

AY 2022

Operating Report

2022 RITSUMEIKAN

OPERATING REPORT

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On the Issuance of the AY2022 Operating Report

With the COVID-19 pandemic showing no signs of subsiding even in AY2022, we would like to once again thank all stakeholders of the Academy for the efforts they made to ensure that students at every level could continue learning, that education and research activities could be sustained, and that Academy life could be maintained.

AY2022 marked the second year of the Challenge Design under the R2030 Academy Vision, our mid-to-long-term plan, and every school moved forward with various initiatives.

At Ritsumeikan University, the Ritsumeikan Advanced Research Academy (RARA) has been pursuing initiatives in the realm of research, and we are steadily yielding results, including placing 701-750 in the QS World University Rankings 2023 (3rd among private universities in Japan) and securing competitive research funding such as grants-in-aid for scientific research, the J-Innovation Hub Initiative (Ministry of Economy, Trade and Industry (METI)), and the Project for the Development of Hubs for Industry-University-Government Collaboration and Joint Research (Ministry of Education, Culture, Sports, Science and Technology (MEXT)). In the field of education, we implemented the DX Pitch for Educational Development, which challenges applicants to create advanced education and learning support using AI and ICT, and we moved forward with efforts to create next-generation academic endeavors that embody the "Challenge Your Mind. Change Our Future" motto of the R2030 Vision by using the educational practices that our colleges and graduate schools adopted in the wake of the COVID-19 pandemic as a springboard. In addition, as part of our effort to create an environment in which university faculty members can focus on raising the level of education and research toward the realization of our goal of becoming a next-generation research university, we have examined and assessed various issues related to faculty effort. Furthermore, at the Plenary Council, where student representatives, university executives, and the Faculty and Staff Union exchange opinions on university issues, we held discussions on the realities and challenges faced by undergraduate and graduate students and on future-oriented academic programs. This was the first step in building an approach to dialogue between the university and its undergraduate and graduate students, collaborative academic development, and student support.

Meanwhile, Ritsumeikan Asia Pacific University (APU) made progress in its preparations for the opening of the College of Sustainability and Tourism in AY2023, which will be the first new college since the university opened in 2000, while concurrently reforming the existing educational structure and making campus improvements, including the construction of the new Green Commons academic building and the AP House 5 international education dormitory. In addition, APU underwent and passed the third round of institutional accreditation, earning marks for four strong areas, and its management education program was reaccredited by AACSB.

With regard to integrated education and the affiliated schools, the challenge of post-COVID-19 learning was tackled, and a variety of individually optimized and collaborative learning styles using ICT and AI learning materials were developed as well as new forms of hybrid international exchange. In terms of primary school-junior high school-high school-university-graduate school partnerships

with Ritsumeikan University and APU that focus on inquiry-based learning, we developed partnership programs focused on international education and startups, and we promoted the participation of university faculty in the affiliated school's Topic-based Research and other courses. Ritsumeikan Keisho Junior and Senior High School deepened its collaboration with Tanaka Gakuen Ritsumeikan Keisho Elementary School in preparation for establishing Hokkaido's first integrated primary-junior high-high school education framework.

In terms of Academy-wide initiatives, we worked on developing the Ritsumeikan Data Platform as an initiative related to digital transformation (DX), and we formulated the concept and basic direction of the R2030 staff policy under the Staff Policy Review Committee before moving into the concrete implementation phase. We also made progress on confirming the status of compliance with the Governance Code and considering our response to the revisions to the Private School Act. In addition, as for Academy-wide diversity and inclusion efforts, Ritsumeikan University received the highest "S" rating in the post-program evaluation of MEXT's Developing Human Resources in Science and Technology Subsidy: Diversity Research Environment Realization Initiative (Progressive Type).

In AY2023, the status of COVID-19 will be downgraded under the Infectious Diseases Control Act. Amid this backdrop, we plan to pursue initiatives in the final year of MEXT's Top Global University Project (SGU Project) (AY 2014-2023), make final preparations for the relocation of the College and Graduate School of Image Arts and Sciences and the College and Graduate School of Information Science and Engineering to Osaka Ibaraki Campus (OIC) in AY2024, implement projects to commemorate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy (AY2023-2026), and prepare to participate in the World Expo Osaka-Kansai 2025.

This report was formulated to communicate the Academy's initiatives for AY2022 to all of our stakeholders.

We kindly request your continued understanding and support.

May 26, 2023



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 based on the educational philosophy of “peace and democracy” rooted in the founding spirit of “freedom and innovation.” In 2010, we established an academy vision for 2020 with the slogan of “creating a future beyond borders,” and since then we have pursued institutional development with even more fervor.

Carrying on this spirit and philosophy and paying respect to

our history, we, the members of the Ritsumeikan Academy, established the R2030 Academy Vision as a new declaration of what we aim to become in the year 2030.

Also, in accordance with the R2030 Challenge Design, the mid-to long-term plan formulated based on the R2030 Academy Vision, we formulate Operating Plans and issue Operating Reports on the progress thereof every academic year.

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.

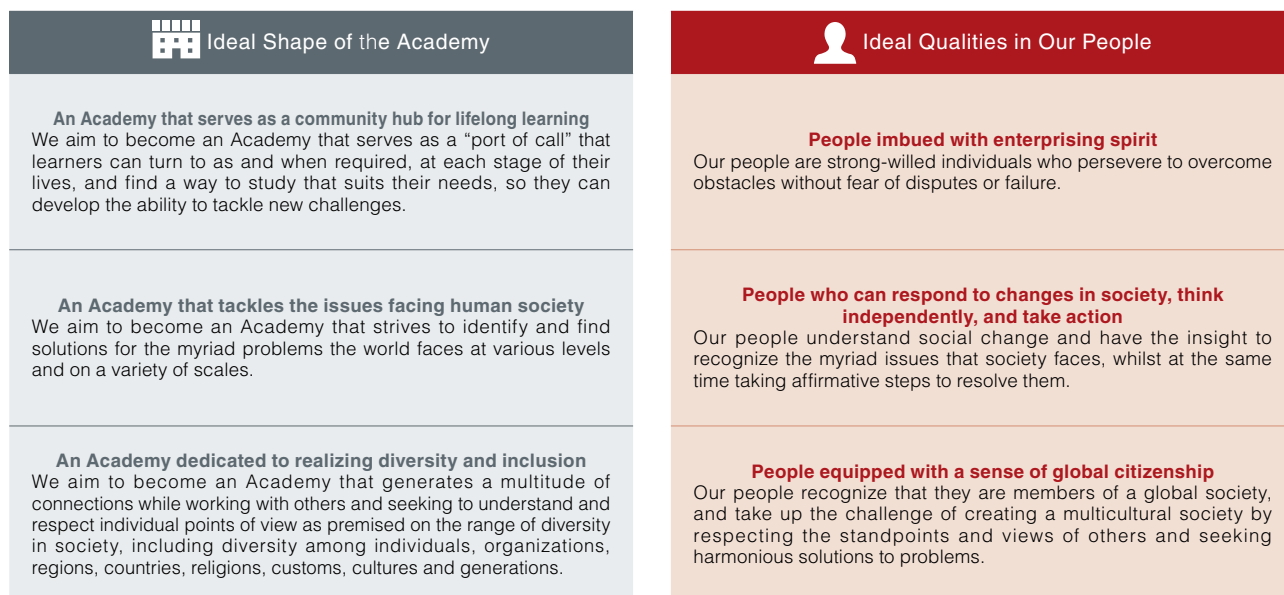
But the age demands of educational institutions a positive vision for the world of the future.

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, 2022)

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

3. Schools, Colleges, Departments, and Other Organizations of the Trust (as of May 1, 2022)

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 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 Nishinoppo, 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 Nishinoppo, 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, 2022)

(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	—	788	2,880	3,139	
	Total	720	—	788	2,880	3,139	
College of Economics	Department of Economics	760	—	760	3,040	3,238	
	Department of International Economics	—	—	—	—	4	Student recruitment suspended in April 2017
	Total	760	—	760	3,040	3,242	
College of Business Administration	Department of Business Administration	650	—	664	2,600	2,717	
	Department of International Business Administration	145	—	146	580	595	
	Total	795	—	810	3,180	3,312	
College of Social Sciences	Department of Social Sciences	810	—	780	3,240	3,316	
	Total	810	—	780	3,240	3,316	
College of Letters	Department of Humanities	1,035	—	1,108	4,085	4,354	
	Total	1,035	—	1,108	4,085	4,354	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	148	640	636	
	Department of Mechanical Engineering	173	10	175	712	746	
	Department of Civil Engineering	—	—	—	—	5	Student recruitment suspended in April 2018
	Department of Environmental Systems Engineering	—	—	—	—	6	Student recruitment suspended in April 2018
	Department of Robotics	90	6	88	372	382	
	Department of Mathematical Sciences	97	—	98	388	406	
	Department of Physical Sciences	86	2	93	348	364	
	Department of Electronic and Computer Engineering	102	8	98	424	466	
	Department of Architecture and Urban Design	91	4	103	372	374	
	Department of Civil and environmental engineering	166	4	173	672	686	
Total		959	46	976	3,928	4,071	
College of International Relations	Department of International Relations	335	—	331	1,340	1,398	
	American University Ritsumeikan University Joint Degree Program	25	—	25	100	56	
	Total	360	—	356	1,440	1,454	
College of Policy Science	Department of Policy Science	410	—	392	1,640	1,684	
	Total	410	—	392	1,640	1,684	
College of Information Science and Engineering	Department of Information Science and Engineering	475	40	478	1,980	1,990	
	Department of Computer Science	—	—	—	—	12	Student recruitment suspended in April 2017
	Department of Information and Communication Science	—	—	—	—	5	Student recruitment suspended in April 2017
	Department of Media Technology	—	—	—	—	7	Student recruitment suspended in April 2017
	Department of Human and Computer Intelligence	—	—	—	—	5	Student recruitment suspended in April 2017
Total		475	40	478	1,980	2,019	
College of Image Arts and Sciences	Department of Image Arts and Sciences	160	—	168	640	685	
	Total	160	—	168	640	685	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	102	600	587	
	Department of Pharmaceutical Sciences	60	—	58	240	229	
	Total	160	—	160	840	816	
College of Life Sciences	Department of Applied Chemistry	111	—	110	444	434	
	Department of Biotechnology	86	—	84	344	327	
	Department of Bioinformatics	64	—	66	256	266	
	Department of Biomedical Sciences	64	—	72	256	250	
Total		325	—	332	1,300	1,277	
College of Sport and Health Science	Department of Sport and Health Science	235	—	268	940	1,030	
	Total	235	—	268	940	1,030	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	289	1,120	1,156	
	Total	280	—	289	1,120	1,156	
College of Gastronomy Management	Department of Gastronomy Management	320	—	322	1,280	1,261	
	Total	320	—	322	1,280	1,261	
College of Global Liberal Arts	Department of Global Liberal Arts	100	—	102	400	278	Established in April 2019
	Total	100	—	102	400	278	
Total		7,904	86	8,089	31,933	33,094	

