

AY 2021

## Operating Report

# 2021 | RITSUMEIKAN OPERATING REPORT

# CONTENTS

Greeting from the Chairperson of the Board of Trustees and the Chancellor ..... 3

## I. Institution Overview

1. Founding Spirit and Educational Philosophy .....	4
1-1. The Ritsumeikan Charter .....	4
1-2. R2030 – Our Vision for Ritsumeikan in 2030 – .....	5
2. History of the Ritsumeikan Trust .....	8
3. Schools, Colleges, Departments, and Other Organizations of the Trust .....	9
4. Number of Students at Each Level .....	10
4-1. Ritsumeikan University .....	10
4-2. Ritsumeikan Asia Pacific University .....	12
4-3. Ritsumeikan Junior and Senior High School .....	12
4-4. Ritsumeikan Uji Junior and Senior High School .....	12
4-5. Ritsumeikan Keisho Junior and Senior High School .....	12
4-6. Ritsumeikan Moriyama Junior and Senior High School .....	12
4-7. Ritsumeikan Primary School .....	12
5. Executives (Trustees and Auditors) .....	13
6. Councilors .....	14
7. Principals .....	15
8. Overview of Faculty and Staff .....	15
9. Organization Chart .....	16

## II. Overview of Initiatives: R2030 Ritsumeikan Academy Vision Progress Report

1. Regarding Our Response to the COVID-19 Pandemic .....	18
2. Ritsumeikan University .....	20
3. Ritsumeikan Asia Pacific University .....	25
4. Integrated Primary and Secondary Education and the Affiliated Schools .....	27
4-1. Ritsumeikan Primary School .....	29
4-2. Ritsumeikan Junior and Senior High School .....	30
4-3. Ritsumeikan Uji Junior and Senior High School .....	31
4-4. Ritsumeikan Keisho Junior and Senior High School .....	32
4-5. Ritsumeikan Moriyama Junior and Senior High School .....	33
5. The Ritsumeikan Trust .....	34

## III. Financial Overview

1. Settlement of Accounts .....	39
1-1. Settlement of Accounts .....	39
1-2. Statement of Cash Flow .....	39
1-3. Statement of Operating Activities .....	40
1-4. Statement of Financial Position .....	41
1-5. Asset Inventory .....	43
1-6. Audit Report .....	43
2. Year-to-year Changes .....	44
2-1. Historical Cash Flow .....	44
2-2. Historical Operating Activities .....	45
2-3. Historical Financial Position .....	46
3. Financial Ratios .....	46

## IV. Data Compendium

1. Student Numbers .....	47
2. Admissions Statistics .....	48
3. Faculty and Staff Numbers .....	52
4. International Exchange .....	53
5. Number of Degrees Granted .....	56
6. Number of Students Passing Difficult Examinations .....	56
7. Post-graduation Career Paths .....	57
8. Research Funds .....	58



# On the Issuance of the AY2021 Operating Report

With the COVID-19 pandemic continuing throughout AY2021, we would like to once again thank all members of the Academy for their hard work in ensuring that students at every level could continue learning and that education and research activities could be sustained.

In AY2021, we began implementing the Design Challenge under the R2030 Academy Vision, our mid-to-long-term plan. Ritsumeikan University, Ritsumeikan Asia Pacific University, and the affiliated schools have each outlined a vision for the year 2030 and have begun pursuing initiatives to bring those visions to fruition. We also established the Office of Education and Research DX Promotion to promote the digital transformation (DX) of education and research activities throughout the Academy. Furthermore, we opened the Office of Startup Promotion to help generate new industry-government-academia collaborations and open innovation by linking teaching and research outcomes to business startups and commercialization efforts.

At Ritsumeikan University, we aim to produce research outcomes and create value for coexistence with society by achieving the two policy goals of realizing a next-generation research university and producing innovative and emerging talent. With an eye on creating a leading advanced research center, we established the Ritsumeikan Advanced Research Academy (RARA) in AY2021 to serve as a home for our core researchers. In addition, based on our response to the ongoing COVID-19 pandemic, we further enhanced our online and hybrid classes and developed new online study abroad and international exchange initiatives.

At Ritsumeikan Asia Pacific University, we are pursuing a new challenge having celebrated our 20th anniversary. We finalized a future vision outlining the establishment of the new College of Sustainability and Tourism, our third college, and reforms to its existing colleges and graduate schools, and we made preparations ahead of the scheduled opening of the new college in AY2023.

We also made progress on the various initiatives being tackled by the affiliated schools. Ritsumeikan Junior and Senior High School, which was selected for the Progressive Reform category of the Super Science High School project, and Ritsumeikan Uji Junior and Senior High School, which was selected for the Project for the Creation of Worldwide Learning (WWL) Consortia, both developed enhanced content for those respective programs, while Ritsumeikan Uji Junior and Senior High School and Ritsumeikan Moriyama Junior and Senior High School create new courses, reorganized existing courses, and made associated facility improvements. Meanwhile, we provided support in preparation for the opening of the Tanaka Gakuen Ritsumeikan Keisho Elementary School in

AY2022 and provided education based on the concept of inquiry-based learning.

In terms of issues common to the entire Academy, we implemented various initiatives related to the SDGs and carbon neutrality, and we defined project management concepts related to the promotion of the new mid-term plan. We also held discussions to flesh out policies for faculty effort, staffing, staff organization, and other issues pertaining to the elaboration of the mid-to-long-term plan. In AY2022, which marks the second year of the R2030 Challenge Design, Ritsumeikan University, Ritsumeikan Asia Pacific University, and the affiliated schools will continue to design systems, implement initiatives, and undertake concrete action.

Moreover, we will closely monitor governance reform trends at MEXT as an important matter related to the governance of the entire Academy.

This report was formulated to communicate the Academy's initiatives for AY2021 to all of our stakeholders. Despite the uncertainty stemming from the ongoing COVID-19 pandemic and tense international situation, we will fulfill our social responsibility to continue providing education and conducting research while providing our students at every level of education with the support they need to grow.

We kindly request your continued understanding and support.

May 27, 2022



The Ritsumeikan Trust  
Chairperson 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. 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.

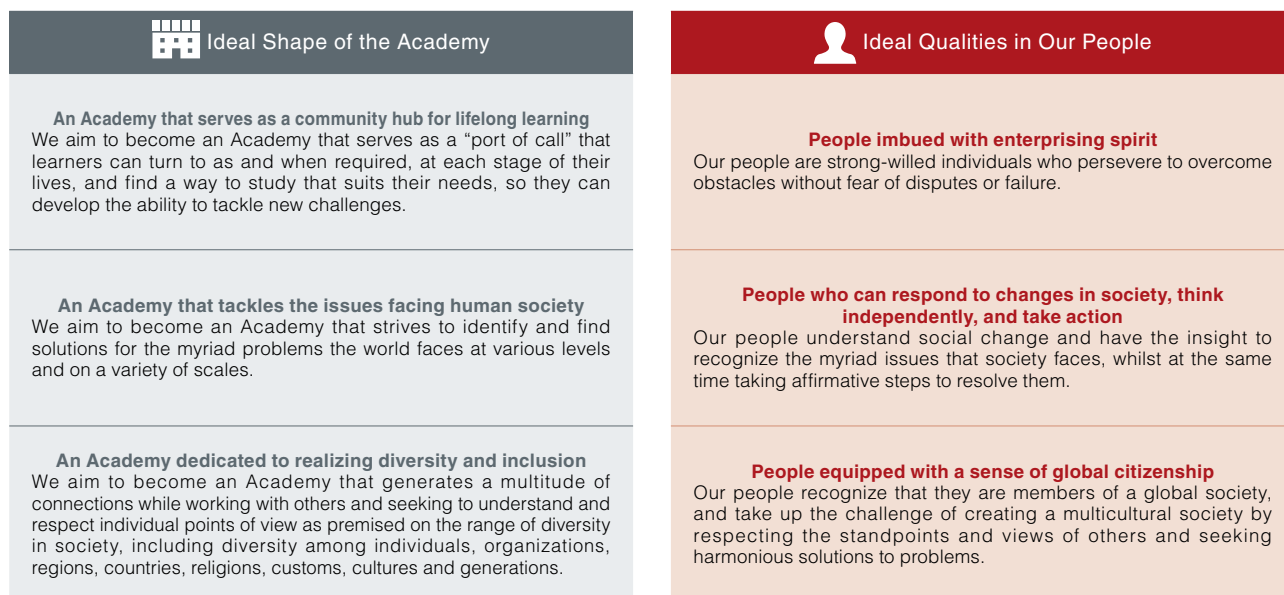
But the age demands of educational institutions a positive vision for the world of the future.

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



## Policy Objectives of the R2030 Academy Vision





## R2030 Academy Vision - Priority Goals and Challenge Design/ Action Plan

## Ritsumeikan University

Priority Goals		Challenge Design	
1	Create intellectual values shared with society	1	Building a leading-edge research university with the Ritsumeikan Knowledge Nodes concept at its core
2	Innovate new values of learning	2	Developing education that links the improvement of research capabilities with the enhancement of education
3	Shape Ritsumeikan into an organization engaged in self-transformation	3	Improving the adaptability of learning systems to meet the needs of an increasingly diverse group of learners
		4	Organizing multifaceted collaborations to promote open innovation
		5	Engaging in organizational reform that leads a diverse group of individuals to create new values

## Ritsumeikan Asia Pacific University

Priority Goals		Action Plan	
1	APU will leverage its unique multinational and multicultural environment, and having provided a living environment as well as opportunities for activities and learning for growing as a global citizen, create a world-class Global Learning Community.	1	From diversity/a multicultural environment to diversity and inclusion: pursue new growth and create APU education that is creative and internationally competitive
2	In continually improving the quality of its education and research, APU will create new global learning values that will be accepted throughout the world and disseminate research applicable globally.	2	Promote internationally applicable research that contributes to society and the community
3	APU will deepen its connections with its graduates globally, with local communities in every land in the world, and every type of stakeholder, and collaborate with them in educational activities and university operations.	3	Contribute to the growth of local communities around the world (create a new regional development model for civil society, government, and academia with the university at its core)
		4	Enhance diverse lifespan careers in which graduates can take an active role in the world and contribute to society
		5	Improve the network of graduates and organizations of graduates possessing the power to change the world as global leaders
		6	Build a foundation for, and organization to, support a Global Learning Community

Ritsumeikan Integrated Primary and Secondary Education  
(Primary School, Junior High Schools, and Senior High Schools)

Priority Goals		Challenge Design	
1	Become integrated education schools with linkages up through the graduate level: Integrated education that produces talent who can create new value	1	From affiliated schools to integrated education schools: Integrated education where the primary school, junior high schools, high schools, universities, and graduate schools work together to cultivate students
2	Become schools for a new era: Presenting a new kind of academic ability and new perspectives on academic ability for 2030 as Ritsumeikan's integrated education schools	2	Design various learning venues: Striving to produce leaders for a multicultural society and instilling in them the ability to survive in such a society
3	Realize diversity through the development of learning in collaboration with the world: A new model for integrated education	3	Ritsumeikan's version of the Future Classroom where students create their own learning: Towards a heretofore unseen level of flexibility in learning.
4	Towards flexible and seamless learning created by our students: Realize the Ritsumeikan version of the Future Classroom		

## 2. History of the Ritsumeikan Trust (as of May 1, 2021)

May	1900	Establishment of Kyoto Hosei School (Kyoto School of Law and Politics) approved.	August	1988	Ritsumeikan Junior and Senior High School moved. (Location: 23 Fukakusa-Nishideyama-cho, Fushimi-ku, Kyoto)
October	1903	Name change to Kyoto Profession School of Law approved.	April	1994	Biwako-Kusatsu Campus (Kusatsu, Shiga) opened.
September	1904	Establishment of Kyoto University Law and Politics approved.	August	1994	Merger with Uji Academy (Uji Senior High School, Uji Special Training School) approved.
September	1905	Establishment of Seiwa School (private junior high school) approved.			Name changed from Uji Senior High School to Ritsumeikan Uji Senior High School.
April	1906	Name changed from Seiwa School to Seiwa Junior High School in accordance with the School Ordinance.	December	1995	Merger with Keisho Academy (Sapporo Senior High School of Economics) approved.
December	1913	Establishment of the Ritsumeikan Foundation approved. Name change from Kyoto University Law and Politics to Ritsumeikan Private University approved.			Name changed from Sapporo Senior High School of Economics to Ritsumeikan University Keisho Senior High School.
		Name change from Seiwa Junior High School to Ritsumeikan Junior High School approved.	March	1997	Establishment of Ritsumeikan University Keisho Senior High School full-time general course approved.
July	1919	Name change from Ritsumeikan Private University to Ritsumeikan University approved.	April	1997	Ritsumeikan University Keisho Senior High School moved. (Location: 640-1 Nishinopporo, Ebetsu, Hokkaido)
June	1922	Establishment of Ritsumeikan University under the old University Decree approved. Establishment of undergraduate division and professional school approved.	July	1998	Abolishment of Uji Special Training School approved.
March	1944	Name change from Ritsumeikan University Professional School to Ritsumeikan Professional School approved.	December	1999	Establishment of Ritsumeikan Asia Pacific University approved.
April	1947	Establishment of Ritsumeikan Junior High School approved in accordance with educational system reforms.			Establishment of Ritsumeikan Keisho Junior High School approved. Notification of name change from Ritsumeikan University Keisho Senior High School to Ritsumeikan Keisho Senior High School submitted and accepted.
March	1948	Establishment of Ritsumeikan University approved in accordance with the School Education Act.	April	2002	Ritsumeikan Uji Senior High School moved. (Location: 33-1 Hachiken-yadani, Hirono-cho, Uji, Kyoto)
April	1948	Establishment of Ritsumeikan Senior High School and Ritsumeikan Evening High School (renamed Ritsumeikan Senior High School Part-Time Program in 1952) approved.	October	2002	Establishment of Ritsumeikan Uji Junior High School approved.
March	1950	Establishment of Ritsumeikan University Junior College approved. Establishment of Ritsumeikan University Graduate School (Master's Program) approved.	December	2002	Establishment of Ritsumeikan Asia Pacific University Graduate School approved.
February	1951	Organization changed from the Ritsumeikan Foundation to the Ritsumeikan Trust approved. (Location: 410 Nakagoryo-cho, Teramachi Higashi-iru, Hirokoji Dori, Kamigyo-ku, Kyoto)	October	2005	Establishment of Ritsumeikan Moriyama Senior High School approved.
June	1953	Abolishment of Ritsumeikan Professional School approved.	March	2006	Establishment of Ritsumeikan Primary School approved.
December	1954	Abolishment of Ritsumeikan University Junior College approved.	September	2006	Trust offices moved. (Location: 1-7 Nishinokyo-Togano-cho, Nakagyo-ku, Kyoto)
March	1968	Ritsumeikan Senior High School Part-Time Program closed.			Suzaku Campus (Nakagyo-ku, Kyoto) opened.
June	1979	Change of Trust office location approved (Office moved in September). (Location: 56-1 Toji-in Kitamachi, Kita-ku, Kyoto)	October	2006	Establishment of Ritsumeikan Moriyama Junior High School approved.
April	1981	Move from Hirokoji Campus (Kamigyo-ku, Kyoto) to Kinugasa Campus (Kita-ku, Kyoto) completed.	April	2007	Ritsumeikan Moriyama Junior and Senior High School moved. (Location: 250 Miyake-cho, Moriyama, Shiga)
			February	2013	Address of the Trust offices changed. (Location: 8 Nishinokyo-Higashi Togano-cho, Nakagyo-ku, Kyoto)
			September	2014	Ritsumeikan Junior and Senior High School moved. (Location: 1-1-1 Choshi, Nagaokakyo, Kyoto)
			April	2015	Osaka Ibaraki Campus (Ibaraki, Osaka) opened.



### 3. Schools, Colleges, Departments, and Other Organizations of the Trust (as of May 1, 2021)

#### Ritsumeikan University

#### Kinugasa Campus

56-1 Toji-in Kitamachi, Kita-ku, Kyoto



College of Law  
College of Social Sciences  
College of Letters  
College of International Relations  
College of Image Arts and Sciences  
Graduate School of Law  
Graduate School of Sociology  
Graduate School of Letters  
Graduate School of International Relations  
Graduate School of Core Ethics and Frontier Sciences  
Graduate School of Language Education and Information Science  
Graduate School of Image Arts

#### Biwako-Kusatsu Campus

1-1-1 Noji-Higashi, Kusatsu, Shiga



College of Economics  
College of Science and Engineering  
College of Information Science and Engineering  
College of Pharmaceutical Sciences  
College of Life Sciences  
College of Sport and Health Science  
College of Gastronomy Management  
Graduate School of Economics  
Graduate School of Science and Engineering  
Graduate School of Sport and Health Science  
Graduate School of Information Science and Engineering  
Graduate School of Life Sciences  
Graduate School of Pharmacy  
Graduate School of Gastronomy Management

#### Suzaku Campus

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



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

#### Osaka Ibaraki Campus

2-150, Iwakura-cho, Ibaraki, Osaka



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

#### Ritsumeikan Asia Pacific University

1-1 Jumonjibaru, Beppu, Oita

College of Asia Pacific Studies  
College of International Management  
Graduate School of Asia Pacific Studies  
Graduate School of Management

#### Ritsumeikan Senior High School

1-1-1 Choshi, Nagaokakyo, Kyoto

#### Ritsumeikan Uji Senior High School

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

#### Ritsumeikan Keisho Senior High School

640-1 Nishinopporo, Ebetsu, Hokkaido

#### Ritsumeikan Moriyama Senior High School

250 Miyake-cho, Moriyama, Shiga

#### Ritsumeikan Junior High School

1-1-1 Choshi, Nagaokakyo, Kyoto

#### Ritsumeikan Uji Junior High School

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

#### Ritsumeikan Keisho Junior High School

640-1 Nishinopporo, Ebetsu, Hokkaido

#### Ritsumeikan Moriyama Junior High School

250 Miyake-cho, Moriyama, Shiga

#### Ritsumeikan Primary School

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



## 4. Number of Students at Each Level

4-1. Ritsumeikan University (as of May 1, 2021)

(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	—	740	2,915	3,138	
	Total	720	—	740	2,915	3,138	
College of Economics	Department of Economics	760	—	803	3,075	3,210	
	Department of International Economics	—	—	—	0	19	Student recruitment suspended in April 2017
	Total	760	—	803	3,075	3,229	
College of Business Administration	Department of Business Administration	650	—	663	2,625	2,665	
	Department of International Business Administration	145	—	144	585	559	
	Total	795	—	807	3,210	3,224	
College of Social Sciences	Department of Social Sciences	810	—	901	3,240	3,396	
	Total	810	—	901	3,240	3,396	
College of Letters	Department of Humanities	1,035	—	1,073	4,030	4,146	
	Total	1,035	—	1,073	4,030	4,146	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	161	640	605	
	Department of Mechanical Engineering	173	10	190	712	729	
	Department of Civil Engineering	—	—	—	0	18	Student recruitment suspended in April 2018
	Department of Environmental Systems Engineering	—	—	—	0	10	Student recruitment suspended in April 2018
	Department of Robotics	90	6	98	372	384	
	Department of Mathematical Sciences	97	—	92	388	390	
	Department of Physical Sciences	86	2	85	348	336	
	Department of Electronic and Computer Engineering	102	8	120	424	453	
	Department of Architecture and Urban Design	91	4	94	372	349	
	Department of Civil and environmental engineering	166	4	182	672	659	Established in April 2018
	Total	959	46	1,022	3,928	3,933	
College of International Relations	Department of International Relations	335	—	360	1,340	1,362	
	American University Ritsumeikan University Joint Degree Program	25	—	18	100	42	Established in April 2018
	Total	360	—	378	1,440	1,404	
College of Policy Science	Department of Policy Science	410	—	406	1,640	1,684	
	Total	410	—	406	1,640	1,684	
College of Information Science and Engineering	Department of Information Science and Engineering	475	40	495	1,980	1,909	
	Department of Computer Science	—	—	—	0	24	Student recruitment suspended in April 2017
	Department of Information and Communication Science	—	—	—	0	9	Student recruitment suspended in April 2017
	Department of Media Technology	—	—	—	0	11	Student recruitment suspended in April 2017
	Department of Human and Computer Intelligence	—	—	—	0	17	Student recruitment suspended in April 2017
	Total	475	40	495	1,980	1,970	
College of Image Arts and Sciences	Department of Image Arts and Sciences	160	—	155	640	676	
	Total	160	—	155	640	676	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	101	600	587	
	Department of Pharmaceutical Sciences	60	—	55	240	236	
	Total	160	—	156	840	823	
College of Life Sciences	Department of Applied Chemistry	111	—	111	444	428	
	Department of Biotechnology	86	—	73	344	319	
	Department of Bioinformatics	64	—	74	256	268	
	Department of Biomedical Sciences	64	—	60	256	237	
	Total	325	—	318	1,300	1,252	
College of Sport and Health Science	Department of Sport and Health Science	235	—	247	940	991	
	Total	235	—	247	940	991	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	294	1,120	1,168	
	Total	280	—	294	1,120	1,168	
College of Gastronomy Management	Department of Gastronomy Management	320	—	326	1,280	1,238	Established in April 2018
	Total	320	—	326	1,280	1,238	
College of Global Liberal Arts	Department of Global Liberal Arts	100	—	97	300	195	Established in April 2019
	Total	100	—	97	300	195	
	Total	7,904	86	8,218	31,878	32,467	

\*Enrollee numbers are the total number of students admitted in June 2020, September 2020, and April 2021. In addition, the number of students enrolled in April 2021 does not include students who are not enrolled as of May 1st.

