

Hong Kong

Macau

India

Indonesia	■ University of Delhi
	■ University of Madras
	■ University of Mysore
	■ University of Pune
	■ Andalas University
	■ Bandung Institute of Technology
	■ Gadjah Mada University
	■ Indonesia Institute of the Arts Yogyakarta
	■ Islamic University of Indonesia
	■ Local Government of West Sumatra
Korea	■ Padjadjaran University
	■ State University of Surabaya
	■ Syarif Hidayatullah State Islamic University Jakarta
	■ Trisakti University
	■ University of Brawijaya
	■ University of Indonesia
	■ Ajou University
	■ Chonbuk National University
	■ Chonnam National University
	■ Chung-Ang University
Laos	■ Daegu University
	■ Dong-A University
	■ Dongguk University
	■ Dongseo University
	■ Ewha Womans University
	■ Gachon University
	■ Hallym University
	■ Hankuk University of Foreign Studies
	■ Hanyang University
	■ Inha University
Malaysia	■ Jeju National University
	■ Korea Maritime and Ocean University
	■ Korea National Sport University
	■ Korea University
	■ Kyung Hee University
	■ Kyungpook National University
	■ Pai Chai University
	■ Pohang University of Science and Technology
	■ Pusan National University
	■ Sangmyung University
Mongolia	■ Seoul National University
	■ Seoul Women's University
	■ Sogang University
	■ Sookmyung Women's University
	■ Sungkyunkwan University
	■ The Catholic University of Korea
	■ The University of Seoul
	■ University of Ulsan
	■ Yeungnam University
	■ Yonsei University
Pakistan	■ National University of Laos
	■ Institute of Strategic and International Studies (ISIS) Malaysia
	■ Universiti Malaysia Sabah
	■ Universiti Putra Malaysia
	■ Universiti Teknologi Malaysia
	■ University Malaysia Sarawak
	■ University of Malaya
	■ University of Science Malaysia
	■ Academy of Management
	■ Mongolian University of Science and Technology
Philippines	■ National University of Mongolia
	■ Lahore University of Management Sciences
	■ Ateneo de Manila University
	■ De La Salle University
	■ SEAMEO SEARCA (Southeast Asian Regional Center for Graduate Study and Research in Agriculture)
	■ University of Asia and the Pacific
	■ University of the Philippines
	■ Nanyang Technological University
	■ National University of Singapore
	■ Singapore Management University
Singapore	■ Chartered Institute of Management Accountants (Sri Lanka Division)
	■ Information & Communication Technology Agency of Sri Lanka
	■ National Science Foundation
	■ University of Colombo
	■ University of Ruhuna
	■ Academia Sinica
	■ Feng Chia University
	■ Fu Jen Catholic University
	■ National Chengchi University
	■ National Chiao Tung University
Sri Lanka	■ National Kaohsiung First University of Science and Technology
	■ National Sun Yat-sen University
	■ National Taichung University of Education
Taiwan	

Thailand	■ National Taipei University of Technology
	■ National Taiwan Normal University
	■ National Taiwan University
	■ Shih Hsin University
	■ Southern Taiwan University of Science and Technology (STUST)
	■ Tamkang University
	■ Tunghai University
	■ Yuan Ze University
	■ Burapha University
	■ Chiang Mai University
Vietnam	■ Chulalongkorn University
	■ KASETSART UNIVERSITY
	■ Khon Kaen University
	■ Mahidol University
	■ National Institute of Development Administration
	■ Siam University
	■ Thai-Nichi Institute of Technology
	■ Thammasat University
	■ The Federation of Thai Industries
	■ Hanoi Medical University
	■ Hanoi National University of Education
	■ Hanoi University of Science and Technology
	■ Ho Chi Minh City University of Technology
	■ Ho Chi Minh University of Pedagogy
	■ Hue University
	■ Ministry of Education and Training Vietnam
	■ The Saigon International University
	■ The University of Danang
	■ University of Engineering and Technology, Vietnam National University, Hanoi (VNU)
	■ University of Foreign Languages, Hue University
	■ Vietnam National University, Hanoi
	■ Vietnam National University, Ho Chi Minh City
	■ VNU Ho Chi Minh City University of Social Sciences and Humanities
	■ VNU University of Social Sciences and Humanities, Hanoi