*Enrollee numbers are the total number of students admitted in June 2021, September 2021, and April 2022. In addition, the number of students enrolled in April 2022 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	26	120	35	
	Doctoral Program	10	1	30	11	
	Total	70	27	150	46	
Graduate School of Economics	Master's Program	50	43	100	87	
	Doctoral Program	5	7	15	20	
	Total	55	50	115	107	
Graduate School of Business Administration	Master's Program	60	39	120	88	
	Doctoral Program	15	7	45	24	
	Total	75	46	165	112	
Graduate School of Sociology	Master's Program	60	33	120	82	
	Doctoral Program	15	3	45	50	
	Total	75	36	165	132	
Graduate School of Letters	Master's Program	105	48	210	102	
	Doctoral Program	35	13	105	84	
	Total	140	61	315	186	
Graduate School of Science and Engineering	Master's Program	450	376	900	824	
	Doctoral Program	40	18	120	74	
	Total	490	394	1,020	898	
Graduate School of International Relations	Master's Program	60	69	120	136	
	Doctoral Program	10	7	30	47	
	Total	70	76	150	183	
Graduate School of Policy Science	Master's Program	40	28	80	64	
	Doctoral Program	15	6	45	23	
	Total	55	34	125	87	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	20	150	186	
	Total	30	20	150	186	
Graduate School of Language Education and Information Science	Master's Program	60	33	120	71	
	Total	60	33	120	71	
School of Law	Professional Degree Program	70	59	210	131	
	Total	70	59	210	131	
Graduate School of Technology Management	Master's Program	70	52	140	128	
	Doctoral Program	5	5	15	27	
	Total	75	57	155	155	
Graduate School of Management	Professional Degree Program	80	63	160	122	
	Total	80	63	160	122	
Graduate School of Sport and Health Science	Master's Program	25	23	50	65	
	Doctoral Program	8	8	24	49	
	Total	33	31	74	114	
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	181	400	371	
	Doctoral Program	15	20	45	64	
	Total	215	201	445	435	
Graduate School of Life Sciences	Master's Program	150	156	300	311	
	Doctoral Program	15	6	45	24	
	Total	165	162	345	335	
Graduate School of Pharmacy	Master's Program	20	29	40	61	Established in April 2020
	Doctoral Program	3	4	6	8	Established in April 2021
	Four-Year Doctoral Program	3	0	12	11	
	Total	26	33	58	80	
Graduate School of Professional Teacher Education	Professional Degree Program	35	29	70	59	
	Total	35	29	70	59	
Graduate School of Human Science	Master's Program	65	66	130	137	
	Doctoral Program	20	17	60	94	
	Total	85	83	190	231	
Graduate School of Human Science	Master's Program	20	17	40	35	Established in April 2021
	Doctoral Program	3	3	6	5	Established in April 2021
	Total	23	20	46	40	
	Master's Program	1,505	1,229	3,010	2,618	
	Doctoral Program	214	125	636	604	
	Five-Year Doctoral Program	30	20	150	186	
	Four-Year Doctoral Program	3	0	12	11	
	Professional Degree Program	185	151	440	312	
	Total	1,937	1,525	4,248	3,731	

* Enrollee numbers are the total number of students admitted in September 2021 and April 2022. In addition, the number of students enrolled in April 2022 does not include students who are not enrolled as of May 1st.

4-2. Ritsumeikan Asia Pacific University (as of May 1, 2022)

(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	595	2,712	2,689	
Total		660	12	18	595	2,712	2,689	
College of International Management	Department of International Management	660	22	31	610	2,768	2,646	
Total		660	22	31	610	2,768	2,646	
Total		1,320	34	49	1,205	5,480	5,335	

*Enrollee numbers are the total number of students admitted in Fall 2021 and Spring 2022.

(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	61	120	125	
	Doctoral Program	10	5	30	27	
	Total	70	66	150	152	
Graduate School of Management	Master's Program	40	34	80	66	
	Total	40	34	80	66	
	Total	110	100	230	218	

*Enrollee numbers are the total number of students admitted in Fall 2021 and Spring 2022.

4-3. Ritsumeikan Junior and Senior High School (as of May 1, 2022)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	241	645	735	
Ritsumeikan Senior High School	Full-time general course	360	366	1,080	1,082	

4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2022)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	173	540	535	
Ritsumeikan Uji Senior High School	Full-time general course	405	403	1,215	1,202	

4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2022)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	190	540	579	
Ritsumeikan Keisho Senior High School	Full-time general course	305	311	915	953	

4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2022)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	164	480	557	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	348	960	1,047	

4-7. Ritsumeikan Primary School (as of May 1, 2022)

(Unit: Number of Persons)

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

5. Executives (Trustees and Auditors) (as of March 31, 2023)

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	Kazuko Takaya	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	Tomoaki Nishimura	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	Akito Asano	Full-time	Trustee; Dean, Ritsumeikan University College of Image Arts and Sciences	Toshikazu Ohshima	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	Hideo Takasaki	Part-time	Trustee; Dean, Ritsumeikan University College of Gastronomy Management	Koji Amano	Full-time
Trustee	Sachiko Hirabayashi	Part-time	Trustee ; Dean, Ritsumeikan University College of Global Liberal Arts	Ichiro Maekawa	Full-time
Trustee	Izuhiko Matsui	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	Yoichiro Sato	Full-time
Trustee	Wakako Matsumoto	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 since July 21, 2020.

•Eligible individuals: Non-executive Trustees and Auditors (Total: 15 members)
Non-executive Trustees: Mitsuji Ando, Hidetaka Itsuji, Kimihiko Uemura, Masumi Okano, Wakako Matsumoto, 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

In accordance with a resolution issued by the Board of Trustees on April 22, 2022, we renewed the liability insurance policy for executives on May 1, 2022 as outlined below.
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, 2023)

Position		Name		Position		Name		Position		Name	
Councilor(Chairperson; External)		Morihiro Ogaki		Councilor (External)		Hisashi Hama		Councilor (Internal)		Manabu Kuroda	
Councilor (External)		Takehiko Izumo		Councilor (External)		Tadashi Hayakawa		Councilor (Internal)		Kazuhiro Kuwabara	
Councilor (External)		Norio Ibaraki		Councilor (External)		Toranori Fukumoto		Councilor (Internal)		Masami Sasaki	
Councilor (External)		Takashi Okoshi		Councilor (External)		Keiko Maeda		Councilor (Internal)		Hiroto Sato	
Councilor (External)		Akihiro Ota		Councilor (External)		Masaaki Makikawa		Councilor (Internal)		Koji Shimada	
Councilor (External)		Yoshihito Ota		Councilor (External)		Kosuke Matono		Councilor (Internal)		Weisheng Zhou	
Councilor (External)		Katsuaki Ogawa		Councilor (External)		Masahiro Mizuta		Councilor (Internal)		Kumi Seike	
Councilor (External)		Rikito Obata		Councilor (External)		Akimasa Yamashita		Councilor (Internal)		Hiromi Tamai	
Councilor (External)		Daisaku Kadokawa		Councilor (Internal)		Kazuyuki Ishisaka		Councilor (Internal)		Hitoshi Tamiaki	
Councilor (External)		Yasutaka Kudo		Councilor (Internal)		Yoshiyuki Ishizaki		Councilor (Internal)		Keiji Terada	
Councilor (External)		Fumio Goto		Councilor (Internal)		Masayoshi Ishida		Councilor (Internal)		Akinori Nakamura	
Councilor (External)		Osamu Saito		Councilor (Internal)		Chikako Inoue		Councilor (Internal)		Emi Ninomiya	
Councilor (External)		Shigeru Saito		Councilor (Internal)		Yusuke Uno		Councilor (Internal)		Yasuhiro Higashitani	
Councilor (External)		Rikifusa Satake		Councilor (Internal)		Junichi Egawa		Councilor (Internal)		Mitsushige Hirose	
Councilor (External)		Takuji Takahashi		Councilor (Internal)		Yasuo Osuga		Councilor (Internal)		Noriko Ochi	
Councilor (External)		Miho Takeda		Councilor (Internal)		Naoki Okamoto		Councilor (Internal)		Miki Horie	
Councilor (External)		Kenzo Toki		Councilor (Internal)		Tetsuya Kajimoto		Councilor (Internal)		Yasuyoshi Minamino	
Councilor (External)		Tadashi Naruse		Councilor (Internal)		Hironori Kawakata		Councilor (Internal)		Naoya Yamaguchi	
Councilor (External)		Yoshiyuki Nishimura		Councilor (Internal)		Kenji Kawano		Councilor (Internal)		Keisuke Yamashita	
Councilor (External)		Shigetoshi Hasegawa		Councilor (Internal)		Toshiyuki Kuriyama					

*Trustees omitted.