(Unit: Number of Persons)

Graduate School	Program	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Graduate School of Law	Master's Program	60	7	120	23	
	Doctoral Program	10	3	30	11	
	Total	70	10	150	34	
Graduate School of Economics	Master's Program	50	42	100	85	
	Doctoral Program	5	6	15	17	
	Total	55	48	115	102	
Graduate School of Business Administration	Master's Program	60	48	120	89	
	Doctoral Program	15	4	45	18	
	Total	75	52	165	107	
Graduate School of Sociology	Master's Program	60	39	120	89	
	Doctoral Program	15	7	45	61	
	Total	75	46	165	150	
Graduate School of Letters	Master's Program	105	43	210	103	
	Doctoral Program	35	16	105	87	
	Total	140	59	315	190	
Graduate School of Science and Engineering	Master's Program	450	427	900	874	
	Doctoral Program	40	19	120	86	
	Total	490	446	1,020	960	
Graduate School of International Relations	Master's Program	60	61	120	138	
	Doctoral Program	10	11	30	46	
	Total	70	72	150	184	
Graduate School of Policy Science	Master's Program	40	30	80	49	
	Doctoral Program	15	3	45	23	
	Total	55	33	125	72	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	15	150	176	
	Total	30	15	150	176	
Graduate School of Language Education and Information Science	Master's Program	60	32	120	67	
	Total	60	32	120	67	
School of Law	Professional Degree Program	70	60	210	115	
	Total	70	60	210	115	
Graduate School of Technology Management	Master's Program	70	72	140	139	
	Doctoral Program	5	6	15	31	
	Total	75	78	155	170	
Graduate School of Management	Professional Degree Program	80	59	160	117	
	Total	80	59	160	117	
Graduate School of Public Policy	Master's Program	—	—	0	1	Student recruitment suspended in April 2018
	Total	—	—	0	1	
Graduate School of Sport and Health Science	Master's Program	25	35	50	67	
	Doctoral Program	8	13	24	44	
	Total	33	48	74	111	
Graduate School of Image Arts	Master's Program	10	10	20	21	
	Total	10	10	20	21	
Graduate School of Information Science and Engineering	Master's Program	200	187	400	381	
	Doctoral Program	15	20	45	57	
	Total	215	207	445	438	
Graduate School of Life Sciences	Master's Program	150	155	300	267	
	Doctoral Program	15	8	45	24	
	Total	165	163	345	291	
Graduate School of Pharmacy	Master's Program	20	31	40	62	Established in April 2020
	Doctoral Program	3	5	3	5	Established in April 2021
	Four-Year Doctoral Program	3	2	12	12	
	Total	26	38	55	79	
Graduate School of Professional Teacher Education	Professional Degree Program	35	27	70	55	
	Total	35	27	70	55	
Graduate School of Human Science	Master's Program	65	57	130	133	
	Doctoral Program	20	24	60	84	
	Total	85	81	190	217	
Graduate School of Human Science	Master's Program	20	18	20	18	Established in April 2021
	Doctoral Program	3	2	3	2	Established in April 2021
	Total	23	20	23	20	
Master's Program		1,505	1,294	2,990	2,606	
Doctoral Program		214	147	630	596	
Five-Year Doctoral Program		30	15	150	176	
Four-Year Doctoral Program		3	2	12	12	
Professional Degree Program		185	146	440	287	
Total		1,937	1,604	4,222	3,677	

\* Enrollee numbers are the total number of students admitted in September 2020 and April 2021. In addition, the number of students enrolled in April 2021 does not include students who are not enrolled as of May 1st.

## 4-2. Ritsumeikan Asia Pacific University (as of May 1, 2021)

(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	617	2,712	2,788	
Total		660	12	18	617	2,712	2,788	
College of International Management	Department of International Management	660	22	31	590	2,768	2,681	
Total		660	22	31	590	2,768	2,681	
Total		1,320	34	49	1,207	5,480	5,469	

\* Enrollee numbers are the total number of students admitted in Fall 2020 and Spring 2021.

(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	74	120	112	
	Doctoral Program	10	5	30	27	
	Total	70	79	150	139	
Graduate School of Management	Master's Program	40	30	80	57	
	Total	40	30	80	57	
	Total	110	109	230	196	

\* Enrollee numbers are the total number of students admitted in Fall 2020 and Spring 2021.

## 4-3. Ritsumeikan Junior and Senior High School (as of May 1, 2021)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	247	645	772	
Ritsumeikan Senior High School	Full-time general course	360	355	1,080	1,090	

## 4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2021)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	172	540	540	
Ritsumeikan Uji Senior High School	Full-time general course	405	427	1,215	1,167	

## 4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2021)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	204	540	573	
Ritsumeikan Keisho Senior High School	Full-time general course	305	320	915	966	

## 4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2021)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	199	480	555	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	358	960	1,026	

## 4-7. Ritsumeikan Primary School (as of May 1, 2021)

(Unit: Number of Persons)

School	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Primary School	120	113	720	707	

## 5. Executives (Trustees and Auditors) (as of March 31, 2022)

Fixed number of Executives: 43 Trustees, 3 Auditors

Position	Name	Full-Time or Part-Time	Position	Name	Full-Time or Part-Time
Chairperson 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	Hiroshi Yoneyama	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Yoko Matsubara	Full-time	Trustee; Dean, Ritsumeikan University College of Law	Makoto Hizume	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Tadao Isaka	Full-time	Trustee; Dean, Ritsumeikan University College of Economics	Takuro Kawane	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Akio Tokuda	Full-time	Trustee; Dean, Ritsumeikan University College of Business Administration	Midori Kokubo	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	Haruaki Deguchi	Full-time	Trustee; Dean, Ritsumeikan University College of Social Sciences	Junri Sakurai	Full-time
Senior Executive Trustee	Hiroki Shikata	Full-time	Trustee; Dean, Ritsumeikan University College of Letters	Yuko Nakagawa	Full-time
Executive Trustee of General Affairs	Naruya Kida	Full-time	Trustee; Dean, Ritsumeikan University College of Science and Engineering	Shigeru Takayama	Full-time
Executive Trustee of Financial Affairs	Yoichi Okumura	Full-time	Trustee; Dean, Ritsumeikan University College of International Relations	Ritsuko Kawamura	Full-time
Executive Trustee of Planning	Norihisa Yamashita	Full-time	Trustee; Dean, Ritsumeikan University College of Policy Science	Michio Kishi	Full-time
Executive Trustee of Integrated Educational Affairs	Nobuyuki Kuno	Full-time	Trustee; Dean, Ritsumeikan University College of Information Science and Engineering	Yoichi Yamashita	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 Image Arts and Sciences	Keisuke Kitano	Full-time
Trustee	Mitsuji Ando	Part-time	Trustee; Dean, Ritsumeikan University College of Pharmaceutical Sciences	Naoki Hattori	Full-time
Trustee	Hidetaka Itsuji	Part-time	Trustee; Dean, Ritsumeikan University College of Life Sciences	Mamoru Wakayama	Full-time
Trustee	Kimihiko Uemura	Part-time	Trustee; Dean, Ritsumeikan University College of Sport and Health Science	Jin Nagazumi	Full-time
Trustee	Masumi Okano	Part-time	Trustee; Dean, Ritsumeikan University College of Comprehensive Psychology	Tatsuya Sato	Full-time
Trustee	Yasuko Sasaki	Part-time	Trustee; Dean, Ritsumeikan University College of Gastronomy Management	Koji Amano	Full-time
Trustee	Hideo Takasaki	Part-time	Trustee ; Dean, Ritsumeikan University College of Global Liberal Arts	Ichiro Maekawa	Full-time
Trustee	Sachiko Hirabayashi	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	Yoichiro Sato	Full-time
Trustee	Izuhiko Matsui	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of International Management	ALCANTARA Lailani L.	Full-time
Trustee	Kenji Murakami	Part-time	Auditor	Yoshikazu Sagami	Full-time
Trustee	Mitoji Yabunaka	Part-time	Auditor	Masatada Rai	Part-time
Trustee	Makoto Yamanaka	Part-time	Auditor	Yasuhiko Watanabe	Part-time

## Regarding limited liability contracts

In accordance with Article 39 of the Ritsumeikan Trust Act of Endowment, we concluded limited liability contracts with the following individuals on July 21, 2020.

•Eligible individuals: Non-executive Trustees and Auditors (Total: 15 members)

Non-executive Trustees: Mitsuji Ando, Hidetaka Itsuji, Kimihiko Uemura, Masumi Okano, Yasuko Sasaki, Hideo Takasaki, Sachiko Hirabayashi  
Izuhiko Matsui, Kenji Murakami, Mitoji Yabunaka, Makoto Yamanaka, Yasuhiro Wakebayashi

Auditors: Yoshikazu Sagami, Masatada Rai, Yasuhiko Watanabe

•Overview of the contract

In the event that the First Party is liable for damages in accordance with the Private School Act, if the Second Party has performed its duties in good faith and without gross negligence, the Second Party's liability shall be limited to the greater of either two years' remuneration for executives (base salary for executives, executive allowance, and executive year-end allowance) that the Second Party receives from the First Party or the minimum liability amount of the Second Party set forth in the Private School Act and the Act on General Incorporated Associations and General Incorporated Foundations that applies accordingly thereto.

(\* First Party: Ritsumeikan Trust; Second Party: Each Non-executive Trustee and Auditor)

•Measures to ensure that the appropriateness of the execution of duties is not impaired by the contract

There is a provision in the contract stipulating that Non-executive Trustees and Auditors shall only perform their duties in good faith and without gross negligence.

## Information pertaining to liability insurance for executives

Name of insurance: Liability insurance for corporate executives

Insurance company: Mitsui Sumitomo Insurance Co., Ltd.

Policyholder: The Ritsumeikan Trust

Insured parties: All Trustees, Auditors, and Councilors employed on or after the first day of coverage

Limit of coverage: ¥1 billion (no deductible; no indemnification) (insurance period: 1 year)

Scope of coverage: Legal damages, litigation expenses, and other incidental expenses in the operation of the incorporated educational institution

Measures to ensure that the appropriateness of the execution of duties is not impaired by the contract: The coverage shall not apply to damages caused by criminal acts or violations of laws and regulations by the insured parties.

Date of enrollment: May 1, 2021

## 6. Councilors (as of March 31, 2022)

Fixed number of Councilors: 102 (including 43 Trustees)

Position	Name
Councilor(Chairperson; External)	Wakako Matsumoto
Councilor (External)	Takehiko Izumo
Councilor (External)	Morihiro Ogaki
Councilor (External)	Takashi Okoshi
Councilor (External)	Akihiro Ota
Councilor (External)	Yoshihito Ota
Councilor (External)	Katsuaki Ogawa
Councilor (External)	Rikito Obata
Councilor (External)	Daisaku Kadokawa
Councilor (External)	Yasutaka Kudo
Councilor (External)	Fumio Goto
Councilor (External)	Osamu Saito
Councilor (External)	Shigeru Saito
Councilor (External)	Rikifusa Satake
Councilor (External)	Takuji Takahashi
Councilor (External)	Miho Takeda
Councilor (External)	Kenzo Toki
Councilor (External)	Tadashi Naruse
Councilor (External)	Yoshiyuki Nishimura
Councilor (External)	Shigetoshi Hasegawa

\*Trustees omitted.

Position	Name
Councilor (External)	Hisashi Hama
Councilor (External)	Tadashi Hayakawa
Councilor (External)	Toranori Fukumoto
Councilor (External)	Keiko Maeda
Councilor (External)	Masaaki Makikawa
Councilor (External)	Kosuke Matono
Councilor (External)	Masahiro Mizuta
Councilor (External)	Akimasa Yamashita
Councilor (Internal)	Kazuyuki Ishisaka
Councilor (Internal)	Yoshiyuki Ishizaki
Councilor (Internal)	Masayoshi Ishida
Councilor (Internal)	Chikako Inoue
Councilor (Internal)	Yusuke Uno
Councilor (Internal)	Junichi Egawa
Councilor (Internal)	Yasuo Osuga
Councilor (Internal)	Naoki Okamoto
Councilor (Internal)	Tetsuya Kajimoto
Councilor (Internal)	Hironori Kawakata
Councilor (Internal)	Kenji Kawano
Councilor (Internal)	Toshiyuki Kuriyama

Position	Name
Councilor (Internal)	Manabu Kuroda
Councilor (Internal)	Kazuhiro Kuwabara
Councilor (Internal)	Masami Sasaki
Councilor (Internal)	Hiroto Sato
Councilor (Internal)	Koji Shimada
Councilor (Internal)	Weisheng Zhou
Councilor (Internal)	Kumi Seike
Councilor (Internal)	Hiroshi Tamai
Councilor (Internal)	Hitoshi Tamiaki
Councilor (Internal)	Keiji Terada
Councilor (Internal)	Akinori Nakamura
Councilor (Internal)	Emi Ninomiya
Councilor (Internal)	Yasuhiro Higashitani
Councilor (Internal)	Mitsushige Hirose
Councilor (Internal)	HICKS Joseph
Councilor (Internal)	Miki Horie
Councilor (Internal)	Yasuyoshi Minamino
Councilor (Internal)	Naoya Yamaguchi
Councilor (Internal)	Keisuke Yamashita



## 7. Principals (as of March 31, 2022)



President of Ritsumeikan University  
Yoshio Nakatani



President of Ritsumeikan Asia Pacific University  
Haruaki Deguchi



Principal of Ritsumeikan Primary School  
Miki Horie



Principal of Ritsumeikan Junior and Senior High School  
Yasuhiro Higashitani



Principal of Ritsumeikan Uji Junior and Senior High School  
HICKS Joseph



Principal of Ritsumeikan Keisho Junior and Senior High School  
Junichi Egawa



Principal of Ritsumeikan Moriyama Junior and Senior High School  
Keiji Terada

## 8. Overview of Faculty and Staff (as of May 1, 2021)

(Unit: Number of Persons)

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
The Ritsumeikan Trust	0	0	29	0
Ritsumeikan University	1,413	1,751	1,098	2,828
Ritsumeikan Asia Pacific University	166	76	223	847
Ritsumeikan Junior and Senior High School	133	48	19	12
Ritsumeikan Uji Junior and Senior High School	146	39	20	33

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
Ritsumeikan Keisho Junior and Senior High School	124	36	16	16
Ritsumeikan Moriyama Junior and Senior High School	118	26	12	17
Ritsumeikan Primary School	69	9	6	4
Total	2,169	1,985	1,423	3,757

\*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, 2022)





# 1. Regarding Our Response to the COVID-19 Pandemic

## ① Introduction

The first priority of the Academy was to protect the lives, safety, and peace of mind of every constituent member, while undertaking various measures to ensure the continuity of education and research and provide support to the students at every level of education.

From the end of AY2019, we have been implementing flexible measures led by the Ritsumeikan Trust Crisis Response Task Force, the Ritsumeikan University Infectious Disease Task Force, the APU COVID-19 Task Force, and the Affiliated School Principals' Meeting, and in AY2021, based on our experience of coexisting with COVID-19, including our emergency response to date, and with a view to the post-COVID-19 era, each university and school promoted initiatives tied to the digital transformation (DX) of education and research that go beyond web-based classes and the shifting of various activities online.

## ② Ritsumeikan University

Ritsumeikan University continued to implement thorough infection prevention measures, including conducting temperature checks upon entering campus, placing disinfectant solutions in each classroom, installing additional ventilation systems, introducing an on-campus contact tracing system, installing droplet prevention panels in various locations, and applying antiviral and antibacterial coatings on desks, chairs, and other surfaces in all classrooms. Furthermore, in light of the status of infections in the areas near our campuses, we used the university homepage and learning management system to communicate the latest information and worked to expand opportunities for students to take face-to-face classes on campus.

We offered both face-to-face and hybrid-style online classes, strengthened the telecommunications infrastructure on campus, delivered on-demand classes, shifted various procedures online, and offered a library book delivery service. By consistently undertaking these measures, all of our students were able to continue learning despite the different circumstances each of them faced.

In terms of international exchange, we promoted online study abroad initiatives while keeping an eye on the resumption of overseas travel. We readjusted the criteria for making decisions on overseas dispatch and responded flexibly to the infectious disease risk level alerts issued by the Ministry of Foreign Affairs for programs including the College of International Relations' joint degree program with American University and the College of Letters' CAMPUS Asia Program.

With regard to extracurricular and self-directed activities, we used online tools like Ritsumeikan Cyber Campus to support the sharing of information, and we also provided assistance with an eye on invigorating activities in light of the BCP level while enacting the infection prevention measures based on various guidelines.

Using donations to the emergency learning support project from Academy faculty, staff, alumni, and the Faculty and Staff Union, we were able to provide emergency aid to a total of 2,491

students (2,155 domestic students; 336 international students), including assistance for international students traveling to Japan. In addition, we recommended 9,953 students (9,137 domestic students; 816 international students) for the national government's Emergency Student Aid for Continuing Learning and assisted students with their applications to the Kyoto Prefecture University Student Emergency Aid Subsidy.

Based on the results of our survey on online classes and the Student Life Survey, we shared information on the student situation and undertook a range of initiatives aimed at making improvements. In particular, we pursued initiatives to promote interaction among new students and new second-year students as a means to create opportunities for students to develop ties with each other. We were also able to hold the entrance ceremony for AY2020 enrollees that was cancelled due to the pandemic one year later in April 2021.

In terms of research, we launched Visionaries for the New Normal: An Invitation for Research Proposals for Coexisting with the Coronavirus, a program to promote a variety of research that will contribute to solving problems and creating value in the post-COVID era society, and we selected 13 of the 43 proposals submitted by our faculty (total amount awarded: ¥23,000,000). Along with the proposals accepted in AY2022, we plan to broadcast the outcomes of these projects as they become available.

In June 2021, we established the Office of Education and Research DX Promotion, and we promoted a range of education and research DX initiatives in a stages, including the offering of online and hybrid classes, the use of various data to develop a data platform, and considering our post-COVID-19 response in relation to academic support, student support, and research support.

In addition, the Self-Assessment Committee set "Response to COVID-19 at Ritsumeikan University and Future Issues" as the topic for this year's review, and it reflected on the initiatives undertaken to date and identified four mid-term issues: on-campus issues, online issues, evaluation of measures, and expectations for digitalization and shifting activities online.

Furthermore, we responded to social demands for the prevention of COVID-19 infections by deciding to implement workplace vaccinations to help reduce the burden of administering vaccinations on the community, to protect the health, safety, and peace of mind of our students, faculty, staff, and Academy stakeholders, and to ensure students could take face-to-face classes with peace of mind. These vaccinations commenced on July 5, 2021. Between July and October, we administered around 70,000 vaccinations to 35,000 people across all of our campuses from among out students, faculty, staff, partner



company employees, and local residents. In December 2021, we decided to offer booster (third dose) vaccinations and undertook preparations to commence these in April 2022.

### ③ Ritsumeikan Asia Pacific University

At Ritsumeikan Asia Pacific University, where international students account for nearly half of the student body, almost all classes were offered in interactive online or hybrid formats to guarantee that APU could continue offering its trademark multicultural collaborative learning. We implemented various initiatives, including creating a homepage to help students and faculty transition smoothly to online learning, formulating guidelines for class implementation and grade evaluation, and conducting a student survey and sharing the results thereof throughout the university.

In terms of efforts to support students who experienced financial difficulties due to the COVID-19 pandemic, we increased the quota for tuition reduction aid and extended the deadline for the payment of tuition.

Although the global scale of the pandemic made it difficult to dispatch students overseas, we implemented some programs online, such as the FIRST Program, which fosters cross-cultural sensitivity by offering overseas field training in the first year. Additionally, to promote continued interaction among students, we supported the development of online extracurricular activities, including the campus-wide student-led Multicultural Weeks.

We also proactively shifted student recruitment activities online. We developed the Virtual Mini University, a new online initiative for high school students from Japan and around the world, and attracted 238 participants from 35 countries and regions, which exceeded the participant numbers on similar programs in or before AY2019. Of these, around 25% submitted applications. Furthermore, we were able to perform admissions selection for international students in a timely manner by using an online application and screening system that we developed and put into operation in AY2018. On the other hand, border restrictions posed a major challenge for us as a university that attracts students from 95 countries and regions, but we were able to welcome 232 students to Japan by developing a framework to assist international students upon their arrival in Japan, including offering airport pickup service, providing support for accommodation expenses during the isolation period, and offering online sessions to encourage interaction between students in isolation and faculty and staff members.

In terms of research, the Ritsumeikan Center for Asia Pacific Studies held Asia Pacific Conference, which has held annually since 2003, in a hybrid format, and the conference, whose theme was "Diversity and Inclusion," attracted more than 1,200 participants including more than 200 researchers who gave presentations.

### ④ Integrated Primary and Secondary Education and the Affiliated Schools

At the affiliated schools, we pursued initiatives to ensure the continuity of and enrich student learning, all while thoroughly enacting infection prevention measures. We undertook school activities while enacting a range of measures, including in-person classes, staggered attendance, and hybrid classes based on the wide area from which our students commute, the status of infections in each region, and the requests from the local governments.

During the period when classes were held online, we supported student learning by using ICT devices, learning support applications, and an online conferencing system to offer online classes. In particular, in AY2021, we aimed to improve the quality of online classes by actively implementing initiatives including installing webcams in the classrooms to develop an environment for delivering hybrid classes, providing teachers with training to improve their ICT skills, and holding teacher seminars.

Using the pandemic as an opportunity, all of the affiliated schools made great strides in offering online classes and providing ICT-driven education, and they forged ahead toward the era of the "Future Classroom" when anyone will be able to learn at anytime from anywhere.

Although overseas travel remained difficult, we actively promoted online exchange and made progress in developing a new kind of global learning. Each school pursued creative efforts, including developing experiential overseas exchange programs that transcended the typical online format, and student satisfaction with these initiatives was high. These programs proved effective even after they concluded, as students continued to interact with their overseas counterparts afterwards.

We made significant progress on our partnership education initiatives by utilizing online tools, and this year proved to be the year in which we saw our collaborations with Ritsumeikan University and APU take on a new form. As for extracurricular activities, we implemented online exchange sessions with APU students, collaborative events with local communities, companies, government agencies, and educational institutions in conjunction with the EDGE +R Program, and an Entrepreneur School in cooperation with the Primary School and RIMIX. In addition, we used the online undergraduate college information sessions for parents to deliver the latest information to more people than we could with face-to-face sessions. In terms of pre-enrollment education, we were able to enhance our initiatives by implementing several events that spanned the affiliated schools. In addition, we made progress in improving cooperation among the affiliated schools. Each school conducted major events online, including the Ritsumeikan Affiliated Schools Online Mock UN, online high school club activities for the four affiliated schools (as part of RIMIX Junior), and the Online Ideathon, an event in which affiliated school students presented business ideas.



### ⑤ Going forward

While the entire Academy is pursuing efforts in response to the ongoing COVID-19 pandemic, we are working to identify possibilities for the post -COVID-19 era, although some difficulties will remain. In light of DX, the redefinition of the value of face-to-face communication, changes in norms regarding mobility, and the growing awareness of inclusion for people facing various circumstances, we are pursuing myriad initiatives under the Challenge Design based on the R2030 Academy Vision which commenced this academic year.



## 2. Ritsumeikan University



### 1 Building a next-generation research university with the Ritsumeikan Knowledge Nodes Concept at its core

#### ① The Ritsumeikan Knowledge Nodes Concept (Development of world-class research and education)

We launched the Ritsumeikan Advanced Research Academy (RARA), an institution composed of our core researchers, as a vehicle to realize a next-generation research university that creates value for coexisting with society. We appointed 10 RARA Fellows and 10 RARA Associate Fellows and put a framework in place (i.e., the RARA Office) to provide them with support.