Middle East

Iran	■ Imam Sadiq University
	■ Shahid Beheshti University
Jordan	■ University of Jordan
U.A.E.	■ Higher Colleges of Technology

Africa

Botswana	■ University of Botswana
Egypt	■ Egypt-Japan University of Science and Technology (E-JUST)
Kenya	■ Jomo Kenyatta University of Agriculture and Technology
Nigeria	■ University of Benin
South Africa	■ University of Johannesburg
	■ University of Pretoria

Oceania

Australia	■ Australian National University
	■ Charles Sturt University
	■ Flinders University
	■ Griffith University
	■ La Trobe University
	■ Macquarie University
	■ Queensland University of Technology
	■ The University of Adelaide
	■ The University of Queensland
	■ The University of Sydney
Fiji	■ The University of Western Australia
	■ University of Melbourne
	■ University of New South Wales
	■ University of the Sunshine Coast
	■ The University of the South Pacific
	■ Asia New Zealand Foundation
	■ Auckland University of Technology
	■ Massey University
	■ Otago Polytechnic
	■ The University of Auckland
New Zealand	■ Victoria University of Wellington
	■ National University of Samoa
Samoa	

North America

Canada	■ HEC Montreal
	■ Okanagan College
	■ Quest University Canada
	■ Simon Fraser University
	■ The University of British Columbia

U.S.A	■ University of Alberta
	■ University of the Fraser Valley
	■ University of Victoria
	■ Alfred University
	■ American University
	■ Appalachian State University
	■ Butler University
	■ California Institute of Integral Studies (CIIS)
	■ California State University, Fresno
	■ California State University, Long Beach
	■ California State University, Monterey Bay
	■ Chapman University
	■ College of Staten Island, The City University of New York
	■ Depaul University
	■ Fairleigh Dickinson University
	■ Florida International University
	■ Georgetown University
	■ Georgia College & State University
	■ Grand Valley State University
	■ Illinois College
	■ James Madison University
	■ Minnesota State University Moorhead
	■ Ohio Northern University
	■ Oklahoma City University
	■ Old Dominion University
	■ Rensselaer Polytechnic Institute
	■ Rutgers, The State University of New Jersey
	■ San Diego State University
	■ Simmons College
	■ St. Edward's University
	■ State University of New York College at Plattsburgh
	■ Suffolk University
	■ Tennessee Tech University
	■ The Georgia Institute of Technology
	■ The University of Alabama
	■ The University of Mississippi
	■ The University of New Mexico
	■ The University of North Carolina at Greensboro
	■ The University of Oklahoma
	■ University at Buffalo, The State University of New York
	■ University of California, Davis
	■ University of Hawaii
	■ University of Minnesota, Twin Cities
	■ University of Montana
	■ University of North Texas
	■ University of Pittsburgh
	■ University of San Francisco
	■ University of Southern California
	■ University of Washington
	■ Vanderbilt University
	■ Vassar College
	■ Western Michigan University
	■ Worcester Polytechnic Institute

Latin America

Argentina	■ Argentine University of Enterprise
	■ National University of La Plata
	■ Rosario National University
	■ Torcuato Di Tella University
Brazil	■ Cruzeiro do Sul University
	■ University of Sao Paulo
Colombia	■ University of Los Andes
Cuba	■ Universidad de La Habana
Ecuador	■ Universidad Del Pacifico
Jamaica	■ Northern Caribbean University
Mexico	■ Ibero-American University
	■ Monterrey Institute of Technology and Higher Education
	■ National Polytechnic Institute
	■ The College of Mexico
	■ University of Monterrey
Peru	■ ESAN Graduate School of Business
	■ National Agrarian University at La Molina
	■ National University of Engineering
	■ Peruvian Diplomatic Academy
	■ Peruvian University Cayetano Heredia
	■ Pontifical Catholic University of Peru
	■ University of Lima
	■ University of the Pacific