7. Principals (as of March 31, 2023)



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
Noriko Ochi



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, 2022)

(Unit: Number of Persons)

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
The Ritsumeikan Trust	0	0	27	0
Ritsumeikan University	1,394	1,770	1,078	2,716
Ritsumeikan Asia Pacific University	175	71	226	924
Ritsumeikan Junior and Senior High School	140	49	14	7
Ritsumeikan Uji Junior and Senior High School	150	36	17	24

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
Ritsumeikan Keisho Junior and Senior High School	120	34	14	21
Ritsumeikan Moriyama Junior and Senior High School	114	26	11	23
Ritsumeikan Primary School	65	7	6	2
Total	2,158	1,993	1,393	3,717

*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, 2023)





1. Ritsumeikan University



1 Policies that should be undertaken to achieve our goal of becoming a next-generation research university that are directly linked to the improvement of research capacity and aim for a world university ranking in the 200s as one of the main indicators

① Elaborating on the plan for the Ritsumeikan Advanced Research Academy (RARA)

We established the Ritsumeikan advanced research academy (RARA) with the aim of creating new research fields that will allow us to contribute to the future of society as a next-generation research university. researchers who are expected to demonstrate leadership in Ritsumeikan university's effort to create pioneering, cutting-edge research centers were appointed to the center as RARA Fellows and RARA Associate Fellows, and RARA Student Fellows were also selected to establish a framework that enables us to provide support tailored to the career stage of each researcher. We also held RARA

colloquia to promote mutual understanding among rara fellows, and we developed projects in which rara student fellows could participate. we are now preparing to launch projects aimed at creating the advanced research hub that the rara plan aims to achieve and to secure large-scale government research subsidies. in terms of securing other external funding, we have established the grant-in-aid project team and are moving forward with initiatives in collaboration with trust executives and other divisions in an effort to achieve the goal of securing JPY 5 billion in external funding set forth in the fourth mid-term plan for research advancement.

In relation to the expansion of our research networks, we concluded new inter-institutional agreements by way of the international joint research promotion program. we also made strides in securing the participation of graduate students in faculty members' research projects. Furthermore, we are steadily implementing our plan to promote career path advancement for female researchers.

By expanding upon these activities, we will continue working to realize our goal of becoming a next-generation research university in a cross-divisional effort with all members of the university in order to place in the 300-399 level of the QS World University Rankings and the 100-199 level of the THE Impact Rankings, both of which are key goal indicators (KGIs) that we set for ay2025.



② Developing Ritsumeikan Knowledge Nodes (RKNs) and promoting new forms of globalization

With the Ritsumeikan Knowledge Nodes (RKNs) initiative, Ritsumeikan University aims to become an important and unique

Knowledge Node in an international network where the virtual and real worlds are interlinked by expanding our continuing partnerships with overseas universities and research institutes, international organizations, corporations, NGOs, and researchers both at home and abroad. As part of our efforts to open overseas hubs that will lead to the establishment of micro-campuses, we conducted research and analysis on the formation of new hubs continuing from AY2021, and we analyzed institutions of higher education in the United Kingdom and the United States as well as the educational market potential of Africa and the influential players in academia there (e.g., major educational providers in Africa). In addition, we implemented a range of events with an eye on the formation of a food research center in cooperation with Mitsui Fudosan Co., Ltd., and we surveyed potential foreign university partners in relation to the issues raised by the science research and education concept development committee in an effort to elaborate upon the RKN concept.

③ Elaborating upon the plan for the Ritsumeikan Education and Research DX Center

To move forward with digital transformation (DX), we developed the Ritsumeikan Data Platform (RDP) to serve as the foundation for DX. We established the Ritsumeikan Office of Education and Research DX Promotion as the core office that manages and administers the RDP on a university-wide basis and coordinates various measures, and the office is promoting initiatives in cooperation with task force teams from the academic, planning and information systems divisions. In the process of refining the development and adoption of educational DX applications, we decided to postpone adopting the applications in AY2022 and instead launch the new LMS and phase in the use of the student portal in AY2023, and then while operating this system in parallel with the current system in AY2024 and AY2025, we will start using the online syllabus service in AY2026.

Data policy also plays an important role in the construction of the RDP. In March 2023, we formulated the Ritsumeikan University Research Data Policy, and we are also preparing for the full-scale adoption of the RDP in July 2023 for our policy on the use of education-related data.

On the other hand, we will need to develop human resources who can conduct the actual data analysis tasks by expanding the consultation system and increasing the number of learning analytics specialists, among other measures, and we plan to use the elaboration of the Office of Education and Research DX Promotion as a springboard to formulate a human resources development plan for AY2023.

④ Developing advanced, interdisciplinary education and research centered on the sciences

As in AY2021, the Science Research and Education Concept Development Committee and the Secretariat continued to consider the establishment of a new research organization and the future possibilities of academic development. The "Interim Summary of the Science Research and Education Concept Development Committee (Vol. 2)—Toward the Elaboration of Developments in Science Research and Education" was proposed at the Executive Board of Trustees Summer Review in

July 2022. After sharing the policy direction for the establishment of the Space and Earth Exploration Research Center (tentative name), the committee and relevant researchers will discuss the establishment of the research center in the first half of AY2023. They are also scheduled to prepare for the establishment of the organizational structure of the new center and the establishment of related systems and measures for collaboration with external organizations, taking into account the appointment in AY2023 of researchers who will be responsible for research in this field.

② Policies that should be undertaken to connect the improvement of research capacity to the advancement of education and to address the development of emergent human resources

① Developing research and education that combine health, longevity, QOL, and welfare

In light of domestic and international policy trends in the fields covered by Engineering for Human Well-Being (EHW) (i.e., (i) macro survivability engineering and (ii) micro survivability engineering), discussions were held in the Science Research and Education Concept Development Committee and other venues on how to proceed in each field, and policy trends related to EHW were presented at the Executive Board of Trustees Spring Review in March 2022. It will be important to consider the development of EHW with a view to collaboration among existing colleges and graduate schools and trends in relevant organizations outside the university as well as to collaborate with various external organizations in fields such as medicine, health, and life sciences to contribute to the creation of value for the Healthy Shiga initiative. Taking a broader view of EHW and keeping in mind the need to move forward with a discussion framework for the development of wellbeing in collaboration with the future plans of the related colleges and graduate schools, including those on Biwako-Kusatsu Campus (BKC), we held a discussion with related faculties and the Meeting of BKC College Deans (in February 2023) and convened the BKC Future Plan Review Committee (in March 2023).

② Create a world-class research and education center for art

Based on the discussions at the Executive Board of Trustees Summer Review and the Spring Review and keeping in mind plans to establish a college and graduate school to serve as a global hub for research and education in the field of art, we proceeded with discussions to clarify the division of education and research fields between the new and existing colleges and graduate schools and create synergies between them, to elaborate upon the academic content and clarify an outline for the colleges, and to consider facilities and equipment in conjunction with the Campus Improvement Plan.

③ Implement the Socially Connected Campus concept

Concurrent with the relocation of the College and Graduate School of Image Arts and Sciences and the College and Graduate School of Information Science and Engineering to the Osaka Ibaraki Campus (OIC) in AY2024, we are moving to roll out the Socially Connected Campus concept, that is, a dynamic platform that expands the university's connections with the

community where we can perform demonstration projects and create value in order to find solutions to the issues facing society. Achievements in AY2022 include the launch of OIC Connect in July 2022 as a series of monthly events held in cooperation with Venture Café Tokyo to promote innovation and exchange. We also designed, developed, and tested a program to train innovators to solve social problems. With an eye on AY2023, we are also preparing to undertake initiatives such as the development of a learning environment that utilizes the metaverse and XR. Concurrent with the relocation to the OIC, we proposed the concept of Manabi/Community 3.0, developed drafts of programs and projects to elaborate upon the creation of new fields and practically implement them, and identified external partners.



④ Developing global education and student support services in preparation for the post-SGU era

The COVID-19 pandemic had a significant impact on both international student intake and overseas dispatch. Therefore, we set up booths at international conferences, actively promoted the expansion of exchange programs, strengthened publicity for the new developments related to the Study in Kansai Program (SKP), and publicized our ultra-short-term inbound programs, thereby allowing us to rank third in Japan for international student intake. Overseas dispatch has increased significantly since AY2021 due to the resumption of some programs with safety and security as the top priority, despite the inability of our students to obtain student visas for some regions and restrictions imposed from a crisis management perspective. In AY2023, we will enhance the Global Fieldwork Project (GFP), an ultra-short-term study abroad program, and provide additional emergency financial aid in order to achieve the initial targets of the Top Global University Project (SGU Project) (international student intake: 4,500, overseas dispatch: 3,200), as we continue working to reinvigorate our study abroad programs.

As one of the concrete measures to globalize our entire academic system, under the SGU Project, we aim for 50% of our undergraduate students and 80% of our graduate students to achieve the foreign language proficiency standard of at least Level B1 of CEFR for English by the end of AY2023. In AY2022, we nearly reached the target for

undergraduate students due to academic improvements and other measures, and we implemented various measures to improve the percentage of graduate students meeting this standard as we aim to meet the stated target.

AY2023 marks the final year of the SGU Project. In March 2023, we convened the Ritsumeikan Global Initiative External Evaluation Committee, which discussed our policy for addressing issues in preparation for the final evaluation and developed a heightened awareness of our global education and student support policies for the post-SGU era.

With regard to career support, we held various events on campus, provided support for English-basis students in cooperation with the colleges and graduate schools, and collaborated with external organizations including the Sustainable University Consortium for Career Empowerment and Societal Support (SUCCESS) and the Osaka Employment Center for Foreigners. As a result, the career path tracking rate for third-year undergraduate (B3) and first-year master's level (M1) international students reached 85.9%, and the percentage of fourth-year undergraduate (B4) and second-year master's level (M2) international students finding employment in Japan reached 61.1%.

⑤ Pursuing new developments in education for adult learners

In January 2023, we launched Mirai, a new platform for adult learning. In the first three months after its establishment, the number of MyPage registrants reached 3,780. The platform is also linked to the websites for the Ritsumeikan University graduate schools and research news, thereby making it a node of learning for working adults.

We are offering a range of non-degree programs primarily via the Academic Center of Ritsumeikan (ACR) and the Ritsumeikan Saionji Juku (offering in Tokyo). In AY2022, ACR offered 95 courses (including 84 online courses), and the total number of applicants reached 48,591 (+145% year-on-year). Over 70% of the applicants were members of the general public other than Ritsumeikan stakeholders (e.g., alumni and parents), the bulk of whom were working adults in their 40s to 60s. Starting in AY2023, we plan to offer "Reskilling & Knowledge" and "Imadoki Career" as new courses for businesspersons. The Ritsumeikan Saionji Juku, which was established to "develop leaders who can create new value," is now in its ninth year of operation, and some of the individuals who have completed the program have gone on to become top executives of global companies after steadily working their way up the career ladder. Even after each cohort completes the Ritsumeikan Saionji Juku program, they continue to gather for alumni meetings, and we plan to further strengthen our networks with them.