Now in its fourth phase, the Ritsumeikan Global Innovation Research Organization (R-GIRO) Program adopted five new projects, while the Asia and Japan Research Program, now in its second phase, adopted three new projects. We also implemented the Invitation for Research for Proposals to Address Social Issues in the Post-COVID Era, and in this way, we

propelled interdisciplinary research forward.

We promoted initiatives to assist researchers with submitting papers to high-impact journals and writing papers in English.

As a measure to encourage the expanded recombination of research and education toward the realization of a next-generation research university, we have been considering the participation of graduate students in research projects and institutionalizing these efforts as part of the curriculum, and we established regular meetings for discussions between the research and academic divisions.

We were selected by MEXT for the Project for Establishing University Fellowships for the Creation of Innovation in Science and Technology and by the Japan Science and Technology Agency (JST) for the Support for Pioneering Research Initiated by the Next Generation program, and based on this, the research and academic divisions worked together to increase the number of doctoral program students we can support in each year level to 30 students

On our English homepage, we published 54 research articles in publications including RADIANT and shiRUto. In addition, we disseminated 10 sets of research findings overseas using EurekAlert!, the world's largest press release distribution platform provided by the American Association for the Advancement of Science (AAAS).

#### ② Research and graduate school development in advanced and interdisciplinary fields that drive the Ritsumeikan Knowledge Nodes Concept

We prepared to establish the Institute of Sport and Health





Science in AY2022, which will serve as a hub for research in the fields of sports, health, and wellness. We plan to support new developments in these fields by tying research to education.

In addition, we held discussions on developing research and education in two cutting-edge, interdisciplinary fields: Earth & Planetary Science and Design & Art Research. In preparation for new developments on OIC, we moved forward with discussions on curriculum reforms in the College and Graduate School of Image Arts and Sciences and the College and Graduate School of Engineering and Information Science based on the Socially Connected Campus concept.



### ③ Improvement of research and education fields appropriate for an international university expanding the Ritsumeikan Knowledge Nodes Concept

In accordance with the Challenge Design under the R2030 Academy Vision, we formulated the fourth Mid-Term Plan for Research Advancement (AY2021-AY2025).

We also discussed efforts to elaborate upon distinctive education and research initiatives.

In terms of world university rankings, we placed 751-800 overall in the QS World University Rankings, up from 801-1,000 overall last year, and we placed 201-300 overall in the THE Impact Ranking, the highest among private universities in Japan for the second year in a row amid an increase in the number of participating universities. Furthermore, we placed 127th in the QS Asia University Rankings (3rd among private universities in Japan) and 31st in the THE Japan University Rankings (8th among private universities in Japan).

## 2 Development of education that connects the improvement of research capabilities and increased sophistication in education

### ① Further collaboration between research and education

In accordance with the Comprehensive Review of Academic Affairs and Plan for the Following Academic Year, the self-assessment report we generate for all graduate schools, we held hearings with all the graduate schools and considered a policy to prioritize the graduate schools. As part of this, we are supporting new initiatives in four graduate schools using the budget for advancing academic affairs with an eye on the post-COVID-19 era.

Aiming to develop young researchers, we implemented the

Research Specialist Program, the Collaborative AJI-Graduate School Program for the Cultivation of Next-Generation Researchers, and the Female Researcher Career Development Support Program. In addition, we have decided to integrate the current systems for first-time researchers, first-time assistant professors, and specialist researchers into the Young Researcher Development Program, which will go into operation from AY2023 as a means to assist young researchers in their career path development.

We also considered measures to both qualitatively and quantitatively enhance the graduate schools and released a policy direction outlining 10 policy measures.

### ② Renewal of global education

Even amid the COVID-19 pandemic, we concluded seven new agreements, bringing the total number of cooperative agreements and student exchange agreements with foreign institutions to 463 and 146, respectively.

We have started to review the effectiveness of our systems for online study abroad that include regular courses and online international exchange, while evolving them into a framework for smart global learning that will help produce students who want to study abroad after the pandemic. In the Beyond Borders Plazas (BBPs), we offered online projects in addition to face-to-face ones, and these attracted nearly 60,000 views. Moreover, as part of our global career support efforts, we published an orientation video and held online information sessions and individual consultations for our English-basis students.



Meanwhile, the College of Letters' CAMPUS Asia Program was selected by MEXT for the third phase of funding under the Inter-University Exchange Project.

As for the SGU Project, the relevant divisions worked together to implement a range of initiatives, including the expansion of English-language programs for graduate students, with an eye on future developments.

With regard to cooperation with other universities, we undertook program administration as the secretariat for MEXT's Japan Forum for the Internationalization of Universities, launched a project aimed at enhancing the quality of undergraduate joint degree programs and promoting high school-university partnerships, and held a total of three kick-off events.

We also participated in the Japan Virtual Campus (lead university: University of Tsukuba) and held discussions on the specific details of cooperation. Furthermore, the President

participated in the university administration of the Egyptian-Japanese University of Science and Technology (E-JUST) as a member of the Board of Trustees, and together with President Kyosuke Nagata of the University of Tsukuba, he strengthened ties Vietnam-Japan University as the chair of the Partner University Liaison Committee. In this way, we worked to further develop international cooperation projects in the midst of the pandemic.

### ③ Development of adult education that contributes to the creation of socially inclusive values

The Ritsumeikan Academic Center held 91 lectures (mainly Ritsumeikan Online Seminars), a symposium at the Osaka Ibaraki Campus, and an on-demand Kanji Teaching Certificate Course, and together, these attracted over 43,000 applicants (including approximately 10,000 JMOOC participants).

### ④ Value creation through the specialization of each campus

At Kinugasa Campus, we held a special exhibition in conjunction with the fifth anniversary celebration for the Hirai Kaichiro Memorial Library in April 2021. We also completed the basic and detailed designs for the Kyoto Museum for World Peace phase two renovations, and in AY2022, construction will take place in preparation for the reopening of the museum in AY2023.

At Biwako-Kusatsu Campus (BKC), we added a cafe to C Cube. We also completed the basic design for the construction of the Experimental Animal Storage and Care Facility, and we plan to complete the final design in AY2022.

At Osaka Ibaraki Campus (OIC), we worked on fleshing out the details of the Socially Connected Campus concept, including the construction of a new building.



### ⑤ New collaboration in integrated education

We moved forward with discussions on a plan to realize high school-university partnerships by linking inquiry-based learning to research activities centered on first-year education reforms.

As part of our efforts to create a research environment through collaboration between the university and the affiliated schools, we held Rice Bowl Seminars at the affiliated schools and other venues.

We also saw several high school students advance to the College of Law after participating in a legal services project



led by alumni of Ritsumeikan Uji Senior High School who are lawyers.

RIMIX Junior, an entrepreneur school for primary school students, and other programs have also allowed us to create an integrated primary-junior high-high-school-university-graduate school learning process focused on solving social issues.

We established a new top-up course in collaboration with the College of Global Liberal Arts among other efforts to promote global education based on high school-university partnerships between the affiliated schools and the College of Global Liberal Arts and the College of International Relations.

We also conducted a career path survey with third-year high school students as a means to deepen high school-university partnerships.

### ⑥ Development and deployment of multifaceted regional strategies in the metropolitan and Tokai areas

We rebuilt channels in key regions for student recruitment and saw some success primarily in the Tokai region. As for the Tokyo metropolitan area, some challenges in implementing our plan remain due to the COVID-19 pandemic, but we will continue comprehensively and continuously pursuing initiatives, including making efforts to appeal to students with diverse learning histories and planning new entrance examination types.

With regard to AY2021 admissions, we received a total of 667 applications from applicants in every prefecture (except Aomori) and overseas for the scholarship for students from outside the Kinki region, and we were able to confirm the effectiveness of this scholarship in terms of the percentage of scholarship candidates who were accepted.

### ③ Improving the adaptability of learning systems to meet an increasingly diverse group of learners

#### ① Examination of new learning support and student support

We held discussions and implemented a proof-of-concept (PoC) in preparation for the adoption of a new LMS. In AY2022, we plan to develop the necessary infrastructure ahead of a trial run in AY2023.

We established the Educational DX Task Force and moved forward with discussions on a range of issues including linkage with the core administrative system.

Approximately 70% of student clubs resumed face-to-face

extracurricular activities. We plan to ascertain the situation pertaining to COVID-19 as we discuss the redefinition of extracurricular activities. In addition, we developed the core infrastructure for the cultivation of truly high-level human resources in sports (i.e., leader evaluation) and pursued efforts to enhance the value of collegiate sports.

By evaluating the effectiveness of the Student Success Program (SSP), we moved forward with discussions on the development of methods to measure student success and visualize student growth.

We actively managed goal-based scholarships and grants to create opportunities for student-to-student exchange in the wake of the COVID-19 pandemic.

With regard to advancement job hunting activities, as online and on-demand formats for our major support initiatives have taken root, we established a system of individualized support tailored to student needs, utilizing face-to-face, online, telephone, and e-mail sessions. In addition, we introduced an application to assist students in visiting alumni and alumnae, upgraded our website, and undertook other efforts to enhance our highly usable platform into one that contributes to the independent career development of students.

## ② Increased sophistication of graduate and undergraduate education: Further educational cooperation between existing colleges and graduate schools

To form the basis of self-reflection utilizing the LMS, we have begun to develop the Ritsumeikan Data Platform, an information platform for integrating and sharing the various data generated in the course of education and research activities.

Aiming to develop the academic advising and other professional skills of our staff, we held discussions in the divisions responsible for academic affairs in collaboration with university-wide committees.

We developed guidelines for holding classes using multimedia tools, and these are scheduled to be put into operation from the 2022 academic year.

## ③ Renewal of Ritsumeikan's common education model

We formulated a plan for the reform of university-wide common first-year education and began deliberating the organization and structure of university-wide common education among other issues. We plan to engage in more in-depth discussions on liberal arts education reforms slated for AY2024, including the redefinition of common education.

We have established a system to offer data science courses at the liberal arts level in all colleges, including English-basis courses, and we have put in place a mechanism to apply for the government's Accreditation System for Mathematical, Data Science, and AI Education Programs (Literacy Level) in AY2023. The percentage of undergraduate students with language proficiency of Level B1 on CEFR B1 or above is approximately 46%, which means that we are on track to meet the AY2021 target of the SGU Plan. We plan to continue providing support for the development of language skills to upper-year undergraduate students, developing an online testing environment, and operating the Can-Do List on a trial basis.

## 4 Building multifaceted collaboration to advance open innovation

### ① Development of innovation platform

As a comprehensive system to support multidimensional innovation and entrepreneurship, we established the Division of Startup and Business Development Promotion in June 2021.



Aiming to support the social demonstration of emerging research, we 1) implemented the Ritsumeikan University-National Institute of Advanced Science and Technology Seeds Sprout Program and 2) began activities under the Grassroots Innovation Program (GRIP: a practical program for research and regional collaboration in which relevant persons from inside and outside the university visit regions and places that require solutions to issues in order to create value for coexistence with society and establish a system for implementing the outcomes of their research while seeking to create a circulation of knowledge in the field). The former initiative resulted in a cooperative agreement with the National Institute of Advanced Science and Technology, and we have presented a policy to further expand upon this cooperation in AY2022 and beyond. Thirteen projects were implemented under the latter initiative, and we are using a video site to widely disseminate the results of these projects both inside and outside Japan.

In addition, we implemented various RIMIX initiatives in cooperation with partner companies and attracted a total of 1,100 participants. At Ritsumeikan Primary School, we organized the Pitch for the Future event that encourages elementary school students to think about social issues, and in December 2021, we held the third Chancellor's Pitch event. Three of the seven teams that participated in the Chancellor's Pitch in AY2020 have already started their own businesses. We also held other initiatives to contribute to the development of innovative and emergent human





resources, including the EDGE +R Program, the Field-Based Design Program, and the Business Sprout Program. We were able to gain practical knowledge by cooperating with companies on these projects.

We used the Ritsumeikan Social Impact Fund (RSIF) to provide support to entrepreneurs (9 companies; ¥500 million).

We upgraded our SDGS homepage in February 2022 as a means to create a central repository for the initiatives of the Academy and its schools and universities.

## ② Implementation of a socially-connected campus

As part of our efforts to elaborate upon the socially-connected campus concept and discuss the future concept for of OIC, we formulated a vision and four basic policies: (1) integration of the real and the virtual, (2) creative-oriented learning, (3) pursuit of research on the global stage, and (4) translational research and regional co-creation. Based on this vision and these basic policies, we began discussing a framework for planning and implementing various projects and programs. In addition, we collaborated with partner companies to hold a workshop on the development of programs that aim to spur cooperation with society and solve local problems.

We moved forward with discussions on academic reforms for the College and Graduate School of Image Arts and Sciences and the College and Graduate School of Information Science and Engineering, both of which will relocate to the Osaka Ibaraki Campus (OIC) in AY2024, and future visions for the existing colleges and graduate schools.

## ⑤ Organizational reform that leads to the creation of new value for a diverse range of individuals

### ① Creating an educational organization in which faculty and staff are engaged in education and research as change-makers

In June 2021, we established the Office of Education and Research DX Promotion, and we pursued initiatives aimed at elevating our research, education, and administration via digital transformation (DX).

Aiming to realize our goal of becoming a next-generation research university, we began discussing our approach to faculty effort for the promotion of research and the expansion of graduate school education in conjunction with the Faculty Organization Development Plan.

Furthermore, we established the Staff Policy Review Committee and held discussions with an eye on reforming the staff organization.

As part of MEXT's Diversity Research Environment Realization Initiative (Progressive Type), we established the Future Associate Professor Program, a system for actively recruiting tenured female faculty members in the natural sciences, and other initiatives, and we continue to actively promote and recruit female researchers.

With an eye on 2030, we decided on a new tagline ("Futurize"), strengthened information sharing and communication with our



stakeholders, bolstered internal communications, and strived to improve the accessibility of our homepage from the perspective of D&I.

With regard to duties handled by the Division of Human Resources, we promoted streamlining by switching to digital contracts and moving faculty and staff applications online.



### ② Construction of a new staff management systems

To elaborate upon our staff policy, including the deliberation of staff and a staff organization that can implement the R2030 Challenge Design, we established the R2030 Challenge Design Staff Policy Review Committee under the Executive Board of Trustees. Over a period of around two years, the Review Committee will comprehensively discuss the following issues and start implementing those measures that can be concretely implemented: 1) advancement of staff roles and capabilities, 2) the ideal staff organization for the DX era, 3) development of a staff personnel system that can enhance the expertise of staff and the entire staff organization and harness the collective power of the staff (establishment of multiple career stages for staff), 4) evaluation and compensation, 5) the mandatory retirement policy and system, and 6) other matters. Among these issues, in AY2021, we primarily discussed the development of a staff personnel system that can enhance the expertise of staff and harness the collective power of the staff.

### ③ Realization of a flexible decision-making system related to academic matters

In response to the COVID-19 pandemic, we convened Campus Entry Coordination Working Groups on each campus to serve as a forum to coordinate matters related to the implementation of classes and other activities. We are also looking into the possibility of handling day-to-day operations and coordination related to academic affairs on a per-campus basis.

### ④ Promotion of organizational and governance reforms

We established a committee under the Executive Board of Trustees to examine the issue of university faculty effort and moved forward with discussions. We also established a committee on staff policy to discuss staff organization reforms with an eye on realizing our goal of becoming a next-generation research university and the ideal staff member, and some of the items we considered were incorporated into the administrative framework for AY2022.

We finalized a policy in response to the Private University Governance Code, reviewed the status of implementation in accordance with the Code, and posted the results of this review online.

### 3. Ritsumeikan Asia Pacific University



**1 From diversity/a multicultural environment to diversity and inclusion: pursue new growth and create APU education that is creative and internationally competitive**

**① Implement major academic reforms (2023) supporting APU's future expansion**

Ritsumeikan Asia Pacific University (APU) undertook preparations for the establishment of its third college, the College of Sustainability and Tourism, which is slated to open in AY2023. At the same time, various committees took the lead in discussing curriculum reforms and other reforms to the existing colleges and graduate schools. The detailed design is scheduled to be completed in AY2022.

Concurrent with this, we discussed the construction of a new academic building and international dormitory with the relevant parties and established four working groups to consider the operations of these facilities.



**② Strengthen admissions**

In light of our strategies for each country and region, we concluded new agreements with 29 partner schools in four countries and regions. In addition, we actively held topic-based webinars and other online events, which were attended by approximately 5,000 people and contributed to attracting a new applicant base.

The number of Alumni Ambassadors, who are drawn from the ranks of our alumni throughout the world, has grown to 59 individuals in 29 countries and regions, and they continue to work to help raise awareness of APU in their respective countries and regions.

The number of applicants for general entrance examinations fell to around 80% of the previous year because the number of admissions events we were able to hold declined due to the COVID-19 pandemic. In AY2022, we plan to strengthen initiatives aimed at boosting the recognition of the university using both online and in-person formats.

### ③ Learning and student support system that accepts diverse students even more than before

In order to properly understand the needs of APU's diverse student body and reflect those in the improvement of various support systems and university administration, we implemented the Student Voices Project on a trial basis. In terms of discussions as part of this project and in other venues on the development of systems to support the learning, daily lives, and advancement and job placement of our diverse student body, we plan to establish a framework to fully implement this project in AY2022 and elaborate upon the results of these discussions.

### ② Promote internationally applicable research that contributes to society and the community

#### ① Formulation of research advancement strategies

We continued to provide support for securing external funding and submitting papers to and publishing them in journals, and we revised the Visiting Research Fellow system to enable us to accept research fellows from both inside and outside Japan more flexibly and more proactively. In AY2022, we plan to formulate a Research Advancement Plan.

### ③ Contribute to the growth of local communities around the world (create a new regional development model for civil society, government, and academia with the university at its core)

#### ① Create a center supporting and unifying off-campus collaboration

Aiming to establish a comprehensive center that encompassed collaboration with external partners in AY2023, we established the Social Cooperation Meeting to ascertain the status of cooperation with the local community and deliberate a university-wide policy. In addition, as part of our strategic cooperation with Oita Prefecture, we concluded an agreement of cooperation with Oita Prefecture in November 2021 regarding the construction of a new academic building using local timber.

### ④ Enhance diverse lifespans careers in which graduates can take an active role in the world and contribute to society

#### ① Realization of diverse international careers with an eye to 2030

We conducted a university-wide review of our career support, not just for placing students in companies but also for



advancement to graduate school and students who want to work for international organizations. In AY2022, we plan to develop the detailed infrastructure for this support.

### ⑤ Improve the network of graduates and organizations of graduates possessing the power to change the world as global leaders

#### ① Improve the alumni network

We coordinated the replacement of the system that serves as the basis for the collection of alumni information. In AY2022, we will transition to the new system.

We offered a pilot program for alumni of the MBA program as part of our Lifelong Learning Program. In FY2022, we plan to implement a university-wide pilot program and prepare for full-scale deployment in the future.

### ⑥ Build a foundation for, and organization to, support a Global Learning Community

#### ① Promote globally applicable governance

We are fostering a data culture by making use of business intelligence tools, and we are seeing more cases of data being used. We held an on-campus IR seminar in September 2021 and published the APU Fact Book in November. We established the Student Growth IR Working Group under the Self-Assessment Committee and worked to systematically link IR to improvements in student learning.

We conducted a survey with an eye on developing a framework to promote diversity and inclusion among faculty and staff, and an analysis of this survey is underway. In AY2022, we plan to put the framework in place and provide core support.

#### ② University evaluation

We conducted a self-assessment in accordance with the University Standards and created documents in preparation for the third institutional accreditation screening from the Japan University Accreditation Association (JUAA) in AY2022.

#### ③ Strengthen the financial base

Through cross-divisional cooperation among all parties concerned within the university, we were able to obtain subsidies for internationalization and regional cooperation initiatives as part of the ordinary expense subsidies for private universities granted under the Comprehensive Support Program for Private University Reform.





## 4. Integrated Primary and Secondary Education and the Affiliated Schools

**1 From affiliated schools to integrated education schools: Integrated education where the primary school, junior high schools, high schools, universities, and graduate schools work together to cultivate students**

**① Ensuring collaboration between the next-generation research university and the primary, junior high, and senior high schools**

In order to realize integrated education in which the primary school, junior high schools, high schools, universities, and graduate schools grow together, more careful matching in high school-university partnerships is important. Therefore, as an initiative to deepen mutual understanding between the affiliated schools, Ritsumeikan University, and APU, we focused our discussions on the topic of inquiry-based learning. We also surveyed third-year affiliated high school students on their post-graduation plans, and we clarified the issues that we will need to address in order to deepen primary-secondary-upper secondary-tertiary-post-graduate partnerships going forward.

**② Toward integrated education that fosters leaders in intellectual creative activities: New partnerships that close the gap between the affiliated primary, junior high, and high schools and the university**

We opened participation in online summer school programs and undergraduate research presentation contests to affiliated school students. In addition, we developed and implemented a new pre-enrollment education program, Dash for Ritsumeikan University, for our affiliated and partner schools in cooperation with various divisions within Ritsumeikan University. Under the Next Leader Program, we promoted peer learning in which past program participants serve as mentors and help plan and implement the program.

**③ From affiliated schools to integrated education schools: Integrated education where the primary school, junior high schools, high schools, universities, and graduate schools work together to cultivate students**

Together with Ritsumeikan University, we considered the concept of connecting inquiry-based learning to research activities centered on first-year education reforms. In addition to discussing a plan for fostering excellence through integrated primary, junior high, high school, and university education based on inquiry and research, we also held an FD symposium for university faculty members.



Furthermore, we established a new English Score Improvement Course in cooperation with the College of Global Liberal Arts.

**④ Cultivating future researchers at every level from the primary school to the graduate school**

We expanded the Problem-based Research Awards which is held to link the results of thematic science research at the high schools to university studies, and we implemented them in collaboration with the five science-related colleges. We promoted efforts to deepen inquiry-based learning through collaboration between the high schools and the universities by expanding opportunities for university faculty to advise high school students on their research projects, expanding the number of colleges participating in inquiry-based classes, and other means.