Others

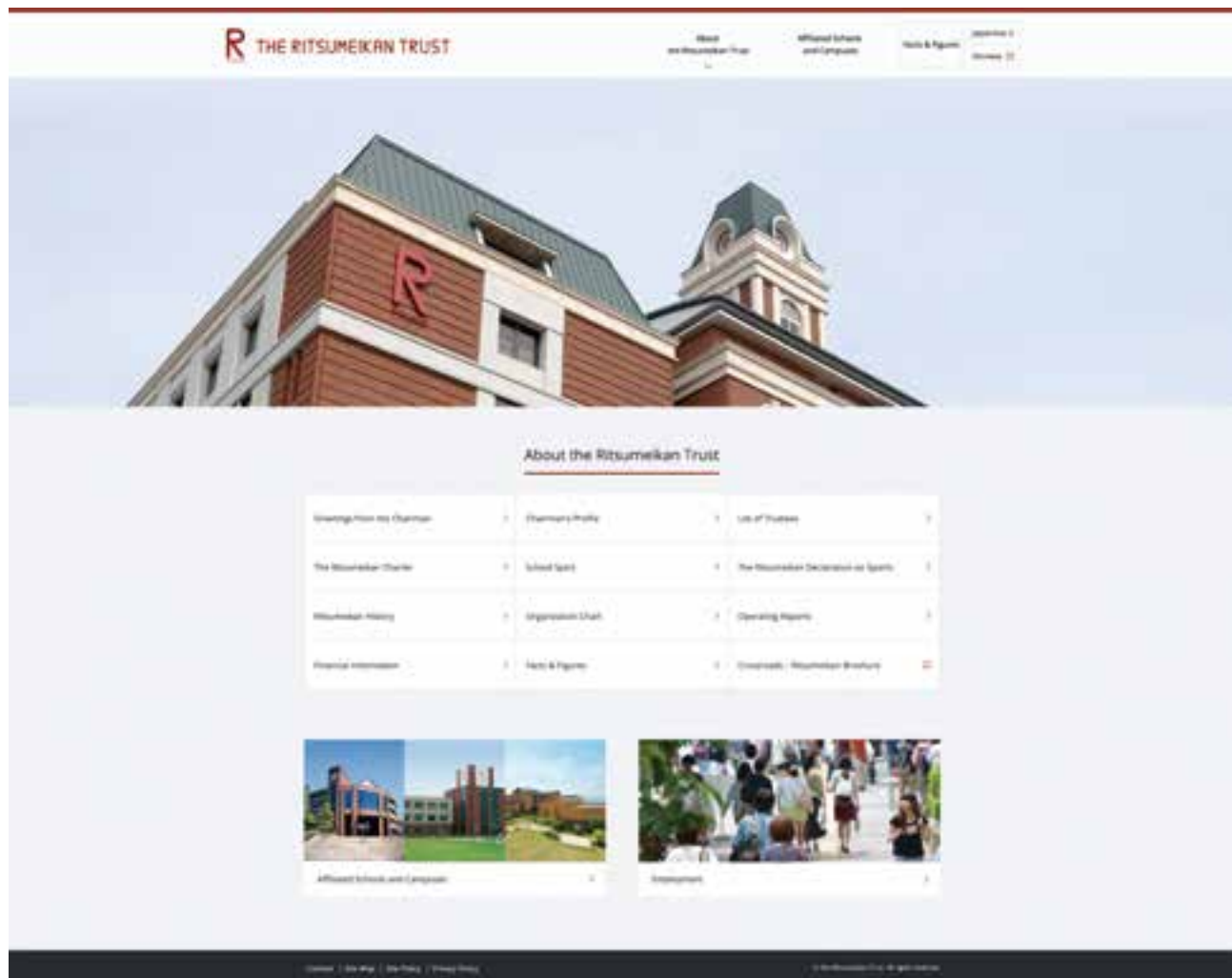
■ Asian Development Bank
■ United Nations Volunteers Programme
■ Le Cordon Bleu International Bv
■ Le Cordon Bleu Australia PTY LTD

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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/>

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