Furthermore, we developed an education and exchange program that makes use of Funeboko Chokaijo, a Kyoto-style machiya in central Kyoto, and we held 10 in-person sessions on topics such as literature, art, the SDGs, disaster prevention and reconstruction, and food, which attracted a total of 288 applicants. All of these programs had high satisfaction levels and garnered media coverage.

⑥ Implementing multifaceted open innovation

Because we modified our policy for the Grassroots Innovation Program (GRIP) to increase subsidies for each project while limiting the total number of projects accepted, we fell short of the target number of projects, but the 53 applications far surpassed the 28 received in AY2021, and we are providing support for grassroots innovation in various regions within the stated budget.

Launched in October 2022, the Ritsumeikan Impact-Makers Inter X (RIMIX) Commercialization Subsidy aims to function both as an intramural GAP fund and to match various initiatives that have passed the pre-seed phase with external funding in preparation for commercialization. Six projects were selected for funding in the initial year. Many of the projects are now moving toward the next stage, including some that are in the proof-of-concept phase and others that are working to obtain additional funding.

The number of collaborations is also increasing steadily and in a variety of forms, including Ritsumeikan Social Impact Fund (RSIF) investments, RIMIX Commercialization Subsidies, OIC Connect, Keihanshin Startup Academia Coalition (KSAC), and other initiatives.

③ Policies that should upgrade and accelerate the continuation and expansion of policies in the second half of R2020 with an eye on creating value for coexistence with society

① Fundamentally expanding graduate school academics

In terms of the graduate school's common education programs (curricular and extra-curricular), we held nearly 40 seminars, programs, and events throughout the year outside of regular classes and increased the number of participants by introducing foreign language learning tools that allow graduate students to study anytime and anywhere. As for graduate student support, since AY2021, we have undertaken initiatives in cooperation with the academic and research divisions centered on the NEXT Fellowship Program, including commencing a framework for research activities based on the projects of research institutes and centers and other organizations. With this program, we were able to increase the number of graduate students participating in projects at research institutes and centers within the university and increase the number of young researchers employed on the RARA Student Fellow and Academic RA programs. In addition, the three divisions of Academic Affairs, Research, and Career Services are working together to discuss a policy direction for the career path support system from AY2023 onward with an eye on further elevating career paths.



② Expanding and continuing the Ritsumeikan Model of Learning and enhance active learning with the use of DX

In preparation for the new developments at OIC that will commence in AY2024, we confirmed that policies will be formulated for both the new academic calendar and the academic affairs guidelines in AY2023.

With regard to inquiry-based education reforms, we modified the plan to implement the Learning Pioneers (Early Specialization) Program ahead of schedule. In preparation for the development of inquiry-based education, we are checking the course offering status and student numbers for courses offered as multi-disciplinary liberal arts courses and examining the achievements of and issues with the Mirai Seminar, which is being developed as a quasi-curricular course. Furthermore, in preparation for the deliberation of inquiry-based classes, we launched the Review Committee for the Inquiry-based Education Reform Project and agreed to move forward with detailed development initiatives.

With regard to efforts to renew the Ritsumeikan Model for Common Education, we commenced offering the Literacy Level of the Mathematical, Data Science, and AI Education Programs as liberal arts courses in AY2022, and we plan to submit our application for accreditation in AY2023. After making corrections, we will begin offering the Applied/Basic Level in AY2023 and plan to submit our application for accreditation in AY2024. We offered eight courses as distance lectures, and we plan to increase this to 12 courses in AY2023.

With regard to foreign language education, we implemented various measures in an effort to meet the AY2022 target for the percentage of students meeting the foreign language proficiency standard of at least Level B1 of CEFR.

As for academic developments in the existing colleges and graduate schools (to be implemented in AY2024), curriculum reforms concurrent with the relocation of the College and Graduate School of Image Arts and Sciences and the College and Graduate School of Information Science and Engineering to OIC were sent to the Academic Affairs Committee for deliberation, and the Academic Affairs Committee also confirmed new academic endeavors pertaining to Ritsumeikan Business School, the Graduate School of Letters, and the Graduate School of Language Education and Information Science.

In relation to academic initiatives, we are working toward applying for the government's Accreditation System for Mathematical, Data Science, and AI Education Programs (Literacy Level), and we

made progress with the introduction of the DX Human Resources Classroom Filming Studio, thereby advancing efforts to contribute to the improvement of education quality.

③ Realizing new forms of learning and student support

In order to realize new types of learning and student support, it is important that students can properly access the information they need for their own development and to provide them with enhanced methods and choices to best combine those resources. We are optimizing the overall operations for student support, and based on the Student Success Center concept, we are working to materialize a one-stop contact point for the student support departments in cooperation with the divisions in charge of student affairs, international relations, career support, and student support.

Although we have run the Graduate Student Career Path Support Center in cooperation with the academic affairs, research, and career support divisions to help meet the human resource development goals of the graduate school and clarify potential career paths, starting in AY2023, operations will be transferred from the Division of Academic Affairs to the Division of Research and the support system will be reorganized to materialize the next-generation research university concept by further enriching career support and the research environment for graduate students.

In addition, we have reaffirmed the importance of sports at Ritsumeikan, and active discussions are underway in the Academy Sports Promotion Council to elaborate upon the Ritsumeikan Sports Promotion Strategy to realize "inspiring Ritsumeikan sports" and to become a next-generation research university that creates connections with the sports world.

In terms of the number of students passing difficult examinations, we exceeded the AY2022 targets for the National Civil Service Career-track Examination and the Certified Public Accountant Examination. A record 63 students passed the national civil service career-track examination (7th in Japan), and 54 students passed the Certified Public Accountant Examination (5th in Japan and first in western Japan for five consecutive years). Nineteen students passed the final stage of the bar examination, placing us 13th in Japan and sixth among private universities. Regarding efforts to increase the number of examinees for difficult examinations, we saw steady growth in test-takers for the

National Civil Service Career-track Examination, the Certified Public Accountant Examination, and the bar examination.

We also set and achieve new targets for participation in advancement and job placement events (by students and companies) and individual consultations.

④ Advancing high school-university partnerships and engaging in new forms of cooperation for integrated education

We have deployed various measures in line with the goal stated in the R2030 Challenge Design of becoming a next-generation research university (next-generation inquiry-based learning Academy). Recent initiatives have helped to further enhance the understanding of affiliated school educational content in the university and its colleges. The Review Committee on R2030 Challenge Design Development and other committees are now considering educational content to realize inquiry-based learning that links the primary, junior high, high school, university, and graduate school levels as well as the development of a competency framework that will serve as a common indicator for all levels of education and new kinds of high school-university partnerships.

⑤ Creating value by making the campuses more distinctive

We are undertaking planned measures for each activity. With regard to facilities improvements, we will continue holding discussions to work out the details of the various issues outlined in the R2030 Challenge Design. We are moving forward with discussions on future plans for each campus, taking into account new research and education concepts, in order to create campus value that will contribute to the further advancement of education and research.

⑥ Further promoting the SDGs and carbon neutrality

Working to boost our rating in the THE Impact Ranking (overall ranking: 201- 300, the highest-ranking private university in western Japan), we are striving to visualize the efforts being undertaken throughout the university to achieve the SDGs. Also, by partnering with outside institutions like the University Coalition for Carbon Neutrality, we are elaborating upon efforts to develop human resources who can support the shift to decarbonization, including the development of sustainable tourism as part of initiatives spearheaded by Kyoto City, which was designated as a Leading Decarbonization Region in AY2022. We are currently considering specific initiatives in collaboration with private companies and the Co-Op to encourage all Academy members to change their behavior with regard to each goal. We plan to visualize related initiatives and effectively publicize and disclose them.

In addition, to further enhance our SDG website, we launched an English version in AY2022 which allows us to disseminate various initiatives in English, and we started tagging the SDGs in our articles introducing each research organization. By establishing a website, we have received many offers for collaboration from outside the university (both domestic and international), and we share the various research, educational, and social activities undertaken by our students, faculty, and staff on the website, including efforts to promote diversity and inclusion (D&I) and the various regional cooperation projects on each campus.



2. Ritsumeikan Asia Pacific University



1 From Diverse & Multicultural to Diversity & Inclusion: Pursuing new growth and creating internationally-competitive approaches to education at APU

① Future vision of APU centered on new academic development in AY2023

AY2022 was an important year for APU as we prepared to move toward the implementation phase of our plan to establish the College of Sustainability and Tourism and reform the existing colleges in AY2023, a core element of the R2030 Challenge Design First Half Plan. With regard to the establishment of the College of Sustainability and Tourism, we submitted our notification of establishment to MEXT and received approval to change the intake capacity. We also finalized the Implementation Guidelines for the Academic Reforms, which outline the details of the new AY2023 curriculum for the existing colleges. Furthermore, in March 2023, construction was completed on the new academic building, the Green Commons, and the AP House 5 international education dormitory, which we pursued in conjunction with the



preparations to establish the College of Sustainability and Tourism and reform the existing colleges. We promoted the APU Model for Education, which leverages both internal and external resources, by strengthening collaboration with outside organizations and tapping into the networks of APU faculty members to offer classes taught by faculty members from other universities, and we plan to continue to expand upon this model in and beyond AY2023.

② Admissions strategy

Despite the impact of the COVID-19 pandemic, the number of countries and regions represented by our international students reached a record-high 102 countries and regions thanks to enhanced digital marketing and other efforts. In addition, as a result of recruiting students from all over the world and pursuing diversity in the student body, the percentage of enrolled students hailing from overseas office countries (6 countries/regions) in AY2022 reached 56%, allowing us to maintain a high level of student diversity.

In terms of domestic student recruitment, the percentage of domestic students enrolling with APU as their first choice was 73%, which means that APU is successfully attracting applicants with a strong interest in the global education offered on our multicultural collaborative campus. In addition, we continue to implement high school-university partnership initiatives with our affiliated and partner schools and high schools with which we have partnership agreements, and the percentage of students enrolling from these high schools was 12% in AY2022.