**⑤ Aiming to reach a world standard in terms of fostering outstanding talent and individuality**

As a mechanism for deepening the topic-based research of our affiliated school students, we launched a system where Ritsumeikan University students serve as Research Advisors (in the sciences). In addition, we implemented concrete measures for pre-enrollment education to ensure the continuation of inquiry-based learning in collaboration with multiple colleges, established a special entrance examination system for affiliated school students seeking to enter the College of Global Liberal Arts, and implemented IR Seminars led by the College of International Relations. We also made progress in promoting learning to solve social issues in collaboration with RIMIX, and a student from Ritsumeikan Moriyama Senior High School won the Chancellor's Award in the Chancellor's Pitch Challenge.

**⑥ Raising the level of new styles of integrated education in cooperation with science education**

Efforts to link the results of topic-based research in the sciences to university learning have progressed, including the provision of opportunities for university faculty to advise high school students on their topic-based research and the expansion of the Topic-based Research Awards. In order to make these connections systematic, we have discussing how to visualize learning histories in the primary school, junior high schools, and high schools, along with providing individualized optimized learning through learning applications and other means.



### ⑦ Potential for multiple tracks in 12-year integrated (primary-secondary-upper secondary) education: New forms of 12-year integrated education

To further enhance the 12-year integrated education across the primary school, junior high schools, and high schools, we shared information among the schools on junior and senior high school education with the parents of primary school students, and confirmed the results of course reorganization in the second half of the second stage (from Grade 5 in the primary school to Grade 2 in the junior high school). Tanaka Gakuen Ritsumeikan Keisho Elementary School, our partner school, opened in April 2022 as the first institution offering integrated primary, junior high, and high school education in Hokkaido.

### ② Designing various learning venues: Striving to produce leaders for a multicultural society and instilling in them the ability to survive in such a society

#### ① Accepting international students from the primary and secondary levels

At Ritsumeikan Uji Junior High School, we started an IP Course that links to the high school IB Course and expanded the high school IB Course in April 2022. To create an environment where internationally oriented students can learn, we conducted research on the development of a program to accept regularly enrolled international students.

#### ② Fostering innovative human resources through integrated education that contributes to solving social issues

We also made progress on primary-junior high school-high school-university partnerships that aim to develop human resources with innovative mindsets. We continued to implement programs aimed at solving social issues in coop with the Ritsumeikan University's EDGE +R program and RIMIX, and a student from Ritsumeikan Moriyama Senior High School won the Chancellor's Award in the Chancellor's Pitch Challenge. Meanwhile at Ritsumeikan Primary School, we held the Entrepreneurship Program, and our inquiry-based activities won the Minister of Economy, Trade, and Industry Award in a business contest.

#### ③ Towards the development of collaborative learning at the affiliated schools: Creating a learning

We conducted research and a trial for seamless educational development that transcends school borders.

As part of RIMIX Junior in the affiliated schools, 33 high school students from the four high schools participated in online club

activities, and students presented their business ideas in the Online Ideathon. In collaboration with Ritsumeikan University, we also realized the participation of affiliated school students in the student-initiated Mirai Seminar.

### ③ Ritsumeikan's version of the Future Classroom where students create their own learning: Towards a heretofore unseen level of flexibility in learning

#### ① Learning in society, overseas learning, and other out-of-class learning opportunities

As a leading model for the development of an ICT environment to realize the "Classroom of the Future," Ritsumeikan Moriyama Junior and Senior High School formulated its Future Vision and Action Plan and installed equipment for implementing hybrid classes. The school plans to continue elaborating upon this plan in phases. We have firmly established international exchange and international education as a regular part of the curriculum by using online tools to connect with foreign partner schools and educational institutions.

#### ② A curriculum tailored to each student's needs

We researched how to use AI and other tools to promote learning according to the interests, concerns, and progress of each student. At Ritsumeikan Moriyama Senior High School, we conducted a demonstration test of an optimized educational model for pre-enrollment education based on an agreement with Atama Plus Co.

#### ③ The value of a physical campus in the new era

To create value associated with physical places in the post-pandemic era, Ritsumeikan Moriyama Senior High School formulated its Future Vision and Action Plan, which includes a learning commons environment development policy that aims to implement individual optimization and collaboration as a means of restructuring learning spaces.

#### ④ Growth through extracurricular activities

Our students have grown through their extracurricular activities and have achieved top results at the national and other levels. To ensure safety and peace of mind in club activities, we supported students by deploying ATCs equipped with specialized knowledge. Regarding club activities, we considered the further advancement of human resource development through the integration across the primary, junior high, high school, and university levels as well as making the clubs a center for local culture and sports in cooperation with alumni and the local community, and we designed a framework to be put into operation starting in AY2022.

#### ⑤ New roles for teachers as change agents and creators of the Future Classroom

The Education Research and Training Center held training sessions for teachers with an emphasis on ICT utilization education and training sessions on topics including leadership theory to develop next-generation leaders and the managerial skills of managers.

We also sent teachers to the Graduate School of Professional Teacher Education at Ritsumeikan University, and four teachers from the affiliated schools completed their studies. We promoted reforms to the working styles of teachers with an eye on developing schools where every teacher feels rewarded.



## 4-1. Ritsumeikan Primary School



### 1 Establishment of a Ritsumeikan Primary School mode for inquiry-based learning: The cross-curricular inquiry project

Led by a working group, we conducted surveys and research on inquiry-based learning, and based on the results of this work, we conducted in-house training sessions and exchanged opinions. In addition, we promoted inquiry-based learning initiatives in each subject and grade level and shared teaching practices throughout the school.

We also created opportunities for our students to interact with researchers by having them participate in RIMIX projects.

### 2 New developments in global education: Normalizing the International Class concept and collaborative learning with the world

Although we were not able to conduct any international education programs involving the physical dispatch and intake of students, we held the World Week event and other online international exchanges with partner schools at all grade levels.

### 3 Developing a mechanism to enhance authentic experiences using EdTech

As a countermeasure against COVID-19, we established an online learning period and offered interactive online classes that connected the school with the students' homes.



We used online independent study materials for our mathematics subjects. In AY2022, we plan to adopt independent study materials in five subjects.

We continued offering classes that use Minecraft.

As part of our efforts to create an environment in which students have more time for learning, we are planning to change the schedule to five hours on Fridays starting in AY2022.

### 4 Education ventures: Providing a place for learning produced by Ritsumeikan Primary School

As the first step of the after-school Earth Project, we planned a reading aloud class for toddlers and their mothers, but it could not be held due to the impact of the COVID-19 pandemic.

### 5 A new style of 12-year integrated education (Common issue for the primary school, junior high schools, and high schools)

We used meetings and other forums to hold discussions and share information on the situation of students at Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School. We also held information sessions and new joint projects such as visits to the Nagaokakyo Campus.

We were able to verify the outcomes of our reorganization of the second half of the second stage (from Grade 5 in the primary school to Grade 2 in the junior high school).

We plan to monitor information on the career paths of the first batch of students (AY2006 enrollees) who graduated university at the end of AY2021.



## 4-2. Ritsumeikan Junior and Senior High School



### 1 Education for self-reliance: Encouraging a diverse range of personalities and fostering an ability for personal growth that contributes to a sustainable society

Respect for diversity and the maturation of our democratic school culture were reflected in school policies and priority issues, shared at teacher meetings, and repeatedly communicated to students through ceremonies and other venues.

We also completed the new curriculum that we plan to implement starting in AY2022.

Due to the COVID-19 pandemic, domestic and foreign school trips had to be postponed or cancelled. We plan to review our programs related to global learning while keeping the safety of our students as our first priority, including revising our initial plans based on the status of COVID-19 infections and the international situation.

### 2 Toward the permanent establishment of a multicultural environment through the development of hybrid-style global education

In light of the mission of Phase V of the Super Science High School (SSH) project (Progressive Reform category) for which we were selected in AY2020, we fulfilled our responsibility as a hub school



connecting approximately 20 domestic and foreign schools interested in international joint topic-based research. MEXT evaluated us highly for these efforts in the most recent mid-term evaluation.

### 3 Raising the level of STEAM (Science, Technology, Engineering, Art & Mathematics) education

We established Designated School Subjects for the promotion of STEAM education in the new curriculum.

The new curriculum provides for a total of five credits for the three years of topic-based research in the high school level, and the systematization of the six years of junior and senior high school education allows students to tackle even more advanced content than ever before. We also assigned teachers in charge of topic-based research in the sciences and humanities who can provide advice to students where necessary.

We adopted iPads in the first year of junior high school and the first year of senior high school, and these devices were actively used in all classes. When classes were held online due to the COVID-19 pandemic, we were able to seamlessly offer classes online for those grade levels where iPads had been adopted. We also offered several training sessions to improve the ICT skills of our teachers.

### 4 A new style of 12-year integrated education (Common issue for the primary school, junior high schools, and high schools)

We exchanged information and held discussions on the student situation in bi-weekly meetings and other venues. We also shared information on student activities and career paths for the 2021 academic year, including advancement to highly selective national and public universities and medical schools, and we worked closely to contribute to the progress of integrated education.

### 4-3. Ritsumeikan Uji Junior and Senior High School



#### 1 Creating an energetic school that students and parents are proud of: Invigorating a variety of activities

We reviewed our Premier Club policy in line with the Academy's sports policy, and we increased the number of club advisors concurrent with the promotion of work style reforms for teachers.

In terms of strengthening cultural and academic activities, we held the MyPro Awards in Uji and the High School Student WOW Program.

In addition, the Student Council turned its attention to the SDGs, the international situation, and other issues as it stepped up its activities.

We implemented our initiatives for the final year of MEXT's Project for the Creation of Worldwide Learning (WWL) Consortia. Starting in AY2022, we plan to implement these initiatives independently after conducting a review of the project.

#### 2 Becoming a school where students learn independently: Education that only the affiliated schools can provide and integrated education up through the graduate level

We held discussions in preparation for the adoption of the New National Curriculum Standards in AY2022.

We also took advantage of various platforms during the online class period when school attendance was suspended.

Due to the impact of the COVID-19 pandemic, all overseas study abroad programs were cancelled with the exception of the study abroad program in the IM Course, and we enhanced our online international programs. In addition, we held an English writing tutorial collaboration with the College of International Relations at Ritsumeikan University.

#### 3 Education that paves the way for Society 5.0: Aiming to be the best in Japan

Our third-year high school students in the IB Course achieved their best ever results on the diploma examinations. In addition, we admitted the first batch of students to the junior high school IP Course, and results of admissions for the second batch were favorable.



We redesigned the school's homepage to make it more visually appealing. In addition, we established an official Twitter account and began using it on a trial basis.

As a WWL core school, we undertook efforts to enhance various kinds of learning, including cooperative programs with partner schools in Japan and abroad, entrepreneurship education in the Global Leadership Studies (GLS) classes, programs in the Core Inquiry classes, and projects to explore Japanese culture as part of the Global Challenge Program (GCP).

Furthermore, in September 2021, we completed construction on and opened Building C (the new IB Building).

#### 4 Developing a rewarding workplace that understands the organization

With the opening of the new building, we moved the International Center and the Admissions Center closer to the entrance where they now play a role in public relations as the point of contact for the school.

Aiming to ensure our teachers are fluent in both Japanese and English, we offered a Japanese language course for non-Japanese teachers.

## 4-4. Ritsumeikan Keisho Junior and Senior High School



### 1 The GL concept: New developments in global education

We conducted needs assessment and undertook other initiatives in preparation for the commencement of integrated education with our partner school Tanaka Gakuen Ritsumeikan Keisho Elementary School (which will open in AY2022) in AY2025.

In addition, we decided on the School Designated Subjects that we will begin offering in AY2024, and we began making preparations. Although many of the overseas study tours, outbound programs, visits to and cooperation with Ritsumeikan University and APU could not be implemented due to the impact of the COVID-19 pandemic, we made some progress in our cooperation with the College of Global Liberal Arts at Ritsumeikan University, and we completed preparations for a collaborative overseas training program and other programs that will commence in AY2022.



### 2 The SP concept: Cultivating leaders who will create new value and bring about change in society

We proceeded with discussions on support systems for learning and other activities including reforms to the current framework. In addition, we were able to proceed as planned with the deployment of the ICT infrastructure to optimize the learning environment.

### 3 Offering integrated primary school-junior high school-high school-university-graduate school education in collaboration with our partner primary schools

We engaged in cooperation in preparation for the opening of Tanaka Gakuen Ritsumeikan Keisho Elementary School in AY2022. In AY2022, we plan to design the junior high school course, formulate the curriculum, and implement exchange events in preparation for the integrated education that will commence in AY2025





## 4-5. Ritsumeikan Moriyama Junior and Senior High School



### 1 Curriculum reforms

We adopted applications for individualized optimization in both the junior and senior high school. We also enhanced our Inquiry-based AP Course.

Our students won the grand prize at the Chancellor's Pitch event, and we cooperated with RIMIX and the local government on a demonstration project for inquiry-based learning.

We developed a matrix of the educational objectives (the 4 Cs) that form the basis of skills-based learning.

We also completed a new curriculum that will commence in AY2022 with a new schedule that includes staggered school attendance.



### 2 Reorganizing departments and courses

We renamed the junior high school Frontier Course to the Advanced Course and accepted 59 students.

### 3 Student government and extracurricular activities



Even amid the COVID-19 pandemic, we held a face-to-face experiential event and made other efforts to afford students with opportunities to develop autonomy and independence by engaging in Student Council activities.

### 4 Restructuring the faculty organization and redefining the roles of teachers

We made adjustments to the team teaching system commensurate to characteristics of each developmental stage, and we discussed using this in conjunction with the mentor system.

We hired one school social worker and seven support staff. In AY2022, we plan to outsource duties related to club activities.

We provided training on basic skills for handling bullying as well as for diversity and inclusion. We also undertook initiatives to create a more open organization.

### 5 Rebuilding learning spaces

Based on the Future Vision Master Plan, we installed equipment and client devices to allow for the delivery of hybrid classes. In AY2022, we plan to elaborate upon infrastructure improvements based on this plan.



## 5. The Ritsumeikan Trust

### 1 Improving organizational management and frameworks

We established the Review Committee on University Faculty Effort and the R2030 Challenge Design Staff Policy Review Committee under the Executive Board of Trustees, and we moved forward with discussions on faculty effort with the aim of becoming a next-generation research university and cultivating innovation and emergent human resources as well as discussions on policy measures to elevate the responsibilities and capabilities of our staff members.

In addition, as part of our efforts to promote diversity and inclusion, we formulated a General Employer Action Plan (AY2021-AY2025) for the Ritsumeikan Trust in accordance with the Act on Advancement of Measures to Support Raising the Next Generation of Children and the Act Concerning the Promotion of Women's Career Activities. Furthermore, in June 2021, we obtained Kurumin Certification from the Minister of Health, Labour and Welfare, which is a certification of employers that support child-rearing granted in accordance with Article 13 of the Act on Advancement of Measures to Support Raising the Next Generation of Children.

We adopted a work hour management system for the affiliated schools in AY2020. In AY2021, we pursued teacher work style reforms, including operational improvements and curriculum reforms, in an effort to improve the quality of education in the schools. We plan to continue promoting work style reforms as we pursue DX-driven school reforms to help us achieve the R2030 vision.

### 2 Response to COVID-19

In light of the spread of COVID-19, we established the Ritsumeikan Trust Crisis Response Task Force on March 2, 2020 having deemed it possible for the situation to escalate to Risk Level III as indicated in the Basic Guidelines on Risk Management. After that, in addition to responding to state of emergency declarations and the issuance of quasi-emergency measures, the Ritsumeikan Trust Crisis Response Task Force took the lead in coordinating with the Ritsumeikan University Infectious Disease Task Force, APU, and the affiliated schools to formulate the Action Guidelines in Response to COVID-19 (Business Continuity Plan) (BCP), the Guidelines for the Prevention of Novel Coronavirus Infections, and the Manual for the Prevention of Novel Coronavirus Infections, established systems for working from home and special leave, and continuously administered workplace vaccines for COVID-19.

We administered the first and second doses of the workplace vaccines for COVID-19 between July and October at Kinugasa Campus, Biwako-Kusatsu Campus (BKC), Osaka Ibaraki Campus (OIC), and total of 70,020 vaccines were provided to 35,201 individuals



(22,300 students, 2,677 faculty and staff, 852 partner company employees, and 9,372 local residents). Furthermore, we plan to administer workplace vaccines for the third dose in AY2022.

### 3 Basic Policy on Financial Operations

We defined three levels of management (institution level, project level, and task level), to ensure the firm establishment of Academic Management Plans for the R2030 period, clarified the focus of each project, and reviewed spending budget categories. In order to ensure the implementation of initiatives, we established key goal indicators (KGIs) at the institution level and key performance indicators (KPIs) at the project level, and we developed an operations management environment based on data and numerical values.

We also formulated the new Financial Operations Policy for the First Half of R2030. The most important tasks of financial management are to secure a positive net income/loss from educational activities in the general (basic) and specific (break-even) budgets and to secure a positive current account balance throughout the entire budget, including the special promotional budget.

Under this fiscal management policy, a special promotional budget was allocated for AY2021 to flexibly promote the realization of the R2030 Challenge Design and respond to environmental changes. Starting in AY2022, we will review the effectiveness of budget execution based on the KGIs and KPIs.

Recently, we have seen a tightening of the net income/loss from educational activities. In order to resolve this issue, we initiated a review of the way operations should be conducted, in addition to upgrading fund management, promoting zero-based budgeting, and reviewing campus management outsourcing expenses. We explained the impact of the COVID-19 pandemic on the financial results (in fiscal 2020) internally as well as externally on the Academy homepage.

One concrete example of our efforts to contribute to society and create value for coexistence with society in light of social trends was our decision in July 2021 to aim for a carbon-neutral campus by 2030. As part of the University Coalition for Carbon Neutrality, we joined working groups and assumed the role of secretariat, and we also joined the Renewable Energy University League, which is a group of universities that work together to undertake carbon neutrality initiatives. Furthermore, we set goals to reduce our environmental impact, and we are thoroughly managing our campus in accordance with those goals.



## Glossary

### ■ Number

[4Cs] The four educational goals that serve as indicators for the cultivation of game changers (people who create new value and hope) as defined by Ritsumeikan Moriyama Junior and Senior High School. (1) Critical thinking: The ability to think and make judgments logically and independently from multiple perspectives without being bound by what is “commonly accepted”; (2) Creative thinking: The ability to use data and technology to conceive and design new ideas and solutions; (3) Communication: The ability to communicate and express ideas in a variety of ways and to solve problems through discussion and dialogue; and (4) Collaboration: The ability to work together as a team while respecting others based on the premise that everyone has different values.

### ■ A

[AJI] Asia-Japan Research Institute of Ritsumeikan University. An institute that promotes the advancement of the natural sciences, humanities, and social sciences, pursues interdisciplinary research that bridges and integrates various fields, and explores the possibilities of new kinds of Asian studies and Asian-Japanese studies that can create new value with a focus on Asia as a center of challenging and creative knowledge creation.

[American Association for the Advancement of Science(AAAS)] One of the largest academic organizations in the world. It promotes cooperation among scientists, defends scientific freedom, encourages the dissemination of information from the scientific community, and supports science education for the well-being of all mankind.

[APU] Ritsumeikan Asia Pacific University

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

[ATC] US certified athletic trainer. Athletic trainers are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training and the state's statutes, rules and regulations.

### ■ B

[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.

[Business Intelligence Tools] A collective term for information-based applications that support data analysis and visualization and enable rapid decision-making.

[BKC] Biwako-Kusatsu Campus

### ■ 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.

[Carbon neutral] Offsetting greenhouse gases emissions with carbon-capture technologies.

[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).

### ■ D

[DX] Digital transformation: Initiatives that aim to transform operations, organizations, processes, and organizational culture by using data and digital technology to provide new services and create new business models.

## ■ E

[EDGE+R Program] A PBL program that brings together a wide variety of students from all colleges and graduate schools, young researchers, working adults, and students from other universities to form interdisciplinary teams and go through a cycle of identifying, framing, and solving a problem based on the emerging technologies from Ritsumeikan's research laboratories, the needs of partner companies, and the needs of society.

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

## ■ F

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

## ■ G

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

[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.

[GRIP] Grassroots Innovation Program. A program that supports grassroots research projects that resonate with the philosophy of grassroots innovation and aim to solve local issues. Regardless of the research field—whether it be the humanities, social sciences, or natural sciences—activities that contribute to the accumulation of collective and practical knowledge through local demonstration tests, workshops, surveys, etc. to discover and identify local issues using the University's research outcomes are eligible for broad support.

## ■ 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.

[ICT] Information and Communication Technology

[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.

## ■ J

[Japan Virtual Campus] A Japan-wide version of the international online education platform developed by the University of Tsukuba as part of its efforts to support the formation of the Japan Forum for the Internationalization of Universities under the SGU Project. A platform for opening up internationally competitive education online, both domestically and internationally, as a vehicle for driving international education and exchange in higher education.

[JMOOC] Japan Massive Open Online Courses Promotion Council. Japan's largest provider of massive open online courses (MOOCs), which are free courses in which anyone can enroll.

[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.

## ■ L

[LMS] Learning Management System. A learning support system that promotes and supports both in-class and out-of-class learning and serves as a venue for communication between teachers and students and among students themselves.



## 0

[OIC] Osaka Ibaraki Campus

## R

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

[Rice ball seminar] Seminars held during the lunch break where students can listen to the research presentations of young researchers and graduate students and engage in free discussion.

[RIMIX] Ritsumeikan Impact-Makers Inter X (Cross) Platform: A system that aims to visualize the initiatives running the gamut from the cultivating of talent and mindsets to the entrepreneurship support implemented by the Ritsumeikan Academy in one platform, and to expand these efforts through cooperation with actors both inside and outside the Academy.

[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.”

[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.

[Social Connected Campus] A plan to create symbiotic value for society and solve various social issues by seamlessly connecting people, companies, and organizations in the local region and throughout the world in both real and digital spaces.

[SP Course] A course at Ritsumeikan Keisho Junior and Senior High School for students aiming to advance to highly selective universities, such as the University of Tokyo, Kyoto University, and medical schools.

[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.

[STEAM] Science, Technology, Engineering, Art, & Mathematics: An educational philosophy that adds creativity education to science and mathematics education focused on the five areas of science, technology, engineering, art, and mathematics. Cross-disciplinary learning that creates a cycle of knowing (inquiry) and creating (creation).

## W

[WOW Program] A variety of optional extracurricular programs prepared by the teachers of Ritsumeikan Uji Junior High School.

[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 46).

### 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 AY2021

Although the Academy maintains a positive current account balance at present, revenue remains about the same, the net income/loss from educational activities dropped significantly into negative territory, and the situation remains dire. Amid this backdrop, we launched the R2030 Plan in AY2021, and continuing from AY2020, we promoted initiatives based on a policy of financially supporting the implementation of the Challenge Design, which is our bold attempt to realize the Academy Vision, while also responding to the COVID-19 pandemic.