③ Raise the level of learning and student support

We have been administering the Student Voices Project since AY2020 to create a framework for soliciting a wide range of

feedback from students and appropriately incorporating their opinions into university administration. Based on the student proposal we received as part of this project, in AY2022, we undertook initiatives aimed at improving the quality of learning and student life, including the strengthening of mental health support and establishing a dedicated IT support website. In the second half of AY2022, we started discussing the development of a system to provide professional support to improve the physical and mental health and wellness of students as well as the development of an administrative framework to provide centralized support for learning, student life, and job placement and advancement.

2 Promote world-class research that contributes to the community and society

① Formulate and implement policies and plans to raise the level of research

We established various internal research grants to increase the number of papers submitted to Scopus-indexed journals and to secure external funding. In addition, we established a new university-level Research Committee to promote the advancement of research as a priority issue for the entire university. As a result, we now have a system in place to plan and execute measures for research advancement, involving the colleges, graduate schools, centers, research centers, and external experts.

3 Contribute to the growth of local communities around the globe (Create a new public-private model for regional development where universities play the central role)

① Unify and strengthen external cooperation with the establishment of a new center

In our education, research, campus life, and other activities, we have defined efforts to interact, cooperate, and collaborate with a wide range of organizations and people outside the university, including the national government, local governments, local communities, companies, institutions, organizations, academic research institutions, and alumni, as social cooperation activities, and we formulated a policy and strategy for these activities in the form of the "Social Collaboration Policy." In addition, we have been considering the establishment of the tentatively named Center for Social Collaboration, which will support these social collaboration activities, build networks with the community and the world, and collect, store, and utilize information in a cross-divisional manner. We plan to formulate the policy and establish the center in AY2023. Furthermore, we also examined the administrative organizations that handle practical duties related to social collaboration activities and compiled a proposal for administrative restructuring.

4 Strengthen lifelong career path diversity for alumni who can succeed in the global arena

① Bolster placement in international organizations and advancement to foreign graduate schools

Faculty members and alumni from the College of Asia Pacific Studies and the College of International Management participated in "Earning a Graduate Degree Overseas, a new event to provide advancement support to first and second-year students, and this was held three times in AY2022. The first (July) and second (December) sessions focused on advancement to domestic

graduate schools, while the third (January) session focused on advancement to overseas graduate schools, and approximately 100 undergraduate students participated in these sessions. In addition, to stimulate interest in and motivation for career paths in international organizations, lectures and other events were held by alumni who are current United Nations employees and individuals with experience working at international organizations, and approximately 100 students participated in total.

② Strengthen support for student entrepreneurs

We moved forward with initiatives to support student entrepreneurs centered on support provided by the APU Startup Program. In the fifth iteration of the APU Startup Program, we attracted 45 groups (55 individuals), which surpassed the number of participants in the fourth iteration, and we commenced activities in November 2022. With the support of external startup support organizations, the participating students are working toward the realization of their business plans. In addition, in order to support the activities of the Startup Program and enhance entrepreneurship education in the College of International Management, we have decided to participate in the Platform for All Region of Kyushu & Okinawa For Startup-Ecosystem (PARKS), a university-based startup ecosystem, as a cooperating organization.

5 Enhance organizations and networks of alumni who can change the world as global leaders

① Strengthen alumni policy

Drawing on the outcomes of the trial implementation of the Lifelong Learning program in AY2021, we created three videos and changed the delivery format from synchronous to on-demand, with the intention of making the learning content available to more alumni around the world. We selected climate change, CSR and sustainability, and marketing techniques as the learning topics for the year, and we designed content that will help businesspeople acquire these respective skills. From the viewpoint of promoting Lifelong Learning for alumni, we have also begun to consider developing programs in collaboration with the APU Alumni Association.

6 Create organizations and infrastructure to support a Global Learning Community

① Governance reforms

Under the leadership of the APU Director-General, we established the Operational Reforms Working Group to compile a plan for reorganizing the staff organization, reforming the organizational culture, and improving organizational capacity in order to establish a framework to support student growth and perform academic management as well as to strengthen our social and regional cooperation functions. In addition, we have identified issues for managing a diverse university organization and have begun to examine university administration reforms.

② Strengthening the financial base

We were able to obtain a regional collaboration subsidy as part of the Comprehensive Reform Support Program for Private University Ordinary Expense Subsidies and a local government subsidy for the construction of a new building that makes extensive use of local timber.

3. 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 Development of integrated primary school-junior high school-high school-university-graduate school education

We have deployed various measures in line with the goal stated in the R2030 Challenge Design of becoming a next-generation research university (next-generation inquiry-based learning Academy). Through these initiatives, we have deepened the universities' and the colleges' understanding of the educational content of the affiliated schools, we have shared good practices among the affiliated schools, and we are making progress on collaborations with universities and the colleges as well as companies.



② Development of 12-year integrated primary-secondary-upper secondary education

Based on empirical research on integrated 12-year (4-4-4) primary-secondary-upper secondary education in Kyoto, we developed School Management Plans aimed at raising the level of integrated education in Kyoto and Hokkaido. Ritsumeikan Primary School has begun to consider specific curriculum reforms for the 2025 academic year, and Tanaka Gakuen Ritsumeikan Keisho Elementary School and Ritsumeikan Keisho Junior High School have begun intensive joint meetings of school executives to discuss a partnership plan.

2 Designing various learning venues: Striving to produce leaders for a multicultural society

① Guaranteeing diverse learning opportunities and developing new forms of learning both inside and outside Japan

Due to the COVID-19 pandemic, the number of inbound exchange students continued to decline, but there are now signs of a gradual recovery. In addition, all affiliated schools are implementing online

initiatives, and several educational exchanges with foreign schools have been developed. We plan to continue conducting surveys and holding discussions on the development of learning that utilizes the content of the affiliated schools.

3 Learning for student development: Developing the Ritsumeikan version of the Future Classroom

① Developing hybrid education that realizes the Future Classroom



We have already started discussing the development of an online learning platform that brings together all of Ritsumeikan's resources. As part of these discussions, we plan to develop educational content that can be deployed in each of the affiliated schools. In addition, we will continue to share information on the various initiatives being undertaken on a trial basis at each of the affiliated schools to improve the level of academic ability.

② Growth through extracurricular activities

In terms of reforming club activities, in addition to making use of club advisors, we outsourced advising for some club activities, thereby reducing the number of overtime hours that teachers have to work. We also initiated new online club activities and have started to redesign after-school programs.



③ Improving the educational infrastructure and developing teachers' capabilities

We plan to continue coordinating with the university's divisions to make the trainee system more effective in improving the professional competence of teachers who will lead inquiry-based learning. We are also making progress on establishing a school management cycle based on the School Management Plans. We plan to continue examining teacher work styles centered around club activity reforms.

3-1. Ritsumeikan Primary School



■ Major policies for Ritsumeikan Primary School in the first half of the R2030 Challenge Design period

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

In relation to the new curriculum that is slated to commence in AY2025, we visited and studied other schools in a school-wide effort, held discussions, and received cooperation from an external advisor in order to narrow down the basic concept. In addition, we visited companies and other schools and elaborated upon annual plans for AY2023 to AY2025 with regard to the development of an environment to promote inquiry-based learning. We replaced desks and chairs for the students, and we redecorated the Central Teachers' Room.

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

We held exchange classes by connecting the classrooms in each grade level with our overseas exchange partner schools. (1st year: Raynella East (Australia), 2nd year: Oak Park (Australia), 3rd year: Sinar Mas World Academy (Indonesia) / Tohoku University (exchange students), 4th year: Chitralada (Thailand), 5th year: Rulang (Singapore), 6th year: Peking University Affiliated Experimental School (China)).

In addition, with the cooperation of international students from Ritsumeikan University, we held World Week in a new format.

In terms of new initiatives, we offered a project where primary school

students try their hand at learning Chinese and Korean in cooperation with the Ritsumeikan University College of Letters CAMPUS Asia Program and (in class and extracurricular) and a two-night, three-day domestic exchange program at APU (Global Camp).

We moved forward with preparations to resume the overseas training programs that were suspended during the COVID-19 pandemic.

③ Developing EdTech-driven free learning styles

Based on our discussion on the development of online independent study and learning materials, we concluded that it would be reasonable to compare and consider existing tools whose development is already underway, and we used and tested these tools. We also utilized information sharing tools. We used ICT to connect classrooms with people active in various fields in the real world for educational activities.

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

In preparation for the complete outsourcing of after-school programs, we introduced Primary Time on Fridays. In addition to Primary Time on Fridays, we will expand the work to be outsourced to outside vendors in the same way in AY2023 to include Learning Time and After-School Time on Mondays through Thursdays, and we also plan to provide similar programs during part of the summer break. We were also able to continue operating Rits Hiroba. We plan to enhance these efforts even further with an eye on the development of other programs.

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

Regarding efforts to enhance the educational value of 12-year integrated education, the R12 Administrators Meeting held regular discussions, and a joint working group of representatives from the primary school, junior high schools, and high schools collected and analyzed objective data to ascertain how students' grades change over time from primary school until when they advance to junior high school, and we used this as the basis for formulating a policy direction. As for the development of 12-year digital portfolios, we found it would be possible to use these portfolios for a wide range of purposes (e.g., to keep records of academic performance, support, and inquiry-based learning), and we plan to elaborate upon a plan for their use in conjunction with how the development of the Academy-wide digital platform plays out.



3-2. Ritsumeikan Junior and Senior High School



■ Major policies for Ritsumeikan Junior and Senior High School in the first half of the R2030 Challenge Design period

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

With an eye on cultivating talent who can support our goal of becoming a next-generation research university and a next-generation inquiry-based learning Academy, in AY2022, we introduced a new curriculum emphasizing the cultivation of inquiry skills for students entering the junior high school and high school. In order to develop the education for self-reliance that is unique to Ritsumeikan Junior and Senior High School. In conjunction with this, we also introduced a five-day core class system. We established a new program called Saturday Box on Saturdays to support students' inquiry-based learning and independent activities. The originality of this program has attracted attention from both inside and outside the school, and it is fast becoming one of our new appealing features. In terms of topic-based research, we were able to promote initiatives to raise students' awareness of social issues through various initiatives and collaborative efforts, such as SDGs-oriented project-based learning in "Basic Inquiry I" for first-year junior high school students and research in collaboration with Nagaokakyo City and local companies in "Topic-based Research I" for first-year high school students.