Going forward, concerns remain that external factors such as changes in the international situation and economic trends, including the rising cost of energy, labor, and other goods and services, and delays in procurement and supply, will exert further upward pressure on expenditures.

Amid the aforementioned unpredictable social situation, we must urgently pursue the stabilization and diversification of our revenue base, review our expenditures, and improve education and research activities as part of R2030 financial operations in order to realize the sustainable development and deployment of education and research while increasing resilience to a variety of changes.

## 1-2. Statement of Cash Flow for FY2021

(in 100 million of JPY)

Item	FY2021 Budget	FY2021 Settlement	Difference
<b>Revenues</b>			
Revenue From Student Fees	597	591	Δ 7
Revenue From Processing Fees	31	29	Δ 2
Donation Revenue	8	5	Δ 2
Subsidy Revenue	103	107	4
(National Government Subsidy Revenue)	82	84	2
(Local Government Subsidy Revenue)	20	22	2
Revenue from Sales of Assets	0	0	0
Income from University-Owned Businesses	38	32	Δ 6
Income from Interest and Dividends	20	33	13
Miscellaneous Revenue	20	32	12
Revenue from Borrowings	1	1	0
Revenue from Advances Received	88	117	29
Amount Reversal from Specified Assets and Other Revenues	160	176	17
Revenue Adjustments	Δ 134	Δ 137	Δ 3
Carryover from Previous Year	233	233	0
<b>Total: Revenues</b>	<b>1,166</b>	<b>1,219</b>	<b>54</b>
<b>Expenditures</b>			
Personnel Expenditures	416	409	Δ 7
Education and Research Expenditures	279	266	Δ 12
Institutional Administrations Expenditures	56	57	0
Loan Interest Expenditures	0	0	0
Loan Repayment Expenditures	1	1	0
Facility-related Expenditures	47	38	Δ 9
Equipment-related Expenditures	20	15	Δ 6
Deposits for Specified Assets	114	194	81
Accounts Payable from Previous Fiscal Year and Other Expenditures	71	74	2
Reserve Fund	10	0	Δ 10
Expenditure Adjustments	Δ 61	Δ 75	Δ 14
Carryover into Next Year	212	241	29
<b>Total: Expenditures</b>	<b>1,166</b>	<b>1,219</b>	<b>54</b>

\*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 121.9 billion, cash revenues for FY2021 came to JPY 98.6 billion.

We earned JPY 59.1 billion in revenues from student fees such as student tuition and admission fees. Revenues from entrance examination fee payments and other fees totaled JPY 2.9 billion.

Revenues from subsidies amounted to JPY 10.7 billion, and consisted of ordinary expense subsidies for private universities and affiliated school operating subsidies as well as subsidies granted by MEXT under the Higher Education Enrollment Support Program and subsidies granted to promote COVID-19 vaccinations.

In other revenues, revenues from a reversal of reserve specified assets came to JPY 15.1 billion, and these were allocated to budgets for AY2021 campus maintenance projects, the COVID-19 workplace vaccine drive, and the promotion of the R2030 Challenge Design.

### Cash Expenditures

After excluding the balance carried forward to the next academic year from the Expenditures section total of JPY 121.9 billion, cash expenditures for FY2021 came to JPY 97.9 billion. Personnel expenses totaled JPY 40.9 billion reflecting efforts to strengthen the faculty organization in order to improve the quality of education at the universities and affiliated schools.

Expenditures for education and research totaled JPY 26.6 billion, and these included JPY 5.7 billion in administrative expenditures that were used for campus maintenance, scholarships, utilities expenses, and the COVID-19 workplace vaccine drive.

Expenditures for facilities were JPY 3.8 billion, and expenditures for equipment were JPY 1.5 billion. In AY2021, campus improvement projects included the construction of a new building at Ritsumeikan Uji Junior and Senior High School as well as construction work to increase ventilation capacity and the addition of electrical outlets to help prevent the spread of COVID-19.

## 1-3. Statement of Operating Activities for FY2021

(in 100 million of JPY)

Item	FY2021 Budget	FY2021 Settlement	Difference
<b>General Account; Education and Research</b>			
Student Fees	597	591	Δ 7
Processing Fees	31	29	Δ 2
Donations	8	5	Δ 2
Subsidies	101	103	2
Income from University-Owned Businesses	38	32	Δ 6
Miscellaneous	22	26	4
<b>Total: Revenues</b>	<b>797</b>	<b>786</b>	<b>Δ 12</b>
Personnel	415	412	Δ 3
Education and Research	344	330	Δ 13
(Depreciation Cost)	65	64	Δ 1
Institutional Administrations	63	63	0
(Depreciation Cost)	7	8	1
Unrecoverable Amount	0	0	0
<b>Total: Expenditures</b>	<b>822</b>	<b>806</b>	<b>Δ 16</b>
<b>Income/Loss</b>	<b>Δ 25</b>	<b>Δ 21</b>	<b>5</b>

**General Account; Others**

Income from Interest and Dividends	20	33	13
Other Revenues	0	7	7
<b>Total: Revenues</b>	<b>20</b>	<b>40</b>	<b>19</b>
Interest on Loan	0	0	0
Other Expenditures	0	1	1
<b>Total: Expenditures</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Income/Loss</b>	<b>20</b>	<b>39</b>	<b>19</b>
<b>Income/Loss of General Account</b>	<b>Δ 5</b>	<b>18</b>	<b>23</b>

**Special Account**

Gains from Sales of Assets	0	0	0
Other Revenues	4	5	2
<b>Total: Revenues</b>	<b>4</b>	<b>5</b>	<b>2</b>
Balance of Asset Disposal	3	3	0
Other Expenditures	0	0	0
<b>Total: Expenditures</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>Income/Loss</b>	<b>1</b>	<b>2</b>	<b>1</b>
Reserve Fund	10	0	Δ 10
Net Income/Loss before Allocated Capital Funds	Δ 14	20	34
Total Amount of Allocated Capital Funds	Δ 108	Δ 89	20
Net Income/Loss for This Fiscal Year	Δ 123	Δ 69	54
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ 184	Δ 184	0
Amount Reversed from Capital Funds	0	0	0
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ 307	Δ 253	54
<b>Total Revenues of Statement of Operations</b>	<b>821</b>	<b>831</b>	<b>10</b>
<b>Total Expenditures of Statement of Operations</b>	<b>835</b>	<b>810</b>	<b>Δ 25</b>

\*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 78.6 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 80.6 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 2.1 billion net income for FY2021.

Meanwhile, depreciation costs included in education and research expenses and administrative expenses reached JPY 7.2 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 4.0 billion, while expenditures, which included loan interest and other income, amounted to JPY 100 million, producing a final outcome of JPY 3.9 billion in net income for FY2021.

**Ordinary Net Income/Loss**

Tallying up the totals for educational activity and non-educational activity revenues and expenditures, the final outcome was JPY 1.8 billion in ordinary net income.

**Special Revenues and Expenditures**

Special revenues and expenditures, which reflect one-time revenues and expenditures, increased due to an increase in subsidies for facilities and equipment, resulting in an income surplus of JPY 200 million in FY2021.

**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 8.9 billion included allocated to capital funds was net income of JPY 6.9 billion.

## 1-4. Statement of Financial Position for FY2021

(in 100 million of JPY)

Item	End of FY2021	End of FY2020	Change
<b>Assets</b>			
Fixed Assets	3,579	3,558	21
Tangible Fixed Assets	2,219	2,237	Δ 18
(Land)	697	697	0
(Buildings and Structures)	1,275	1,291	Δ 16
(Equipment for Education and Research)	77	79	Δ 2
(Books)	156	154	2
Specified Assets	1,352	1,310	41
(Reserve Assets for Type 2 Capital Fund)	50	0	50
(Reserve Assets for Type 3 Capital Fund)	137	137	0
(Reserve Assets for Type 4 Capital Fund)	59	57	2
(Reserve Assets for Retirement Benefits)	134	131	3
(Reserve Asset)	972	985	Δ 13
Other Fixed Assets	9	11	Δ 3
Current Assets	268	258	11
(Cash and Deposits)	241	233	7
Assets: Total	3,848	3,816	32

**Liabilities**

Fixed Liabilities	252	269	Δ 17
(Long-term Debt and School Bonds)	111	130	Δ 20
(Reserve for Retirement Benefits)	134	131	3
Current Liabilities	260	231	29
(Short-term Debt and School Bonds)	20	1	20
(Advances Received)	117	118	Δ 1
(Deposits)	49	43	6
Liabilities: Total	512	500	12

**Net Assets**

Capital Funds	3,589	3,500	89
(Type 1 Capital Fund)	3,343	3,306	37
(Type 2 Capital Fund)	50	0	50
(Type 3 Capital Fund)	137	137	0
(Type 4 Capital Fund)	59	57	2
Net Income/Loss	Δ 253	Δ 184	Δ 69
Net Assets: Total	3,336	3,316	20
Liabilities and Net Assets: Total	3,848	3,816	32

\*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 2021 amount less end of FY 2020 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 1.8 billion from the end of last academic year to JPY 221.9 billion owing to campus maintenance projects and other factors.

Specified assets, which include assets allocated to the reserve fund for retirement benefits (fixed liabilities), Type 2 capital funds and future facility maintenance, increased by JPY 4.1 billion from the end of last academic year to JPY 135.2 billion.

**Liabilities and Net Assets**

This Liabilities and Net Assets section shows the sources of funds used to acquire assets. Liabilities accounted for 13.3% of total assets and net assets made up 86.7%.

The total for the Liabilities sector for the fiscal year reached JPY 51.2 billion.

The Net Assets section increased by JPY 2.0 billion from the previous academic year to JPY 333.6 billion supported by an increase in capital funds from acquisitions of assets allocated to capital funds (e.g., buildings, education and research equipment/fixtures, and books).

### Statement of Cash Flow

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

### Statement of Operating Activities

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

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

#### 【Categories of Activity Revenues and Expenditures】

- **Educational Activity Revenues and Expenditures:**  
Among ordinary revenues and expenditures, this category consists of revenues and expenditures from educational and research activities.
- **Non-Educational Activity Revenues and Expenditures:**  
Among ordinary revenues and expenditures, this category consists of revenues and expenditures from activities other than education and research (chiefly financial activities).
- **Special Activity Revenues and Expenditures:**  
This category consists of one-time revenues and expenditures such as asset sales and asset disposals.

#### 【Capital Funds】

To conduct education and research activities, incorporated educational institutions must have capital funds to maintain assets such as buildings, equipment, books and cash-on-hand. According to the standards for incorporated educational institution accounting, the amount of funds

to acquire assets during the fiscal year is included in the capital funds. The Accounting Standards for Incorporated Educational Institutions define four types of capital funds as follows:

- Type 1: Acquisition cost of tangible fixed assets, such as land, buildings, equipment, supplies and books
- Type 2: Amount of deposits or other funds set aside for the purpose of acquiring fixed assets in the future
- Type 3: Amount for scholarship funds, research funds, and other funds
- Type 4: Amount of operating funds required for administration (amount designated by the Minister of MEXT)

#### 【Income/Loss】

- **Net ordinary income/loss** (net income/loss from educational activities + net income/loss from non-educational activities):  
This shows the balance of ordinary revenues and expenditures for a given academic year.
- **Net income/loss for given academic year prior to allocation to capital funds** (ordinary net income/loss + special net income/loss):  
This shows the balance of ordinary revenues and expenditures for a given academic year after including one-time revenues and expenditures. The net income/loss amount represents the change in net assets of an incorporated educational institution for a given academic year.
- **Net income/loss for the current academic year, net income/loss for the current academic year carried forward from the previous academic year, net income/loss for the current academic year to be carried forward to the next fiscal year:**  
This shows the net income/loss after allocation to the capital funds, and reflects the long-term balance of revenues and expenditures.

### Statement of Financial Position

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

#### 【Assets】

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

#### 【Liabilities and Net Assets】

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

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



## 1-5. Asset Inventory

Total Assets	¥384,759,939,026
Endowment	¥222,629,967,457
Operating Assets	¥162,129,971,569
Total Liabilities	¥51,171,312,276
Net Assets	¥333,588,626,750

(As of March 31, 2022)

Type	Amount
<b>Assets</b>	
1 Endowment	
Land 2,299,753.80 m <sup>2</sup>	¥69,670,437,324
Buildings 829,482.58 m <sup>2</sup>	¥116,650,327,213
Books 3,266,315	¥15,646,431,579
Equipment 17,078	¥8,393,514,918
Construction in Progress	¥714,336,340
Other	¥11,554,920,083
2 Operating Assets	
Cash and Deposits	¥24,057,397,258
Assets Held for School Trips	¥194,379,871
Reserve Fund	¥135,156,808,400
Securities	¥123,999,157
Accounts Receivable	¥1,861,498,740
Advance Payments	¥688,402,143
Other	¥47,486,000
<b>Total Assets</b>	<b>¥384,759,939,026</b>

Type	Amount
<b>Liabilities</b>	
1 Fixed Liabilities	
Long-term Debt and School Bonds	¥11,050,000,000
Long-term Account Payable	¥755,715,759
Reserve for Retirement Benefits	¥13,386,736,604
2 Current Liabilities	
Short-term Debt and School Bonds	¥2,000,000,000
Account Payable	¥7,341,100,307
Advances Received	¥11,725,282,012
Deposits	¥4,718,097,723
Cash Held for School Trips	¥194,379,871
<b>Total Liabilities</b>	<b>¥51,171,312,276</b>

<b>Net Assets</b>	<b>¥333,588,626,750</b>
-------------------	-------------------------

## 1-6. Audit Report

### Audit Report

May 17, 2022

To: The Board of Trustees and Trust Council of the Ritsumeikan Trust  
 From: Yoshikazu Sagami, Full-time Auditor of the Ritsumeikan Trust  
 Yasuhiko Watanabe, Auditor of the Ritsumeikan Trust  
 Masatada Rai, 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 2021 fiscal year commencing on April 1, 2021 and ending on March 31, 2022.

#### 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, etc., and collaborate with the audit corporation to consider financial statements. We have carried out audit procedures that we consider necessary.

#### 2. Results

- (1) We deem that the decisions and execution of the business of the Ritsumeikan Trust or the business execution of directors are appropriate, we deem the financial statements, that is, the statement of cash flow, statement of operating activities and statement of financial position (including fixed asset schedule, debt schedule and capital funds schedule), and asset inventory are combined with the entries in the accounting books, and we deem the income and status of property are properly displayed.
- (2) We deem that there exists no misconduct with Regarding the business or property status of the Ritsumeikan Trust or the business execution of directors.

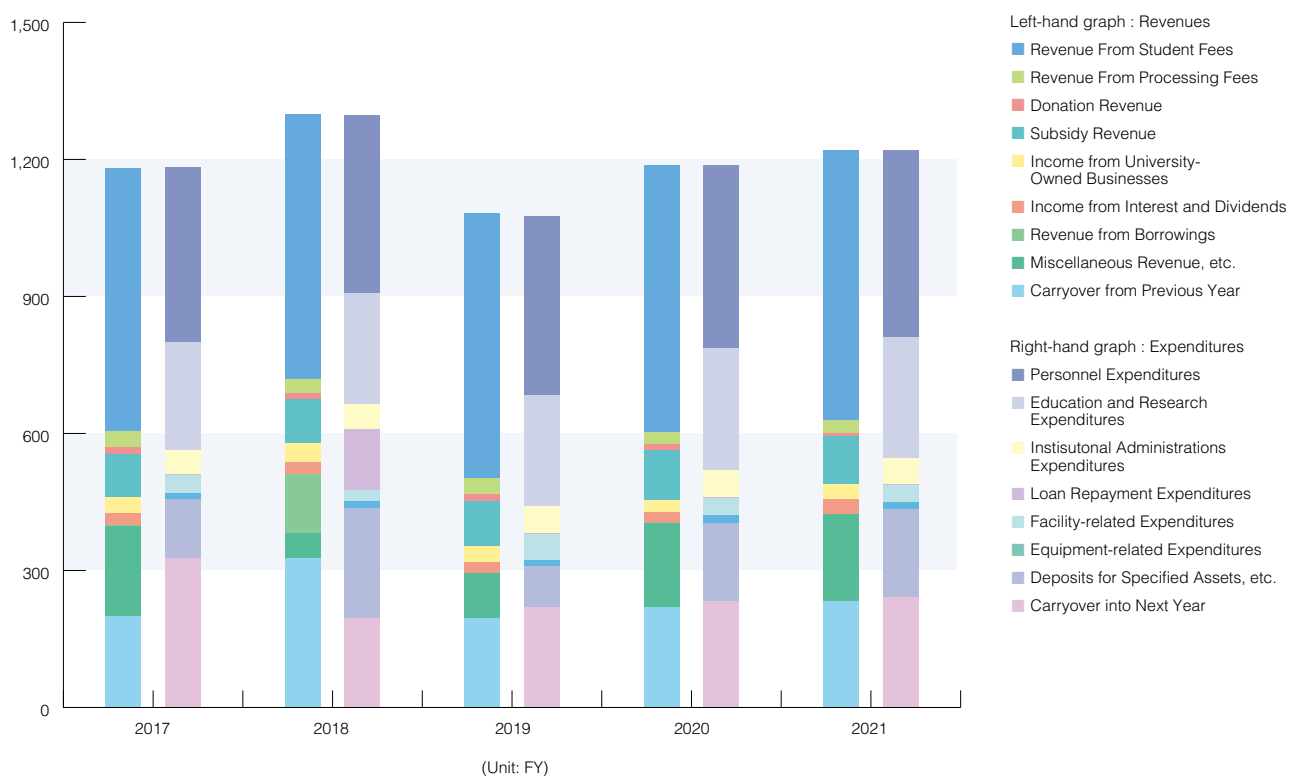
## 2. Year-to-year Changes

### 2-1. Historical Cash Flow (FY2017 ~ 2021)

(in 100 million of JPY)

Item	FY2017	FY2018	FY2019	FY2020	FY2021
<strong>Revenues</strong>					
Revenue From Student Fees	578	579	581	583	591
Revenue From Processing Fees	33	32	34	28	29
Donation Revenue	17	11	17	12	5
Subsidy Revenue	94	98	97	110	107
Revenue from Sales of Assets	0	0	1	0	0
Income from University-Owned Businesses	34	42	37	28	32
Income from Interest and Dividends	27	25	23	22	33
Miscellaneous Revenue	18	23	23	24	32
Revenue from Borrowings	1	130	0	0	1
Revenue from Advances Received	100	103	111	118	117
Amount Reversal from Specified Assets and Other Revenues	197	47	80	170	176
Revenue Adjustments	Δ117	Δ120	Δ118	Δ128	Δ137
Carryover from Previous Year	201	327	196	219	233
<strong>Total: Revenues</strong>	<strong>1,182</strong>	<strong>1,297</strong>	<strong>1,084</strong>	<strong>1,187</strong>	<strong>1,219</strong>
<strong>Expenditures</strong>					
Personnel Expenditures	382	391	391	402	409
Education and Research Expenditures	236	241	243	267	266
Institutional Administrations Expenditures	53	56	61	58	57
Loan Interest Expenditures	0	0	0	0	0
Loan Repayment Expenditures	2	132	2	2	1
Facility-related Expenditures	39	26	56	39	38
Equipment-related Expenditures	14	15	14	18	15
Deposits for Specified Assets	127	244	92	181	194
Accounts Payable from Previous Fiscal Year and Other Expenditures	56	51	57	58	74
Expenditure Adjustments	Δ54	Δ55	Δ58	Δ70	Δ75
Carryover into Next Year	327	196	219	233	241
<strong>Total: Expenditures</strong>	<strong>1,182</strong>	<strong>1,297</strong>	<strong>1,084</strong>	<strong>1,187</strong>	<strong>1,219</strong>

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



## 2-2. Historical Operating Activities (FY2017 ~ 2021)

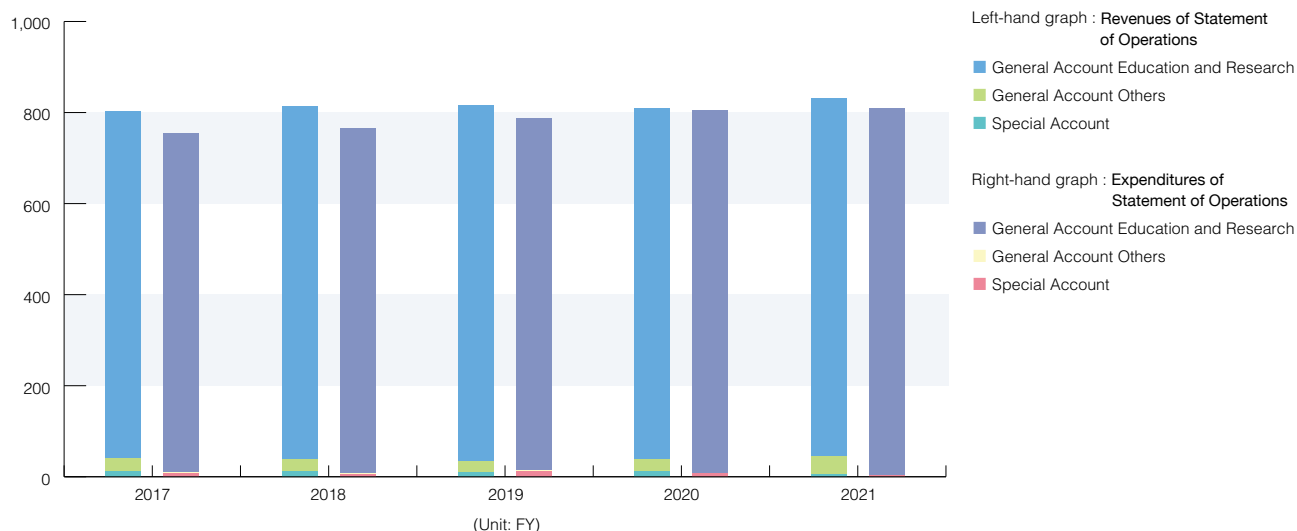
(in 100 million of JPY)

Item	FY2017	FY2018	FY2019	FY2020	FY2021
<b>General Account; Education and Research</b>					
Student Fees	578	579	581	583	591
Processing Fees	33	32	34	28	29
Donations	7	6	12	7	5
Subsidies	93	96	96	106	103
Income from University-Owned Businesses	34	42	37	28	32
Miscellaneous	17	20	21	19	26
<b>Total: Revenues</b>	<b>762</b>	<b>774</b>	<b>782</b>	<b>771</b>	<b>786</b>
Personnel	387	393	402	404	412
Education and Research	299	305	306	329	330
Institutional Administrations	59	61	65	63	63
Unrecoverable Amount	0	0	0	0	0
<b>Total: Expenditures</b>	<b>746</b>	<b>759</b>	<b>774</b>	<b>796</b>	<b>806</b>
<b>Income/Loss</b>	<b>16</b>	<b>15</b>	<b>8</b>	<b>△ 25</b>	<b>△ 21</b>
<b>General Account; Others</b>					
Income from Interest and Dividends	27	25	23	22	33
Other Revenues	1	3	1	5	7
<b>Total: Revenues</b>	<b>28</b>	<b>28</b>	<b>24</b>	<b>27</b>	<b>40</b>
Interest on Loan	0	0	0	0	0
Other Expenditures	1	1	2	2	1
<b>Total: Expenditures</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>Income/Loss</b>	<b>27</b>	<b>26</b>	<b>22</b>	<b>25</b>	<b>39</b>
<b>Income/Loss of General Account</b>	<b>43</b>	<b>41</b>	<b>31</b>	<b>0</b>	<b>18</b>
<b>Special Account</b>					
Gains from Sales of Assets	—	—	—	0	0
Other Revenues	13	11	10	11	5
<b>Total: Revenues</b>	<b>13</b>	<b>11</b>	<b>10</b>	<b>11</b>	<b>5</b>
Balance of Asset Disposal	8	5	11	5	3
Other Expenditures	0	1	1	2	0
<b>Total: Expenditures</b>	<b>8</b>	<b>6</b>	<b>12</b>	<b>7</b>	<b>3</b>
<b>Income/Loss</b>	<b>4</b>	<b>5</b>	<b>△ 2</b>	<b>4</b>	<b>2</b>
<b>Net Income/Loss before Allocated Capital Funds</b>	<b>48</b>	<b>47</b>	<b>28</b>	<b>5</b>	<b>20</b>
<b>Total Amount of Allocated Capital Funds</b>	<b>△ 16</b>	<b>△ 9</b>	<b>△ 40</b>	<b>△ 27</b>	<b>△ 89</b>
<b>Net Income/Loss for This Fiscal Year</b>	<b>32</b>	<b>37</b>	<b>△ 12</b>	<b>△ 22</b>	<b>△ 69</b>
<b>Net Income/Loss Brought Forward from Previous Fiscal Year</b>	<b>△ 229</b>	<b>△ 191</b>	<b>△ 153</b>	<b>△ 162</b>	<b>△ 184</b>
<b>Amount Reversed from Capital Funds</b>	<b>7</b>	<b>—</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Net Income/Loss to be Carried Forward to Next Fiscal Year</b>	<b>△ 191</b>	<b>△ 153</b>	<b>△ 162</b>	<b>△ 184</b>	<b>△ 253</b>
<b>Total Revenues of Statement of Operations</b>	<b>803</b>	<b>813</b>	<b>816</b>	<b>809</b>	<b>831</b>
<b>Total Expenditures of Statement of Operations</b>	<b>755</b>	<b>767</b>	<b>788</b>	<b>805</b>	<b>810</b>

\*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

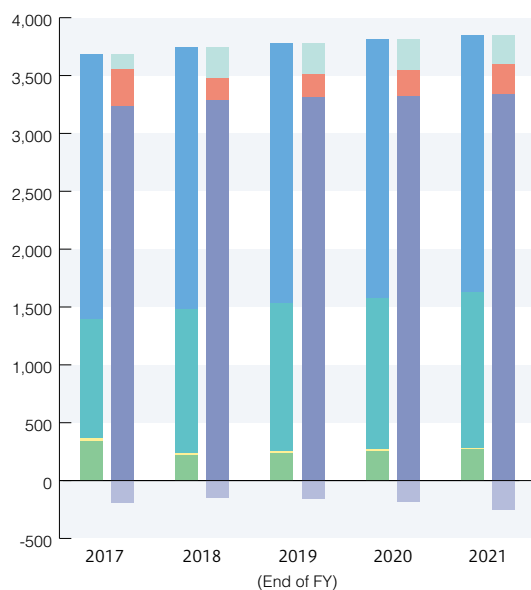


## 2-3. Historical Financial Position (FY2017 ~ 2021)

(in 100 million of JPY)

Item	End of FY2017	End of FY2018	End of FY2019	End of FY2020	End of FY2021
<b>Assets</b>					
Fixed Assets	3,342	3,521	3,542	3,558	3,579
Tangible Fixed Assets	2,288	2,259	2,252	2,237	2,219
Specified Assets	1,034	1,245	1,276	1,310	1,352
Other Fixed Assets	20	17	14	11	9
Current Assets	345	221	239	258	268
Assets: Total	3,687	3,742	3,781	3,816	3,848
<b>Liabilities</b>					
Fixed Liabilities	138	267	270	269	252
Current Liabilities	313	193	200	231	260
Liabilities: Total	451	459	470	500	512
<b>Net Assets</b>					
Capital Funds	3,427	3,436	3,473	3,500	3,589
Type 1 Capital Fund	3,235	3,245	3,280	3,306	3,343
Type 2 Capital Fund	—	—	—	—	50
Type 3 Capital Fund	137	137	137	137	137
Type 4 Capital Fund	55	55	56	57	59
Net Income/Loss	Δ191	Δ153	Δ162	Δ184	Δ253
Net Assets: Total	3,236	3,283	3,311	3,316	3,336
Liabilities and Net Assets: Total	3,687	3,742	3,781	3,816	3,848

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



## 3. Financial Ratios

## Financial Ratios for the Statement of Operating Activities

(Unit:%)

Ratio	Calculation	Evaluation	FY2017	FY2018	FY2019	FY2020	FY2021	National average
Personnel ratio	Personnel Expenditures ÷ General Revenues	▼	49.1	49.0	49.9	50.6	50.0	51.8
Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	△	37.9	38.0	38.0	41.3	40.1	35.2
Balance of Payments in General Accounts; Education and Research	Income/Loss of General Accounts; Education and Research ÷ Revenues in General Accounts; Education and Research	△	2.1	1.9	1.1	Δ3.3	Δ2.6	3.0
Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	△	5.5	5.2	3.8	0.0	2.2	4.6
Operating Activities Balance Ratio	Net income/loss for given academic year prior to allocation to capital funds ÷ revenue from operating activities	△	5.9	5.7	3.5	0.6	2.4	5.2

\* General Revenues = Revenues from General accounts

\* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2020 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the FY2021 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. 38).

## Financial Ratios for the Statement of Financial Position

(Unit:%)

Ratio	Calculation	Evaluation	FY2017	FY2018	FY2019	FY2020	FY2021	National average
Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	△	87.8	87.7	87.6	86.9	86.7	87.9
Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	▼	12.2	12.3	12.4	13.1	13.3	12.1

\* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2020 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the FY2021 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. 38).

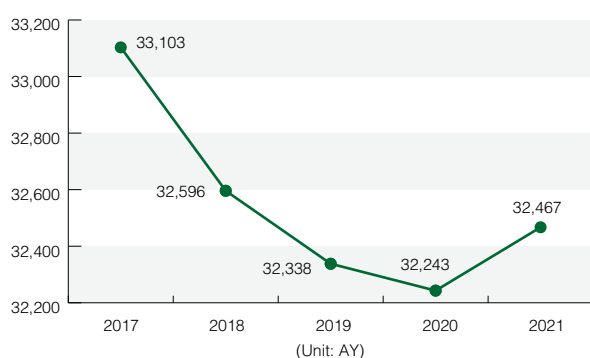


# 1. Student Numbers (as of May 1, 2021)

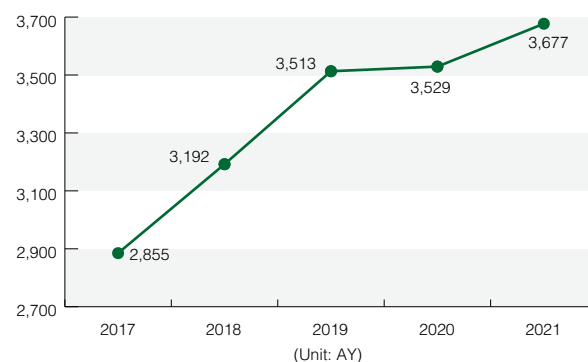
(Unit: Number of Persons)

		2017	2018	2019	2020	2021
Ritsumeikan University	No. of Undergraduate Students	33,103	32,596	32,338	32,243	32,467
	No. of Graduate Students	2,855	3,192	3,513	3,529	3,677
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,534	5,471	5,333	5,335	5,469
	No. of Graduate Students	189	215	208	194	196
Affiliated School	No. of Students	6,915	6,949	7,030	7,200	7,396
Total		48,596	48,423	48,422	48,501	49,205

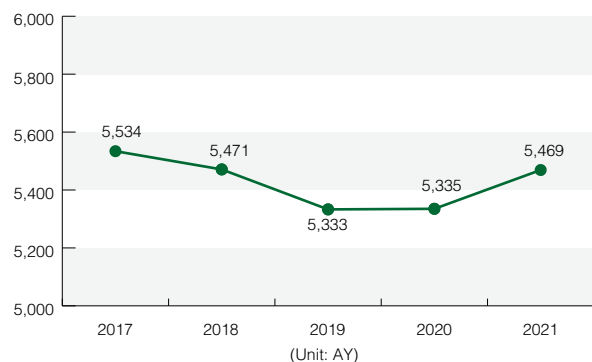
Ritsumeikan University / No. of Undergraduate Students



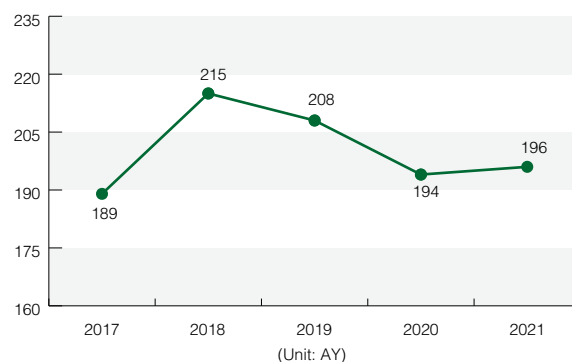
Ritsumeikan University / No. of Graduate Students



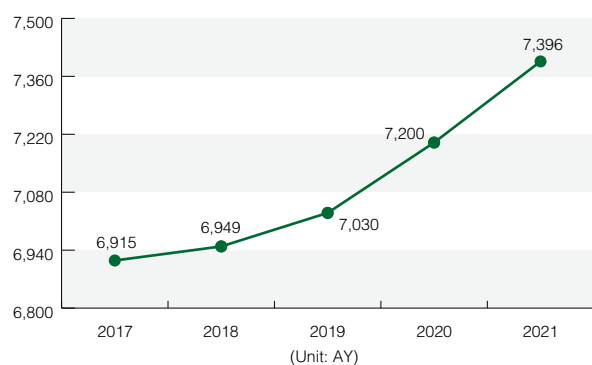
Ritsumeikan Asia Pacific University / No. of Undergraduate Students



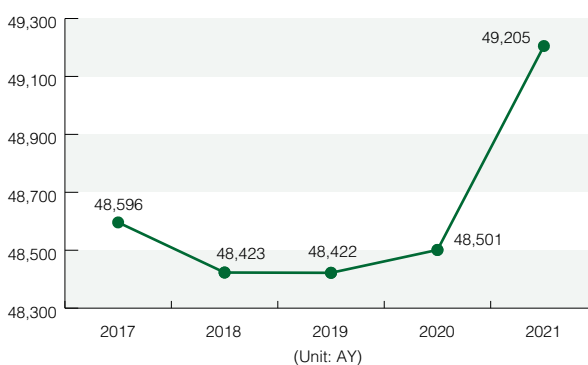
Ritsumeikan Asia Pacific University / No. of Graduate Students



Affiliated School / No. of Students



Total



2. Admissions Statistics (as of March 31, 2022)

Ritsumeikan University / Per College (Unit: Number of persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	720	6,801	3,218
College of Economics	760	8,035	3,821
College of Business Administration	795	9,292	3,148
College of Social Sciences	810	9,434	2,820
College of Letters	1,035	10,595	3,601
College of Science and Engineering	959	18,170	8,009
College of International Relations	315	2,984	1,002
College of Policy Science	370	4,079	1,309
College of Information Science and Engineering	475	5,698	1,976
College of Image Arts and Sciences	160	2,131	441
College of Pharmaceutical Sciences	160	2,487	1,118
College of Life Sciences	325	6,409	3,083
College of Sport and Health Science	235	2,124	839
College of Comprehensive Psychology	280	2,896	865
College of Gastronomy Management	320	2,878	960
College of Global Liberal Arts	50	216	180
Total	7,769	94,229	36,390

\*Does not include transfers.  
\*The enrollment capacity for the College of International Relations does not include June (Capacity: 5) and September admissions (Capacity: 40).  
\*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	1,747	851
College of International Management	380	1,642	793
Total	840	3,389	1,644

\*The number of applicants and number of accepted applicants include only the figures for AY2022 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	37	23
	Doctoral	10	5	4
Graduate School of Management	Master's	40	35	22
Master's Program		100	72	45
Doctora Program		10	5	4
Total		110	77	49

\*Does not include transfers.  
\*The number of applicants and number of accepted applicants include only the figures for AY2022 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	892	320
Ritsumeikan Uji Junior High School	180	618	245
Ritsumeikan Keisho Junior High School	180	530	295
Ritsumeikan Moriyama Junior High School	160	685	364
Ritsumeikan Senior High School	360	524	252
Ritsumeikan Uji Senior High School	405	399	264
Ritsumeikan Keisho Senior High School	305	433	405
Ritsumeikan Moriyama Senior High School	320	572	328
Total	2,125	4,653	2,473

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

Ritsumeikan University / Per Graduate School (Unit: Number of Persons)

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Law	Master's	60	55	30
	Doctoral	10	4	1
Graduate School of Economics	Master's	50	39	23
	Doctoral	5	4	3
Graduate School of Business Administration	Master's	60	139	52
	Doctoral	15	8	7
Graduate School of Sociology	Master's	60	140	40
	Doctoral	15	9	3
Graduate School of Letters	Master's	105	78	53
	Doctoral	35	18	13
Graduate School of Science and Engineering	Master's	450	431	384
	Doctoral	40	16	15
Graduate School of International Relations	Master's	60	97	49
	Doctoral	10	10	3
Graduate School of Policy Science	Master's	40	31	22
	Doctoral	15	2	2
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	30	25	21
Graduate School of Language Education and Information Science	Master's	60	57	35
School of Law	Professional Degree	70	356	148
Graduate School of Technology Management	Master's	70	150	50
	Doctoral	5	5	5
Graduate School of Management	Professional Degree	80	113	68
Graduate School of Sport and Health Science	Master's	25	31	24
	Doctoral	8	8	8
Graduate School of Image Arts	Master's	10	34	12
Graduate School of Information Science and Engineering	Master's	200	191	168
	Doctoral	15	11	11
Graduate School of Life Sciences	Master's	150	171	162
	Doctoral	15	2	2
Graduate School of Pharmacy	Master's	20	32	31
	Doctoral	3	4	4
	Four-Year Doctoral	3	0	0
Graduate School of Professional Teacher Education	Professional Degree	35	33	32
Graduate School of Human Science	Master's	65	180	72
	Doctoral	20	21	17
Graduate School of Gastronomy Management	Master's	20	24	19
	Doctoral	3	3	3
Master's Program		1,505	1,880	1,226
Doctoral Program		214	125	97
Five-Year Doctoral Program		30	25	21
Four-Year Doctoral Program		3	0	0
Professional Degree Program		185	502	248
Total		1,937	2,532	1,592

\*The number of applicants and number of accepted applicants include only the figures for AY2022 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

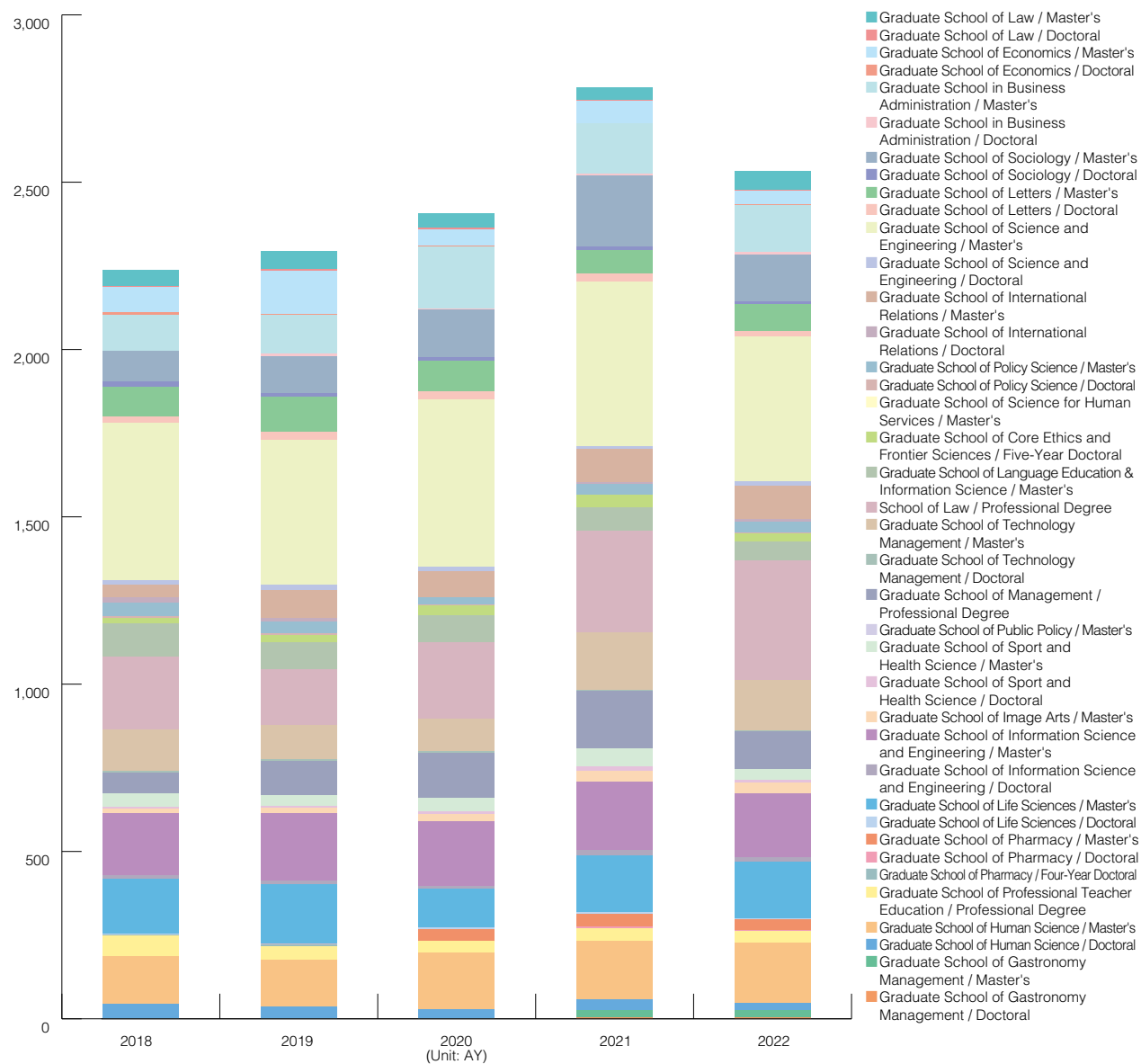
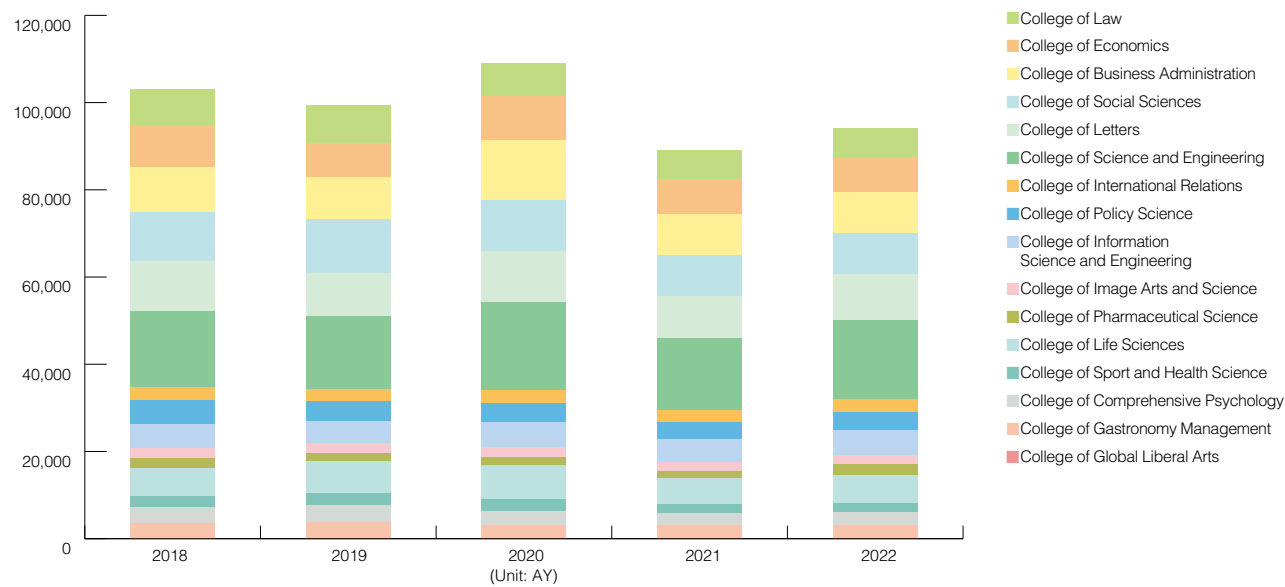
(Unit: Number of Persons)