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

With the flagship school-sponsored Japan Super Science Fair (JSSF) and the Rits Super Global Forum (RSGF) events, opportunities for face-to-face overseas exchanges have resumed, and coupled with the use of ICT, hybrid educational exchanges with overseas schools and overseas exchange partners have increased significantly from our initial estimate. We were also able to develop a wide range of educational activities



related to the SDGs, including the implementation of the Rits Food Drive in the junior high school. Additionally, the Ministry of Education, Culture, Sports, Science and Technology decided to designate the school as a

Super Science High School (SSH) in the Progressive Reform category, Phase II (22nd year in total) in AY2023.

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

To help develop human resources to embody the goal of becoming a next-generation research university, we implemented an Introduction to Research course for all third-year junior high school students in cooperation with the RARA Office in December 2022, and student satisfaction levels were high. This could serve as a model not only for our school, but also for other affiliated and partner schools in the future. The tentatively named STEAM Center was renamed the Next Generation Multipurpose Lab, which is scheduled to open in AY2025 to coincide with the Academy's 120th anniversary. In preparation for this, we surveyed precedents (about 10 cases) and visited schools both in Japan and overseas. The number of students wishing to enter science-related undergraduate schools is high, at approximately 70% in the first year of high school and 60% in the second year of high school, indicating that both our male and female students are highly oriented toward the sciences.

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

We held information sessions and guided tours of the Nagaokakyo Campus for guardians of students in fourth through sixth grades of Ritsumeikan Primary School, and we deepened their understanding of our integrated education by providing opportunities to see and learn about the facilities and learning at Ritsumeikan Junior and Senior High School. While taking measures to prevent COVID-19 infections, we were able to resume and strengthen learning support by high school students for primary and junior high school students as well as learning on potential tracks for advancement in by way of high school-university partnerships. The outcomes of inquiry-based learning include our high school students winning the Koshien of Knowledge national championship and placing in national science competitions as well as a high level of satisfaction among students who participated in the Lab Stay program conducted by the College of Science and Engineering at Ritsumeikan University. In this way, by increasing opportunities for authentic learning based on real-life experiences that do not rely solely on online learning, our integrated education has led to a wide range of positive results.

3-3. Ritsumeikan Uji Junior and Senior High School



■ Major policies for Ritsumeikan Uji Junior and Senior High School in the first half of the R2030 Challenge Design period

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

Although there were certain restrictions on activities due to the COVID-19 pandemic, the high school track and field team took first place in the national road race, and the junior high and high school baton twirling team won the gold medal at the national competition, among other notable achievements in club activities.

A number of student projects stemming from inquiry-based learning such as the high school's Core Inquiry class and the junior high schools' QUEST program have been active, and although there have been no outstanding achievements yet, such as winning national-level competitions, we have been able to promote further collaboration with local companies and organizations. The budget for curriculum development for MEXT's Project for the Creation of Worldwide Learning (WWL) Consortia ended in AY2021, but we were able to continue and expand upon successor projects led by the Division of Career Education and the International Center, and we obtained a subsidy from the Mitsubishi Mirai Foundation. A wide variety of programs were implemented, some of which utilized EdTech.

In addition to classes taught by guest lecturers from Ritsumeikan University and APU, a variety of classes were offered by working adults and university students active in various fields.

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

Concurrent with the increase in the lecture room occupancy rates for a diverse array of classes for the high school IG Course, an increase in the number of courses held in the library has also contributed to the expansion of inquiry-based learning in all grades of junior high and high school, and the students are independently using the library frequently. As for university tours, we resumed BKC tours for third-year junior high school students, visited Kinugasa during the year-end school trip for second-year junior high school students, and visited BKC during the high school Career Navi program, thereby reaffirming the importance of having students experience the actual campuses. In addition, we have shifted to offering a domestic study tour (in Kyushu) for third-year junior high school students, with all students visiting APU. A total of 160 people

came to the school for an open workshop on inquiry-based learning in January 2023, and more than 200 people participated online, indicating a high level of interest in the school's inquiry-based learning.

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

At present, the majority of students who advance to foreign universities are from the IB Course; however, in anticipation of a future increase in the number of students from the IM and IG Courses who advance to foreign universities, we are developing a guidance framework that incorporates the use of outside resources. IB scores have remained strong, and the higher average scores of students coming from the junior high school IPS Course are a testament to the quality of international education across the six grades of junior high and high school.

The GCP resumed its overseas program component, and we implemented five programs in total. In addition, we officially launched the EX Project as a high school version of the WOW Program to encourage students' voluntary participation. The junior high school WOW Program was also well received, with cumulative participation exceeding 600, or more than the total number of students in junior high school. We appreciate the enriching, diverse content that the teachers developed for this program.

④ Developing a rewarding workplace that understands the organization

While the new National Curriculum Standards for high schools have started to be phased in, five years have passed since the school launched its new curriculum in anticipation of these new standards. The implementation of a new curriculum, which will take the lead for the next generation, is set for AY2025, and we have already selected members for the Curriculum Review Committee. We aim to develop a curriculum that will improve the work styles and job satisfaction of teachers and staff and deepen inquiry-based learning for students even further.

In terms of teacher training, we conducted various training programs by inviting lecturers from outside the school with the support of the Division of Integrated Primary and Secondary Education's Education and Research Training Center. By adopting translation tools, we also vastly improved the efficiency with which we can create bilingual Japanese and English documents. In addition, the operation of Teacher Meetings was divided into agenda items for deliberation and report and document-only agenda items, which significantly reduced the amount of time required for meetings.

3-4. Ritsumeikan Keisho Junior and Senior High School



■ Major policies for Ritsumeikan Keisho Junior and Senior High School in the first half of the R2030 Challenge Design period

① The GL concept: New developments in global education

The GL concept consists of four pillars: (i) development of a curriculum that enables students to enter foreign universities, (ii) PBL that harnesses the uniqueness of Hokkaido, (iii) recruitment strategies (for both students and teachers), and (iv) the on-campus dormitory plan.

A concrete roadmap for the first pillar has come into view by way of research and discussions carried out in AY2021 and AY2022, and we plan to make adjustments and finalize a plan in AY2023. Regarding the second pillar, we plan to prepare high-quality PBL that further advances the accumulated outcomes of school-designated subjects and topic-based research while collaborating with Ritsumeikan University, APU, Hokkaido University, and local research institutions and companies. We have begun discussions with Hokkaido University and other local research institutions and companies, and we plan to collaborate with Ritsumeikan University and APU in AY2023. Finally, we plan to finalize policy directions for the third and fourth pillars in AY2023.

Even now, numerous students are receiving awards in advanced academic programs held both on and off campus, and many students are participating in the international travel and study abroad programs that have resumed. Based on the culture of Keisho students, who are highly aware of the importance of going off-campus and overseas, under the GL concept, we are developing a curriculum and environment that will allow students to enter foreign universities, and we aim to produce more students who can play an active role at Ritsumeikan University and APU.

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

Centered on the SP concept, which aims to send students to the University of Tokyo, Kyoto University, and medical schools, we have achieved a record-high level of students advancing to these schools. The popularity of SP is expected to increase further in next spring's junior high school entrance examinations, as the cram school industry's rating of Keisho changed due to the number of students from Hokkaido who have been accepted by the University of Tokyo.

The school is now home to a large number of students who possess the academic ability required to take the nation's most difficult entrance examinations, and further progress is expected based on the encouraging results

generated by Keisho graduates.

Regarding the individual optimization of SP courses and the reinforcement of small-group learning, we have improved students' academic ability by developing proficiency-based classes through careful individualized guidance and our expertise in providing advancement guidance. In AY2023, we plan to further advance the SP policy by appointing a professional as the Vice Principal in charge of SP policy, which will enable the sharing of individualized guidance expertise, and this Vice Principal will also serve as the head of the Division of Career Guidance to ensure more flexible management. In addition, we plan to adopt an LMS that can be used to support students' advanced self-directed learning, to trial the operation of a study room with current Hokkaido University students serving as supporters, and to consider how we can create more time by reviewing the school timetable and curriculum.

Generally speaking, although the SP policy is showing results in terms of university advancement, application rates, capacity fulfillment, and satisfaction levels, we plan to take further steps to improve the policy.

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

We held a school tour and exchange session with teachers and staff from Tanaka Gakuen Ritsumeikan Keisho Elementary School, and we sent our teachers and staff to the elementary school five times. In this way, we are gradually fostering mutual understanding between the teachers at both schools with an eye on ensuring a seamless transition. Keisho Elementary School, which opened in AY2022, now has students up to Grade Four enrolled, and although we had planned to implement a continuous experiential learning program, we were unable to do so due to the requests for self-restraint pertaining to off-campus programs caused by the COVID-19 pandemic. In AY2023, we will establish the Division of Elementary-Junior High School Cooperation to engage in planning and other activities in order to proactively create opportunities for elementary school children to visit the junior high school.

In addition to seconding teachers and staff as supporters, we also provide operational support by offering our expertise in planning domestic and overseas study tours. Furthermore, in January 2023, we implemented the first collaboration with Ritsumeikan University, the EDGE+R "Italian Bread Discovery Tour."

3-5. Ritsumeikan Moriama Junior and Senior High School



1 Major policies for Ritsumeikan Moriama Junior and Senior High School in the first half of the R2030 Challenge Design period

① Curriculum reforms

We are transitioning to the new National Curriculum Standards, and progress is being made almost as planned. We prototyped the 4Cs (Critical thinking, Communication, Collaboration, Creative thinking) as the basis for skills-based learning. In order to achieve this educational objective, we are restructuring our evaluation system, and the entire teacher body, led by the Educational System Working Group, is discussing the issue through a series of in-school training sessions (led by Terumasa Ishii) and visits to progressive schools (ISAK, Aiko Gakuen, and Nitobe Bunka Gakuen). We revised the final examinations for both the junior high and high school, and in the high school, we reduced the frequency with which examinations were administered to less than 50%. The use of individually optimized learning is expected to increase along with the development of inquiry-based learning in the classroom. A part of the after-school Terakoya DX project, a new attempt to promote the use of individual applications is also underway.