College	2018	2019	2020	2021	2022
College of Law	8,392	8,679	7,663	6,739	6,801
College of Economics	9,437	7,821	9,984	8,093	8,035
College of Business Administration	10,395	9,719	13,802	9,501	9,292
College of Social Sciences	11,342	12,300	11,721	9,181	9,434
College of Letters	11,297	9,907	11,811	9,681	10,595
College of Science and Engineering	17,406	16,648	19,975	16,446	18,170
College of International Relations	3,173	2,847	2,941	2,834	2,984
College of Policy Science	5,318	4,683	4,355	3,860	4,079
College of Information Science and Engineering	5,713	4,903	5,854	5,200	5,698
College of Image Arts and Science	2,091	2,342	2,302	2,155	2,131
College of Pharmaceutical Science	2,389	1,908	1,932	1,636	2,487
College of Life Sciences	6,354	7,216	7,622	6,056	6,409
College of Sport and Health Science	2,517	2,874	2,745	1,931	2,124
College of Comprehensive Psychology	3,780	3,669	3,373	2,810	2,896
College of Gastronomy Management	3,461	3,845	2,879	2,821	2,878
College of Global Liberal Arts	–	49	97	217	216
Total	103,065	99,410	109,056	89,161	94,229

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

(Unit: Number of Persons)

Graduate Schools	Programs	2018	2019	2020	2021	2022
Graduate School of Law	Master's	49	55	42	39	55
	Doctoral	2	4	4	3	4
Graduate School of Economics	Master's	76	129	51	66	39
	Doctoral	7	1	3	1	4
Graduate School in Business Administration	Master's	110	118	184	149	139
	Doctoral	0	6	3	7	8
Graduate School of Sociology	Master's	89	112	143	211	140
	Doctoral	16	10	9	12	9
Graduate School of Letters	Master's	88	104	93	69	78
	Doctoral	21	26	23	25	18
Graduate School of Science and Engineering	Master's	471	432	499	490	431
	Doctoral	12	18	16	8	16
Graduate School of International Relations	Master's	38	81	76	101	97
	Doctoral	15	12	2	5	10
Graduate School of Policy Science	Master's	41	35	20	31	31
	Doctoral	6	4	4	2	2
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	17	21	30	36	25
Graduate School of Language Education & Information Science	Master's	98	82	79	71	57
School of Law	Professional Degree	218	166	228	304	356
	Master's	123	102	97	173	150
Graduate School of Technology Management	Doctoral	5	6	7	3	5
	Professional Degree	64	101	133	170	113
Graduate School of Management	Master's	38	34	40	54	31
	Doctoral	5	4	8	13	8
Graduate School of Sport and Health Science	Master's	15	16	23	32	34
Graduate School of Image Arts	Master's	186	204	194	206	191
	Doctoral	9	9	6	15	11
Graduate School of Information Science and Engineering	Master's	165	177	116	169	171
	Doctoral	4	2	7	6	2
Graduate School of Life Sciences	Master's	–	–	33	37	32
	Doctoral	–	–	–	5	4
	Four-Year Doctoral	1	8	2	2	0
Graduate School of Pharmacy	Professional Degree	62	38	33	36	33
Graduate School of Professional Teacher Education	Master's	143	141	169	176	180
	Doctoral	44	36	29	32	21
Graduate School of Human Science	Master's	–	–	–	22	24
	Doctoral	–	–	–	3	3
Graduate School of Gastronomy Management		–	–	–	–	–
Master's Programs		1,730	1,822	1,859	2,096	1,880
Doctoral Programs		146	138	121	140	125
Five-Year Doctoral Programs		17	21	30	36	25
Four-Year Doctoral Programs		1	8	2	2	0
Professional Degree Programs		344	305	394	510	502
Total		2,238	2,294	2,406	2,784	2,532



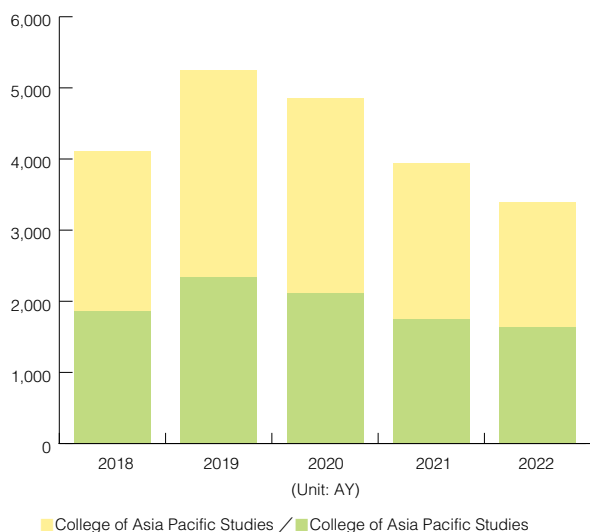


## Ritsumeikan Asia Pacific University / College

## Spring Enrollment

(Unit: Number of Persons)

College	2018	2019	2020	2021	2022
College of Asia Pacific Studies	2,249	2,913	2,741	2,187	1,747
College of International Management	1,863	2,336	2,118	1,755	1,642
Total	4,112	5,249	4,859	3,942	3,389

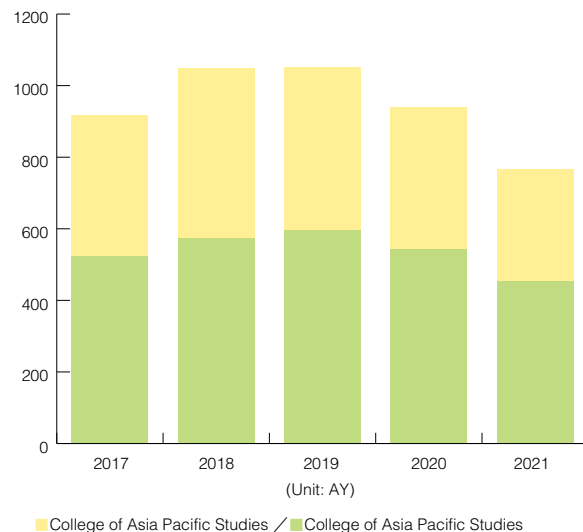


## Ritsumeikan Asia Pacific University / College

## Fall Enrollment

(Unit: Number of Persons)

College	2017	2018	2019	2020	2021
College of Asia Pacific Studies	392	474	455	397	313
College of International Management	524	575	597	543	454
Total	916	1,049	1,052	940	767



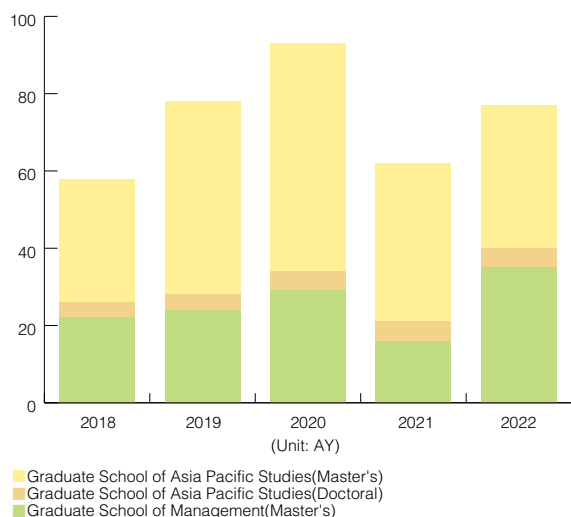
## Ritsumeikan Asia Pacific University / Graduate Schools

## Spring Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2018	2019	2020	2021	2022
Graduate School of Asia Pacific Studies	Master's	32	50	59	41	37
	Doctoral	4	4	5	5	5
Graduate School of Management	Master's	22	24	29	16	35
Master's Programs		54	74	88	57	72
Doctoral Programs		4	4	5	5	5
Total		58	78	93	62	77

\* Only for spring admissions.

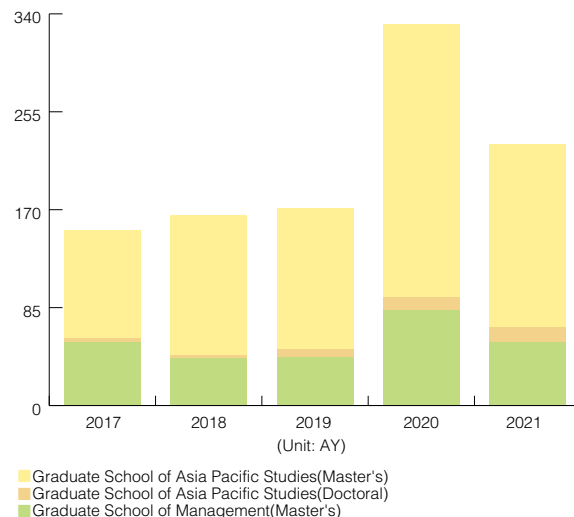


## Ritsumeikan Asia Pacific University / Graduate Schools

## Fall Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2017	2018	2019	2020	2021
Graduate School of Asia Pacific Studies	Master's	94	121	122	237	159
	Doctoral	3	3	7	11	13
Graduate School of Management	Master's	55	41	42	83	55
Master's Programs		149	162	164	320	214
Doctoral Programs		3	3	7	11	13
Total		152	165	171	331	227



### 3. Faculty and Staff Numbers (as of May 1, 2021)

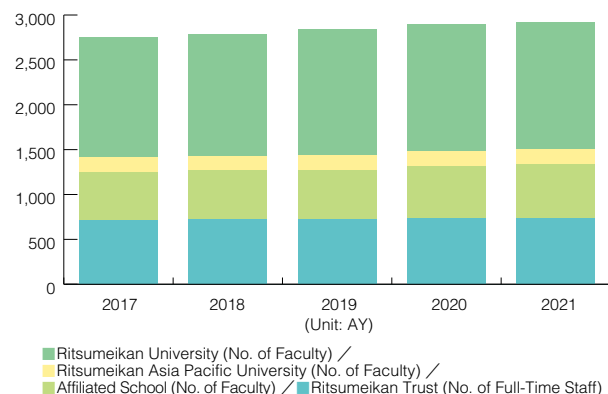
Faculty and Staff Numbers

(Unit: Number of Persons)

		2017	2018	2019	2020	2021
Ritsumeikan University	No. of Faculty	1,344	1,359	1,399	1,415	1,413
Ritsumeikan Asia Pacific University	No. of Faculty	169	166	166	167	166
Affiliated School	No. of Faculty	532	547	553	583	606
Ritsumeikan Trust	No. of Full-Time Staff	712	719	721	734	734
Total		2,757	2,791	2,839	2,899	2,919

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

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



Student-Teacher Ratios / Ritsumeikan University

(Unit: Number of Persons)

College	Department	No. of Full-Time Faculty	No. of Enrolled Students Per Full-Time Faculty Member
College of Law	Department of Law	63	49.8
College of Economics	Department of Economics	75	42.8
College of Business Administration	Department of Business Administration	55	48.5
	Department of International Business Administration	16	34.9
	Total	71	45.4
College of Social Sciences	Department of Social Sciences	100	34.0
College of Letters	Department of Humanities	129	32.1
College of Science and Engineering	Department of Electrical and Electronic Engineering	27	22.4
	Department of Mechanical Engineering	30	24.3
	Department of Robotics	20	19.2
	Department of Mathematical Sciences	25	15.6
	Department of Physical Sciences	25	13.4
	Department of Electronic and Computer Engineering	19	23.8
	Department of Architecture and Urban Design	14	24.9
	Department of Civil and Environmental Engineering	31	22.2
	Total	191	20.6
College of International Relations	Department of International Relations	55	24.8
	American University Ritsumeikan University Joint Degree Program	19	2.2
	Total	59	23.8
College of Policy Science	Department of Policy Science	52	32.4
College of Information Science and Engineering	Department of Information Science and Engineering	97	20.3
College of Image Arts and Sciences	Department of Image Arts and Sciences	29	23.3
College of Pharmaceutical Sciences	Department of Pharmacy	52	11.3
	Department of Pharmaceutical Sciences	10	23.6
	Total	62	13.3
College of Life Sciences	Department of Applied Chemistry	23	18.6
	Department of Biotechnology	18	17.7
	Department of Bioinformatics	16	16.8
	Department of Biomedical Sciences	17	13.9
	Total	74	16.9
College of Sport and Health Science	Department of Sport and Health Science	36	27.5
College of Comprehensive Psychology	Department of Comprehensive Psychology	36	32.4
College of Gastronomy Management	Department of Gastronomy Management	33	37.5
College of Global Liberal Arts	Department of Global Liberal Arts	19	10.3

\*The number of enrolled students in the Department of Economics in the College of Economics includes 19 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 28 students from the Department of Civil Engineering and Department of Environmental Systems Engineering, a department for which student recruitment was discontinued.

\*Nine professors and 6 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 61 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	46	60.6
College of International Management	Graduate School of International Management	37	72.5

## 4. International Exchange

Number of Students Sent Overseas (as of March 31, 2022)

(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	19	College of International Relations	27	College of Sport and Health Science	1
College of Economics	25	College of Policy Science	14	College of Comprehensive Psychology	9
College of Business Administration	26	College of Information Science and Engineering	4	College of Gastronomy Management	50
College of Social Sciences	18	College of Image Arts and Science	0	College of Global Liberal Arts	37
College of Letters	75	College of Pharmaceutical Science	8	Graduate Schools	21
College of Science and Engineering	13	College of Life Sciences	0		
Total					347

\* 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). This includes 327 participants who participated online due to the COVID-19 pandemic.

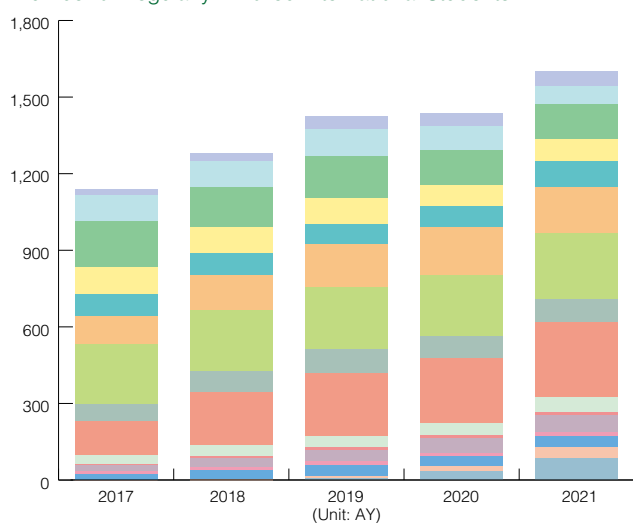
Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2021)

Ritsumeikan University / College

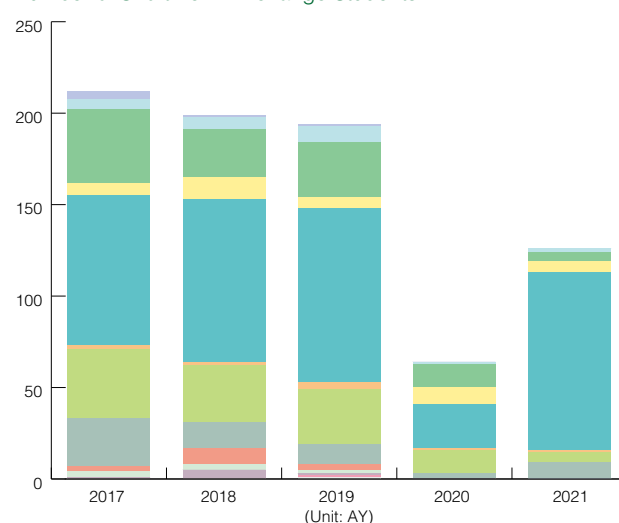
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
College of Law	26	33	48	52	61	4	1	1	0	0
College of Economics	101	100	109	93	67	6	7	9	1	2
College of Business Administration	183	159	163	136	141	40	26	30	13	5
College of Social Sciences	102	102	100	82	83	7	12	6	9	6
College of Letters	89	85	82	84	105	82	89	95	24	97
College of Science and Engineering	107	139	166	186	178	2	2	4	1	1
College of International Relations	234	236	243	241	260	38	31	30	13	6
College of Policy Science	70	81	96	86	88	26	14	11	3	9
College of Information Science and Engineering	130	210	243	253	296	3	9	3	0	0
College of Image Arts and Sciences	38	45	46	49	59	3	3	2	0	0
College of Pharmaceutical Sciences	1	5	9	10	10	0	0	0	0	0
College of Life Sciences	27	35	47	60	67	1	3	1	0	0
College of Sport and Health Science	10	12	14	12	14	0	2	1	0	0
College of Comprehensive Psychology	23	35	41	39	45	0	0	1	0	0
College of Gastronomy Management	–	4	11	21	43	–	0	0	0	0
College of Global Liberal Arts	–	–	6	33	85	–	–	0	0	0
Total	1,141	1,281	1,424	1,437	1,602	212	199	194	64	126

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



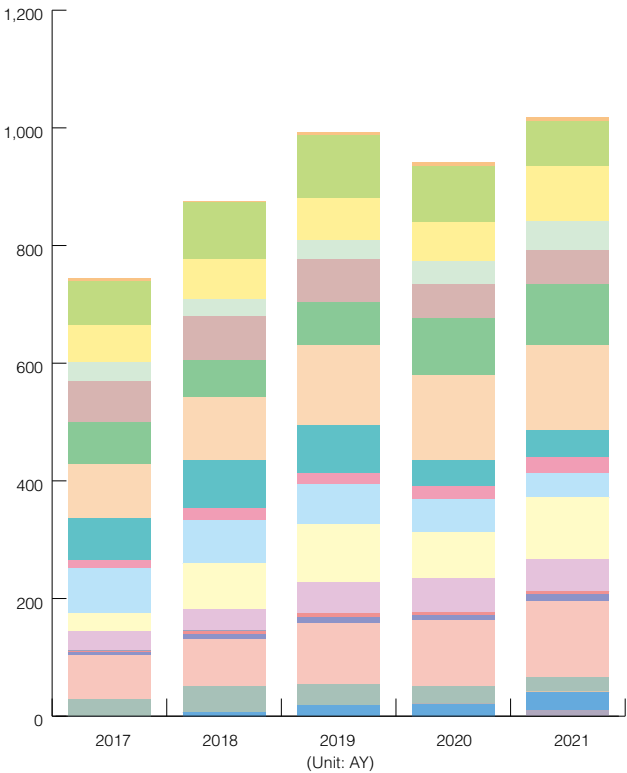
College of Law / College of Economics / College of Business Administration / College of Social Sciences / College of Letters / College of Science and Engineering / College of International Relations / College of Policy Science / College of Information Science and Engineering / College of Image Arts and 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

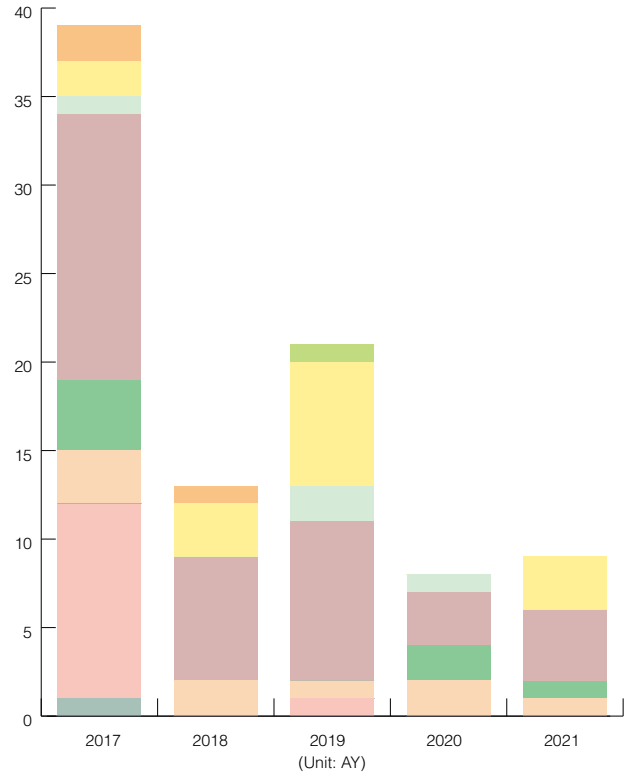
(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Graduate School of Law	4	1	4	6	6	2	1	0	0	0
Graduate School of Economics	76	97	108	95	78	0	0	1	0	0
Graduate School of Business Administration	62	68	71	66	92	2	3	7	0	3
Graduate School of Sociology	33	30	32	39	50	1	0	2	1	0
Graduate School of Letters	69	74	73	59	57	15	7	9	3	4
Graduate School of Science and Engineering	71	63	74	96	105	4	0	0	2	1
Graduate School of International Relations	93	107	136	145	144	3	2	1	2	1
Graduate School of Policy Science	71	82	80	44	46	0	0	0	0	0
Graduate School of Core Ethics and Frontier Sciences	14	20	20	23	27	0	0	0	0	0
Graduate School of Language Education and Information Science	76	73	68	55	41	0	0	0	0	0
School of Law	0	0	0	0	0	0	0	0	0	0
Graduate School of Technology Management	30	78	98	79	105	0	0	0	0	0
Graduate School of Management	33	36	53	58	55	0	0	0	0	0
Graduate School of Public Policy	1	1	0	0	0	0	0	0	0	0
Graduate School of Sport and Health Science	3	6	7	4	4	0	0	0	0	0
Graduate School of Image Arts	4	9	10	9	13	0	0	0	0	0
Graduate School of Information Science and Engineering	75	80	104	112	129	11	0	1	0	0
Graduate School of Life Sciences	29	43	36	30	24	1	0	0	0	0
Graduate School of Pharmacy	0	0	0	0	2	0	0	0	0	0
Graduate School of Professional Teacher Education	0	0	0	0	0	0	0	0	0	0
Graduate School of Human Science	-	7	18	21	30	-	0	0	0	0
Graduate School of Gastronomy Management	-	-	-	-	10	-	-	-	-	0
Total	744	875	992	941	1,018	39	13	21	8	9

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 Core Ethics and Frontier Sciences / Graduate School of Language Education and Information Science / Graduate School of Technology Management / Graduate School of 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 Pharmacy / Graduate School of Professional Teacher Education / Graduate School of Human Science / Graduate School of Gastronomy Management



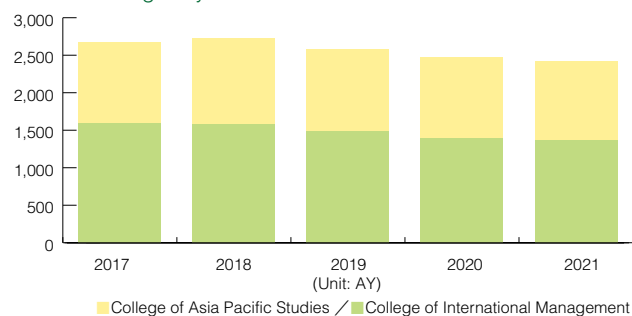
## Ritsumeikan Asia Pacific University / College

(Unit: Number of Persons)

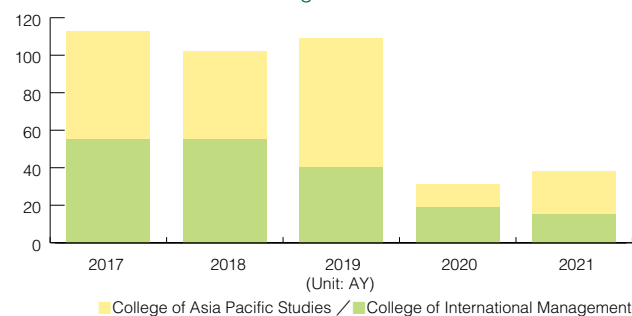
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
College of Asia Pacific Studies	1,075	1,139	1,103	1,069	1,052	58	47	69	12	23
College of International Management	1,594	1,582	1,484	1,398	1,370	55	55	40	19	15
Total	2,669	2,721	2,587	2,467	2,422	113	102	109	31	38

## Number of Regularly-Enrolled International Students



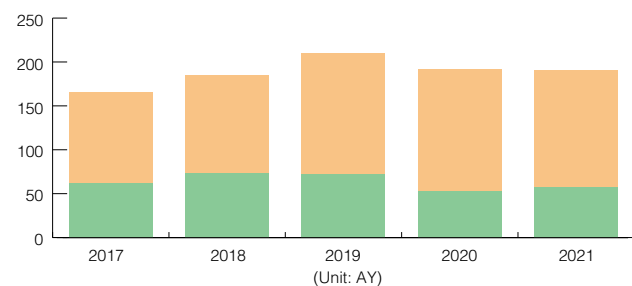
## Number of Short-Term Exchange Students



## Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2017	2018	2019	2020	2021
Graduate School of Asia Pacific Studies	103	111	138	139	134
Graduate School of Management	62	74	72	53	57
Total	165	185	210	192	191



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	856	761	56	1,673
South Korea	492	26	46	564
Indonesia	61	36	12	109
Taiwan	31	20	1	52
Vietnam	25	21	0	46
India	22	16	0	38
Thailand	7	10	0	17
Myanmar	6	10	0	16
Hong Kong	13	2	0	15
Bangladesh	1	13	0	14
Malaysia	13	1	0	14
Pakistan	1	6	0	7
Singapore	6	0	0	6
Nepal	1	5	0	6
Laos	0	6	0	6
Philippines	2	3	0	5
Mongolia	3	1	1	5
Cambodia	0	4	0	4
Bhutan	0	4	0	4
Sri Lanka	2	0	0	2
Macau	0	2	0	2
Tajikistan	0	1	0	1
Asia Subtotal	1,542	948	116	2,606
Afghanistan	0	7	0	7
Saudi Arabia	2	2	0	4
Turkey	2	2	0	4
U.A.E.	2	0	0	2
Iran	1	0	0	1
Middle East Subtotal	7	11	0	18

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Undergraduate	Graduate		
Egypt	1	4	0	5
Uganda	3	1	0	4
Nigeria	1	3	0	4
Ghana	0	3	0	3
South Africa	1	1	0	2
Cote d'Ivoire	0	1	0	1
Zambia	0	1	0	1
Zimbabwe	0	1	0	1
Senegal	0	1	0	1
Somalia	0	1	0	1
Namibia	1	0	0	1
Mozambique	0	1	0	1
Africa Subtotal	7	18	0	25
U.S.A	26	12	5	43
Canada	1	0	0	1
Colombia	0	1	0	1
Chile	0	1	0	1
Paraguay	1	0	0	1
Peru	0	1	0	1
Honduras	0	1	0	1
Mexico	1	0	0	1
North America & South America Subtotal	29	16	5	50
Australia	1	0	0	1
New Zealand	1	0	0	1
Vanuatu	0	1	0	1
Oceania Subtotal	2	1	0	3
Kyrgyz	0	10	0	10
U.K.	5	1	3	9

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Undergraduate	Graduate		
Germany	2	1	3	6
Russian	2	1	1	4
France	1	1	1	3
Italy	0	1	1	2
Czech	0	1	1	2
Hungary	0	2	0	2
Bulgaria	0	2	0	2
Romania	0	0	2	2
Ukraine	0	1	0	1
Uzbekistan	1	0	0	1
Netherlands	0	1	0	1
Switzerland	1	0	0	1
Sweden	1	0	0	1
Spain	0	1	0	1
Slovenia	0	1	0	1
Norway	1	0	0	1
Finland	0	0	1	1
Belgium	1	0	0	1
Poland	0	0	1	1
Europe Subtotal	15	24	14	53
Total	1,602	1,018	135	2,755
Kinugasa Campus	568	338	114	1,020
Biwako-Kusatsu Campus	675	352	4	1,031
Osaka Ibaraki Campus	359	328	17	704
Suzaku Campus	—	0	0	0

\* International students: Students with the status of residence (visa) of College Student. However, students who are still not able to enter Japan as of May 1 (i.e., those who have not obtained a College Student visa) are also recorded as international students if the university determines that they have student status in accordance with the standards for the Basic School Survey.

Ritsumeikan Asia Pacific University International Students

(Unit: Number of Persons)

Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total	Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total	Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total
South Korea	512	1	0	1	514	Rwanda	3	0	0	0	3	Micronesia	2	0	0	0	2
China	371	14	1	2	388	Uganda	2	1	0	0	3	Kiribati	0	2	0	0	2
Indonesia	372	19	0	5	396	Ghana	2	1	0	0	3	Papua New Guinea	0	2	0	0	2
Vietnam	288	11	0	0	299	Liberia	2	1	0	0	3	Marshall	1	0	0	0	1
Thailand	200	6	0	0	206	Mozambique	1	2	0	0	3	Solomon	0	1	0	0	1
Bangladesh	99	12	0	0	111	Zimbabwe	2	0	0	0	2	Vanuatu	0	1	0	0	1
Taiwan	89	1	0	1	91	Morocco	2	0	0	0	2	Oceania Subtotal	17	9	0	0	26
India	58	12	0	0	70	Botswana	1	1	0	0	2	Uzbekistan	50	0	0	0	50
Nepal	55	1	0	0	56	Malawi	1	1	0	0	2	France	1	1	0	12	14
Mongolia	52	2	0	0	54	South Sudan	1	1	0	0	2	Norway	11	1	0	0	12
Sri Lanka	39	5	0	0	44	Egypt	0	2	0	0	2	Tajilistan	0	12	0	0	12
Myanmar	15	11	0	0	26	Angola	1	0	0	0	1	Finland	6	2	0	0	8
Malaysia	22	1	0	1	24	Cote d'Ivoire	1	0	0	0	1	U.K.	5	1	0	1	7
Philippines	13	2	0	0	15	Sierra Leone	1	0	0	0	1	Germany	3	0	0	1	4
Cambodia	12	1	0	0	13	Tanzania	1	0	0	0	1	Kyrgyz	1	1	0	2	4
Hong Kong	11	0	0	2	13	Mauritius	1	0	0	0	1	Netherlands	3	0	0	0	3
Pakistan	5	8	0	0	13	Lesotho	1	0	0	0	1	Kazakhstan	2	1	0	0	3
Singapore	7	1	0	0	8	South Africa	1	0	0	0	1	Denmark	2	1	0	0	3
Timor-Leste	0	5	0	0	5	Guinea-Bissau	0	1	0	0	1	Italy	0	1	0	2	3
Maldives	0	2	0	0	2	Chad	0	1	0	0	1	Sweden	0	0	0	3	3
Laos	0	2	0	0	2	Africa Subtotal	40	22	0	0	62	Switzerland	2	0	0	0	2
Asia Subtotal	2,220	117	1	12	2,350	U.S.A	33	3	0	0	36	Czech	1	0	0	1	2
Afghanistan	1	10	0	0	11	Canada	5	1	0	0	6	Cyprus	1	0	0	0	1
Iran	3	0	0	0	3	Ecuador	3	0	0	0	3	Spain	1	0	0	0	1
Israel	2	0	0	0	2	Brazil	2	0	0	0	2	Belgium	1	0	0	0	1
Syrian	0	2	0	0	2	Barbados	1	0	0	0	1	Latvia	1	0	0	0	1
Yemen	1	0	0	0	1	Peru	0	1	0	0	1	Russian	1	0	0	0	1
Turkey	1	0	0	0	1	Mexico	0	1	0	0	1	Iceland	0	1	0	0	1
U.A.E	0	1	0	0	1	Argentina	0	0	0	1	1	Georgia	0	1	0	0	1
Palestine	0	1	0	0	1	North America & South America Subtotal	44	6	0	1	51	Hungary	0	0	0	1	1
Middle East Subtotal	8	14	0	0	22	Australia	7	0	0	0	7	Lithuania	0	0	0	1	1
Kenya	8	1	0	0	9	Samoa	3	1	0	0	4	Europe Subtotal	92	23	0	24	139
Nigeria	3	4	0	0	7	Fiji	2	2	0	0	4	Stateless/Other	1	0	0	0	1
Somalia	4	2	0	0	6	New Zealand	2	0	0	0	2	Other Subtotal	1	0	0	0	1
Ethiopia	1	3	0	0	4							Total	2,422	191	1	37	2,651

\* International students: Students with the status of residence (visa) of College Student. However, students who are still not able to enter Japan as of May 1 (i.e., those who have not obtained a College Student visa) are also recorded as international students if the university determines that they have student status in accordance with the standards for the Basic School Survey.

5. Number of Degrees Granted (as of March 31, 2022)

	Degree	Number		Degree	Number
Ritsumeikan University Graduate School	Doctoral	91	Ritsumeikan Asia Pacific University Graduate School	Doctoral	2
	Master's	1,171		Master's	69
	Professional	115			

6. Number of Students Passing Difficult Examinations (as of 2021)

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	256
2	Kyoto University	115
3	Hokkaido University	80
4	Okayama University	78
5	Waseda University	77
6	Keio University	68
7	Tokyo Institute of Technology	67
8	Tohoku University	65
9	Chiba University	57
10	Chuo University	56
10	Kyushu University	56
13	Ritsumeikan University	45

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	Keio University	125
2	Waseda University	115
3	Kyoto University	114
4	University of Tokyo	96
5	Chuo University	83
6	Hitotsubashi University	64
7	Osaka University	47
7	Kobe University	47
9	Doshisha University	39
10	Nagoya University	25
19	Ritsumeikan University	15

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

Rank	University	Number
1	Keio University	178
2	Waseda University	126
3	Meiji University	72
4	Chuo University	65
5	University of Tokyo	58
6	Ritsumeikan University	49
7	Kyoto University	41
8	Kobe University	38
9	Osaka University	36
10	Hitotsubashi University	35

(Mitakai survey of CPAs)

## 7. Post-graduation Career Paths (as of March 31, 2022)

Ritsumeikan University / Advancement Rate

(Unit: %)

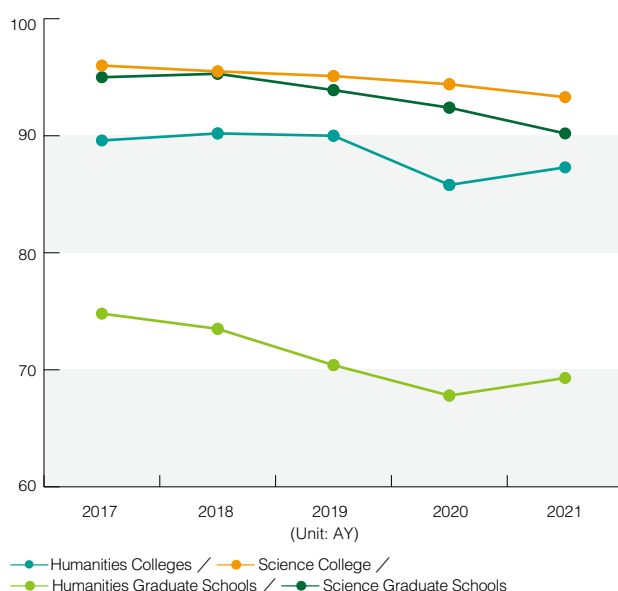
	2017	2018	2019	2020	2021
Humanities Colleges	89.6	90.2	90.0	85.8	87.3
Science Colleges	96.0	95.5	95.1	94.4	93.3
Humanities Graduate Schools	74.8	73.5	70.4	67.8	69.3
Science Graduate Schools	95.0	95.3	93.9	92.4	90.2

\*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: %)

	2017	2018	2019	2020	2021
Humanities Colleges	97.9	98.0	97.8	97.5	97.9
Science Colleges	99.9	99.7	99.5	99.7	99.3
Humanities Graduate Schools	97.6	97.9	98.4	98.6	98.7
Science Graduate Schools	100.0	99.7	99.7	99.6	99.5

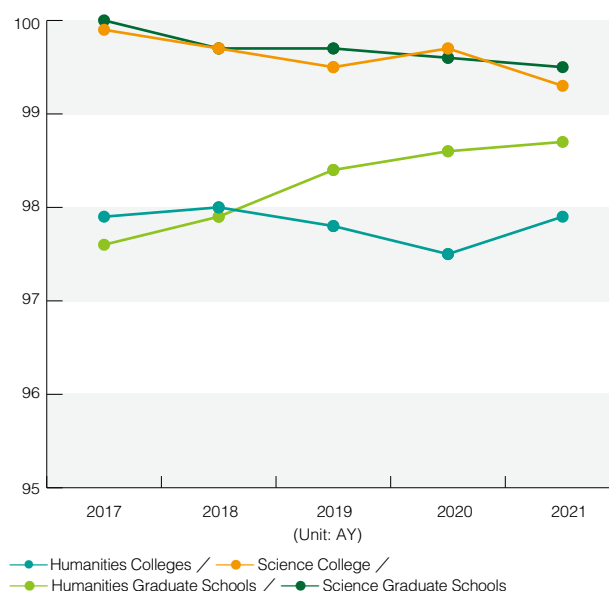
\*Known Advancement Rate = (Job placement + Advancement + Other) ÷ No. of Graduates × 100.

\*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.



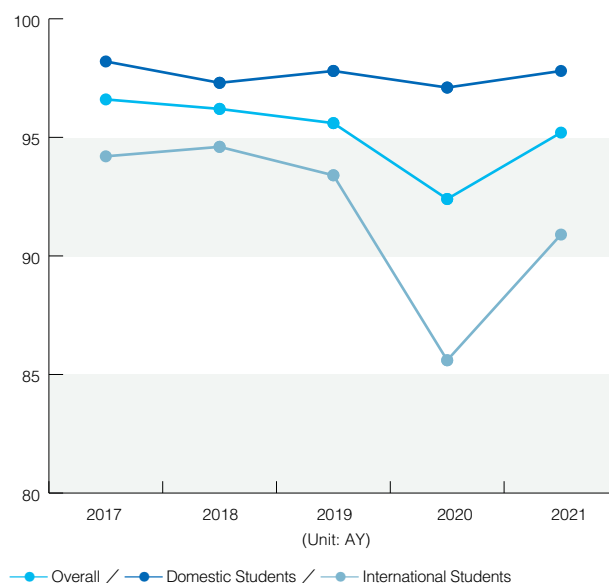
Ritsumeikan Asia Pacific University / Job Placement Rate (Unit: %)

	2017	2018	2019	2020	2021
Overall	96.6	96.2	95.6	92.4	95.2
Domestic Students	98.2	97.3	97.8	97.1	97.8
International Students	94.2	94.6	93.4	85.6	90.9

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

\*Includes fall graduates.

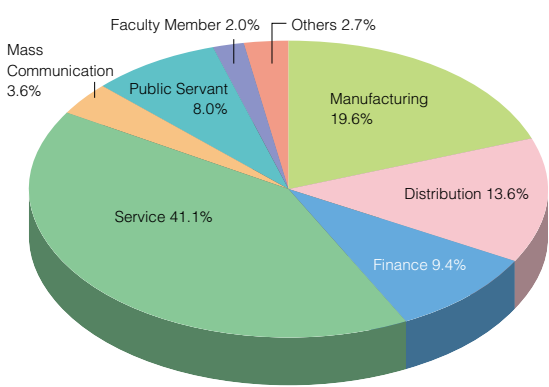
\*Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), individuals who continue their studies while seeking employment, individuals who go on to work in a family business, and individuals who start a business.



Ritsumeikan University / Job placement statistics by industry

Industry	Ratio
Manufacturing	19.6%
Distribution	13.6%
Finance	9.4%
Service	41.1%
Mass Communication	3.6%
Public Servant	8.0%
Faculty Member	2.0%
Others	2.7%

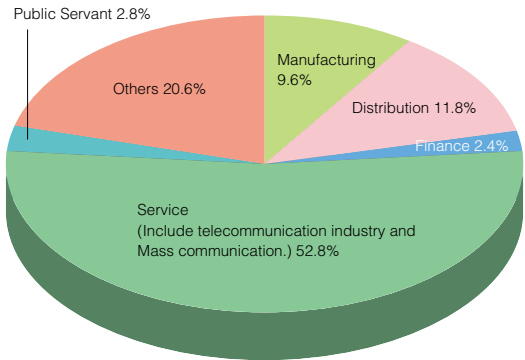
\*Includes September 2021 and March 2022 graduates.  
\*Others include those who: Continue their studies while seeking employment, go on to work in a family business, sign a professional sports contract, start a business and who failed to clearly report their career decision.  
\*About the type of industry 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	9.6%
Distribution	11.8%
Finance	2.4%
Service (Include telecommunication industry and Mass communication.)	52.8%
Public Servant	2.8%
Others	20.6%

\*Includes September 2021 and March 2022 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, 2022)

Ritsumeikan University

		Number	Amount(JPY)
Public Research Funding	Grants-in-Aid for Scientific Research (MEXT / JSPS) *1	886	1,552,343,730
	Other Public Research Funding	118	880,408,816
Research Funding for Industry-Academia Cooperation	Contracted Research	171	230,666,330
	Joint research	154	199,356,437
	Grants and Subsidies etc.	67	66,658,919
	Private Research Founding	107	208,691,518
	Revenue from Patents etc *2	31	8,641,336
	Other revenue *3	22	83,560,900
Total		1,556	3,230,327,986

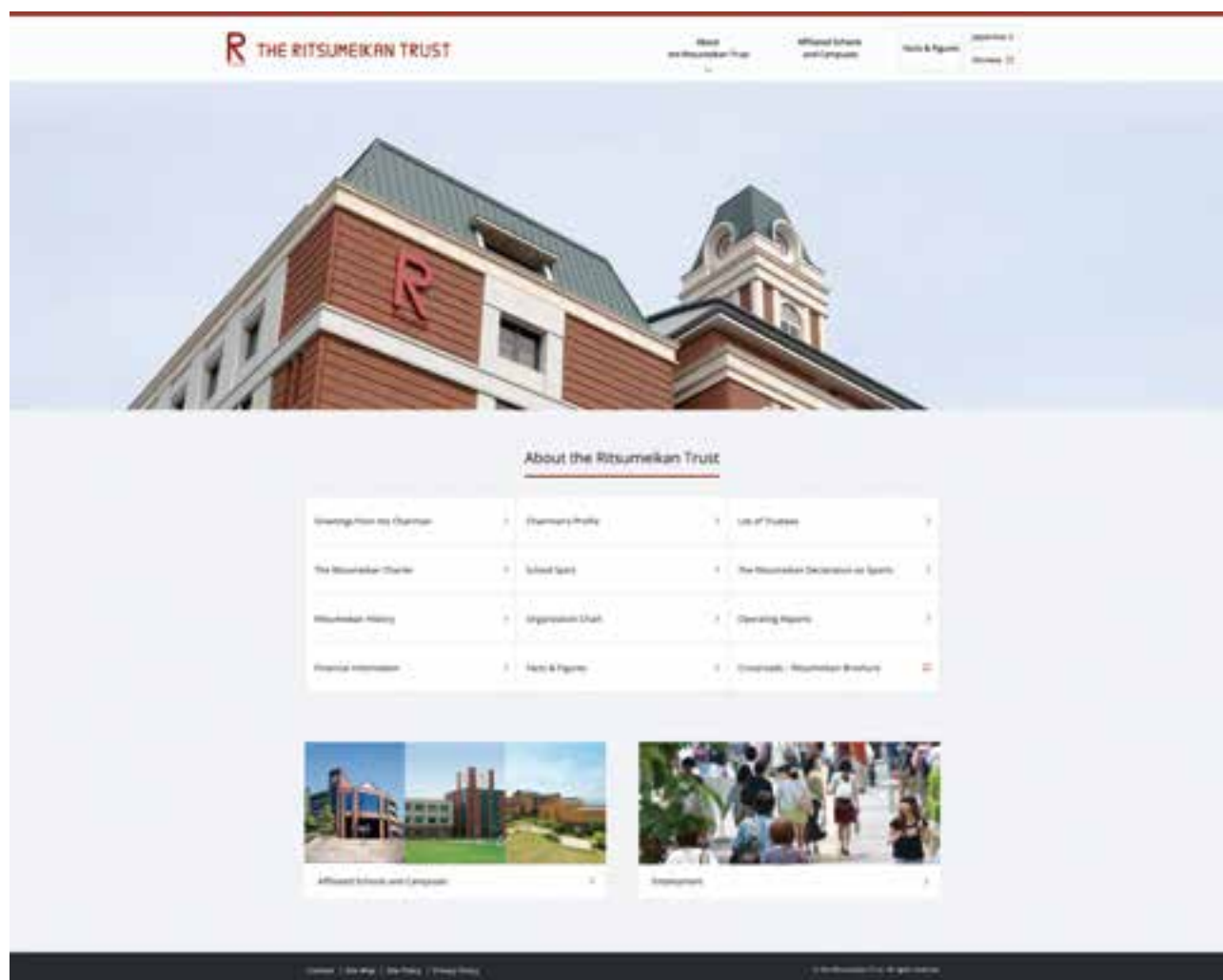
\*1: Including Grant-in-Aid for JSPS Fellows and fund for the Promotion of Joint International Research (Fostering Joint International Research).  
This includes a special exception for the extension of the grant period for Grants-in-Aid for Scientific Research (Fund for Academic Research Subsidies) due to the impact of the COVID-19 pandemic.  
\*2: Royalties, Licensing and Transfer Fees.  
\*3: Revenue from Research Consortium Membership Dues, Rental Fee for SR Center by Non-university Personnel.

## Regarding the disclosure of information on our homepage

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

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

HOME







The Ritsumeikan Trust Office of Planning and Operations Management  
8 Nishinokyo-Higashitogano-cho, Nakagyo-ku, Kyoto 604-8520  
TEL 075-813-8244 FAX 075-813-8252  
<http://en.ritsumeikan-trust.jp>

Published May 2022