② Reorganizing departments and courses

In terms of junior high school student recruitment, the change of the course name to Advanced Course resulted in a 48% increase in enrollment year-on-year. The level of academic ability of all incoming students at the beginning of their enrollment has also increased. In addition, we revised the junior high and high school curricula to offer six hours of 50-minute classes instead of seven hours of 45-minute classes. This allowed for staggered school attendance in both the junior high and high school, thereby alleviating the long-standing problem of congestion at JR Moriama Station during commuting times.

③ Advancing student government and extracurricular activities

We established a policy for the academic year that focuses on experience and communication, and we held the Sports Festival, Cultural Festival, and overseas training programs, which served as venues for real growth, for the first time in three years. We also held new monthly discussion meetings with Student Council officers, Parents Association officers, and the Principal. Scores pertaining to

events in the parent survey increased 26.2 points year-on-year from 60.1% to 86.3%. Scores pertaining to international efforts also saw a 6.8 point increase year-on-year from 79.4% to 86.2%, making AY2022 the year in which Ritsumeikan Moriama regained its power as a school known for events.



④ Restructuring the faculty organization and redefining the roles of teachers

We redefined the role of teachers according to the concept of the "adult quota." By having teachers concentrating on work that requires a teaching license, we have raised the level of both learning and communication. Scores on class evaluation surveys (December 2022) and parent surveys improved significantly, with the former garnering 82.2 points (up 3.9 points year-on-year) and the latter 77.7 points (up 3.2 points year-on-year), indicating that these efforts have been more effective than expected.

In terms of teacher training, we were able to establish an interactive style by minimizing the lecture format and instead using the book club method, in which students read assigned books and then exchange opinions in class. In addition, we introduced training programs to improve skills, such as the Loilo Teacher Certification and the PHP Feedback Training for Managers.

⑤ Rebuilding learning spaces

The replacement of desks and chairs is scheduled to be completed in AY2024 as planned. As for the renovation of Building No. 1, construction will begin in AY2023, one year later than originally planned, so the completion of the open floor-plan layout with an LC is scheduled for AY2024. We installed hybrid systems in all classrooms one year ahead of schedule, and we plan to actively utilize these in the post-COVID-19 era.

4. The Ritsumeikan Trust

1 Organizational reforms and improvements to frameworks

① Deliberating and elaborating upon organizational and governance reforms

Based on the "Chancellor's Statement," "Basic Vision and Basic Policy on the Promotion of Diversity and Inclusion," and "Basic Stance on Sexual Diversity," all of which were formulated in December 2020, aiming to promote a wide range of D&I issues while sharing them within and outside the Academy, we held various seminars on D&I, and we also established a D&I consultation desk to provide consultation services to faculty and staff with diverse needs. In addition, to achieve the targets of the General Employer Plan formulated 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, we have made efforts to issue calls for university faculty positions only open to women and to provide startup support to female faculty members in the natural science fields at the time of appointment. Furthermore, in May 2022, the Ritsumeikan University Senate established the "Rules on Childcare and Nursing Care Support for Ritsumeikan University Faculty Members," which take into consideration the burden on university faculty members who are responsible for childcare and nursing care.

With regard to compliance with and disclosure of the Private University Governance Code Basic Principles and Compliance Principles, the Executive Board of Trustees agreed in September 2021 to conduct an assessment and disclose information in accordance with the Private University Governance Code established by the Japan Association of Private Universities and Colleges for both Ritsumeikan University and APU. The results of the compliance assessment were approved at the March 2022 meeting of the Executive Board of Trustees, and after they were reported to the Board of Trustees and the Trust Council in the same month, they were disclosed. After the assessment, we confirmed that we were in compliance with all of the Basic Principles and Compliance Principles.



② Deliberate and elaborate upon a staff policy

The "R2030 Challenge Design Staff Policy Review Committee Report: R2030 Staff Policy Concept and Basic Direction" was reported, and along with providing an overall vision for the R2030 Staff Policy, it outlined the following measures: (1) organization reforms that enhance strategic and operational effectiveness, (2) personnel system reforms that emphasize performance by harnessing the power of both expertise and general skills, and (3) work style reforms in an effort to increase job satisfaction and the value we provide. In addition, opinions on this report collected on a university-wide basis. In AY2023, based on the policy direction indicated in this report and the issues raised

during the collection of opinions, the review framework will be reorganized into the Staff Policy Development Committee, which is scheduled to pursue further deliberations toward the concrete implementation of the policy.

2 Financial operations in accordance with the Basic Policy on Financial Operations

① Realizing a budget design with an eye on securing a positive net income/loss from educational activities

In addition to a thorough zero-based review of individual operational budgets, taking into account the actual performance in previous fiscal years and operational formats in the wake of the COVID-19 pandemic, we also incorporated the promotion of DX and further cost reductions in campus management outsourcing expenses into our discussions. As a result, we were able to achieve a significant reduction from the previous year's budget.

② Maintaining, strengthening, and diversifying the revenue base

We decided on the methods for revising tuition for students entering Ritsumeikan University from AY2023 to AY2026. We held financial discussion meetings with the affiliated schools where we deliberated student numbers and financial policy, and we decided the tuition fees and teacher quotas for AY2023. Meanwhile, the financial estimates for APU reflected the establishment of the new college and construction of the new dormitory. We managed financial assets as planned based on the diversified portfolio of financial assets determined in the investment policy.

③ Building assets through advanced asset management

We commenced a discussion on developing methods to monitor facility user satisfaction levels and facility usage rates. As noted above, we managed financial assets as planned based on the diversified portfolio of financial assets determined in the investment policy.

④ Gaining the understanding of our members by visualizing the budgeting and accounts settlement processes

We revamped the financial disclosure website while taking student opinions into account, and we increased the number of hits by sharing this website with students, faculty, and staff.



5. KGI Achievement Level

Policy Objective		No.	KGI	Actual Performance	Target Standard
				2022	2025
1. Ritsumeikan University					
(1)	Policies that should be undertaken to achieve our goal of becoming a next-generation research university that are directly linked to the improvement of research capacity and aim for a world university ranking in the 200s as one of the main indicators	1	Overall rank in the QS World University Rankings	701-750	301-400
		2	Overall rank in the THE Impact Ranking	201-300	101-200
		3	Top 10% in number of international joint publications (per year)	66 articles	160 articles
		4	Number of grant-in-aid / large grants awarded (Type A or higher) (per year)	4	10
		5	Amount of external funding secured (per year)	JPY 4.97 billion	JPY 5 billion
		6	Indicators for DX promotion (set by METI)	Level 2	Level 5
(2)	Policies that should be undertaken to connect the improvement of research capacity to the advancement of education and to address the development of emergent human resources	7	Establishment of degree programs (Undergraduate)	30% progress	At least one program
		8	Establishment of degree programs (Graduate)	20% progress	At least one program
		9	Satisfaction with job placement / advancement (Undergraduate)	(Calculation in progress)	90%+ (maintained)
		10	Satisfaction with job placement / advancement (Graduate)	(Calculation in progress)	90%+ (maintained)
		11	Job placement rate* ¹	97.0%	95%+ (maintained)
		12	Advancement rate* ²	89.7%	85%+ (maintained)
		13	Known advancement rate	98.5%	98%+ (maintained)
		14	Number of current graduate students	3,731	5,000
		15	Graduate school advancement rate (Science and engineering)	50.8%	70%
		16	Graduate school advancement rate (Humanities)	5.8%	10%
		17	Number of international students in the graduate schools	1,124	1,300
		18	Number of doctoral degrees granted:	107	150
		19	Number of people experiencing learning at RU (excluding undergraduate and graduate students)	55,706	500,000
		20	Number people involved in startups	1,700	4,000
		21	Total value / valuation of companies involved in startup support	JPY 25 billion	JPY 30 billion+
22	Number of companies started via diversified commercialization efforts	111 companies	150 companies		
(3)	Policies that should upgrade and accelerate the continuation and expansion of policies in the second half of R2020 with an eye on creating value for coexistence with society	23	Number of international students in the undergraduate colleges	1,949	2,300
		24	Number of students passing difficult examinations (Bar examination final success rate)	25.3%	40%
		25	Number of students passing difficult examinations (Number passing the Certified Public Accountant essay examination)	54	55
		26	Number of students passing difficult examinations (Number passing the career-track examination for national public servants)	63	60
		27	Number of students passing difficult examinations (Number of unofficial job offers for career-track national public servant positions)	13	10
		28	CO2 emissions	-6.2%	-18%
		29	Achievement of educational objectives* ³	76.1%	86%
		30	Internal advancement	75.4%	77%
		31	Percentage of affiliated school graduates who are satisfied with having chosen RU/APU	88%	90%

*1: Ratio of students reporting job placement decisions to the number of job-seeking students

*2: Ratio of students reporting job placement decisions and graduate school advancement to the number of graduates

*3: Ratio of positive responses to questions on the achievement of educational goals in the student survey (Learning and Growth Survey)

Policy Objective		No.	KGI	Actual Performance	Target Standard
				2022	2025
2. Ritsumeikan Asia Pacific University					
(1)	From Diverse & Multicultural to Diversity & Inclusion: Pursuing new growth and creating internationally-competitive approaches to education at APU	32	Withdrawal rate (Undergraduate): (Calculation in progress)	(Calculation in progress)	Under 1%
		33	International student ratio	47.3%	50%
		34	Number of countries and regions represented by current students	103	100
		35	Sense of student growth (at graduation)	(Calculation in progress)	95%
		36	Percentage of students studying for at least two hours	35.4%	70%
(2)	Promote world-class research that contributes to the community and society	37	QS World University Rankings: Institution Classification/ Research Intensity	Moderate	High
		38	Amount of external funding received	JPY 75 million	JPY 125 million
(3)	Contribute to the growth of local communities around the globe (Create a new public-private model for regional development where universities play the central role)	39	Overall rank in the THE Impact Ranking	1000+	201-300
		40	Number of external partner institutions	63	80
		41	Number of academic programs offered with external partners (Curricular)	8	20
(4)	Strengthen lifelong career path diversity for alumni who can succeed in the global arena	42	Level of satisfaction with career path the time of graduation (Students with a decided career path)	90.5%	90%
		43	Percentage of students advancing to employment or higher education by unconventional means	6.2%	10%
(5)	Enhance organizations and networks of alumni who can change the work as global leaders	44	Number of alumni who maintain ties to APU after graduation (Cumulative annual total)	718	2,500
(6)	Create organizations and infrastructure to support a Global Learning Community	45	Percentage of non-Japanese permanent staff members	5.4%	8%
		46	Number of nationalities of permanent faculty staff (excluding Japan)	4	4-6
		47	Percentage of permanent staff with degrees (master's or higher)	17%	20%
		48	Ratio of tuition to total expenses	77.3%	75%
3. 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	49	Internal advancement	75.4%	77%
(2)	Designing various learning venues: Striving to produce leaders for a multicultural society	50	Percentage of current students with diverse backgrounds	100%	10%
		51	Percentage of students involved in inquiry-based learning	100%	80%
(3)	Learning for student development: Developing the Ritsumeikan version of the Future Classroom	52	Level of satisfaction with sense of student growth	88%	95%
		53	Level of satisfaction with learning that accommodate individual interests (Individually optimized learning)	77.7%	90%
3-1. Ritsumeikan Primary School					
(1)	Major policies for Ritsumeikan Primary School in the first half of the R2030 Challenge Design period	54	Level of student satisfaction / Level of guardian satisfaction	98%	98%
		55	Number of foreign exchange partner schools	9 schools	12 schools
3-2. Ritsumeikan Junior and Senior High School					
(1)	Major policies for Ritsumeikan Junior and Senior High School in the first half of the R2030 Challenge Design period	56	Level of student satisfaction / Level of guardian satisfaction	93%	95%
		57	Internal advancement rate	78%	80%
		58	Level of satisfaction with inquiry-based learning	73%	90%
		59	Faculty organization reforms: Female faculty ratio; permanent	40%	45%
		60	Faculty organization reforms: Female faculty ratio; management	30%	37.5%
3-3. Ritsumeikan Uji Junior and Senior High School					
(1)	Major policies for Ritsumeikan Uji Junior and Senior High School in the first half of the R2030 Challenge Design period	61	Level of student satisfaction / Level of guardian satisfaction	96%	97%
		62	Internal advancement rate	85%	88%
		63	Number of students advancing to foreign universities	17	25
		64	Students with international backgrounds	331	400
		65	Percentage of students surpassing 430 on TOEFL in 3rd year of IG Course	71%	70%

Policy Objective		No.	KGI	Actual Performance	Target Standard
				2022	2025
3-4. Ritsumeikan Keisho Junior and Senior High School					
(1)	Major policies for Ritsumeikan Keisho Junior and Senior High School in the first half of the R2030 Challenge Design period	66	Level of student satisfaction / Level of guardian satisfaction	93.2%	95%
		67	Internal advancement rate	48%	50%
		68	Number of students accepted to University of Tokyo / Kyoto University / medical schools	63	50
		69	Number of students accepted to University of Tokyo / Kyoto University / medical schools (while still enrolled)	41	30
		70	Number of students accepted to foreign universities	1	7
3-5. Ritsumeikan Moriyama Junior and Senior High School					
(1)	Major policies for Ritsumeikan Moriyama Junior and Senior High School in the first half of the R2030 Challenge Design period	71	Level of student satisfaction (high school study support)	6.57	7.0
		72	Level of guardian satisfaction	77.7%	80%
		73	Internal advancement rate	85.8%	90%
		74	Faculty organization reforms: Female faculty ratio; permanent	26.6%	45%
		75	Faculty organization reforms: Female faculty ratio; management	0%	30%
		76	Spaces created to accommodate new learning styles	392 seats	720 seats
		77	Spaces created to accommodate new learning styles (LC %)	27%	50%
		78	Game changer indicator (Number of social projects implemented)	7	14
		79	Game changer indicator (Number of projects attempted)	252	1,440
		80	Enhancing and diversifying on-site extracurricular activities: Number of premier clubs advancing to national competitions)	3 clubs	All clubs
		81	Enhancing and diversifying on-site extracurricular activities: Number of activity groups	50	100
The Ritsumeikan Trust					
(1)	Organizational reforms and improvements to frameworks	82	RU	24.8%	26.7%+
			APU	33.1%	35%+
			Affiliated schools / Integrated education managers	16.1%	30%+
		83	Female manager ratio (Assistant Manager and above)	21.6%	30%+
		84	Ratio of employees with disorders (entire Ritsumeikan group)	2.91%	2.86%
		85	Staff sense of fulfillment with work	80.5%	90%+
		86	Percentage of employees with master's degree or higher (Staff)	15.8%	15%+
(2)	Financial operations in accordance with the Basic Policy on Financial Operations	87	Ordinary net income/loss ratio	1.5%	0%+
		88	Ratio of tuition to total expenses	71.6%	75% or lower
		89	Educational activities balance ratio	-2.0%	0%+
		90	Percentage of Specified Assets I held	100%	100%
		91	Percentage of Specified Assets II held	70.4%	50% - 100%
		92	Liquidity ratio	104%	100%+
		93	Net asset ratio	86.9%	85%+

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

[APU] Ritsumeikan Asia Pacific University

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

■ B

[BKC] Biwako-Kusatsu Campus

■ C

[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).

[CSR] Corporate Social Responsibility.

[Competency framework] A framework to clarify the qualities and skills that should be cultivated at all levels, from the primary school up through the graduate school level, in a manner appropriate to the R2030 Academy Vision Challenge Design.

■ D

[Diversity and inclusion] The act of each individual respecting and accepting one other and making the best use of their strengths regardless of external attributes such as gender, age, disability, nationality, and internal attributes such as lifestyle, work history, and values.

[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

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

[Entrepreneurship education] Education to develop human resources with entrepreneurial spirit (e.g., enterprising spirit, creativity, inquisitiveness) and entrepreneurial qualities and abilities (e.g., information gathering and analysis, judgment, execution, leadership, communication skills).

■ G

[GAP Fund] A fund that strategically provides development funding to university laboratories to bridge the gap that exists between basic research and commercialization.

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

[Good Practice] Outstanding initiatives in educational reforms implemented by universities and other institutions.

[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.

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

K

[Keihanshin Startup Academia Coalition (KSAC)]
A project involving 56 institutions (as of October 2022) transcending regional and organizational boundaries in the Kyoto/Osaka/Kobe region, including universities, companies, financial institutions, and local governments, that aims to continuously create globally active university-based startups and build one of the world's best startup ecosystems.

L

[Learning analytics] A new academic discipline that aims to achieve more effective teaching and learning based on the analysis of data.

[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.

M

[Metaverse] A virtual space on the internet where people can communicate with each other through avatars (the alter egos they use in games and on the internet).

O

[OIC] Osaka Ibaraki Campus

P

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

■ R

[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 Keicho 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.

[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).

■ V

[Venture Café Tokyo] A community where entrepreneurs, investors, researchers, students, and many other innovators gather, connect, and create innovation in society through a diverse array of programs.

■ 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.

■ X

[XR] A collective term used to refer to virtual reality (VR), augmented reality (AR), and mixed reality (MR). Technology that artificially creates an environment that is not real but essentially the same as the real world by stimulating the five senses.

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

Ratio indicating revenue composition: Revenue from student fees 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 AY2022

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, while continuing to respond to the COVID-19 pandemic in AY2022, we pursued the Challenge Design, which is our bold attempt to realize the Academy Vision, and as part of the process, we strived to financially support the transformation of the Academy's activities and functions, including research, education, and student support, with an eye toward the post-COVID-19 era. Both revenues and expenditures increased, due in part to the resumption outbound overseas programs and other activities in the wake of the pandemic. In addition, since the second half of AY2022, the pressure to boost spending has grown increasingly strong due to the significant impact of the rising cost of energy and other services as well as the depreciation of the yen. Amid this ongoing unpredictable 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 bolstering our resilience to the changing social landscape outside of the Academy.

1-2. Statement of Cash Flow for FY2022

(in 100 million of JPY)

Item	FY2022 Budget	FY2022 Settlement	Difference
Revenues			
Revenue From Student Fees	609	610	1
Revenue From Processing Fees	27	30	3
Donation Revenue	8	5	Δ2
Subsidy Revenue	107	112	5
(National Government Subsidy Revenue)	86	90	4
(Local Government Subsidy Revenue)	21	23	1
Revenue from Sales of Assets	0	0	0
Income from University-Owned Businesses	40	40	Δ0
Income from Interest and Dividends	26	22	Δ3
Miscellaneous Revenue	21	32	10
Revenue from Borrowings	70	70	0
Revenue from Advances Received	112	125	13
Amount Reversal from Specified Assets and Other Revenues	243	272	29
Revenue Adjustments	Δ134	Δ137	Δ3
Carryover from Previous Year	241	241	0
Total: Revenues	1,369	1,421	52
Expenditures			
Personnel Expenditures	418	412	Δ6
Education and Research Expenditures	295	289	Δ6
Institutional Administrations Expenditures	59	63	4
Loan Interest Expenditures	0	0	Δ0
Loan Repayment Expenditures	70	70	0
Facility-related Expenditures	114	114	Δ0
Equipment-related Expenditures	23	20	Δ3
Deposits for Specified Assets	134	224	90
Accounts Payable from Previous Fiscal Year and Other Expenditures	76	81	4
Reserve Fund	(6)4		Δ4
Expenditure Adjustments	Δ80	Δ64	16
Carryover into Next Year	255	212	Δ42
Total: Expenditures	1,369	1,421	52

*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 142.1 billion, cash revenues for AY2022 came to JPY 118.0 billion. We earned JPY 61.0 billion in revenues from student fees such as student tuition and admission fees. Revenues from entrance examination fee payments and other fees totaled JPY 3.0 billion. Revenues from subsidies amounted to JPY 11.2 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. In other revenues, revenues from a reversal of reserve specified assets came to JPY 25.0 billion, and these were allocated to budgets for AY2022 campus maintenance projects 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 142.1 billion, cash expenditures for FY2022 came to JPY 120.9 billion. Personnel expenses totaled JPY 41.2 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 28.9 billion, and these included JPY 6.3 billion in administrative expenditures that were used for campus maintenance, scholarships, and utilities expenses, the last of which were significantly impacted by the rising cost of energy and other factors. Expenditures for facilities were JPY 11.4 billion, and expenditures for equipment were JPY 2.0 billion. In AY2022, campus improvement projects included the construction of a new building and dormitory at Ritsumeikan Asia Pacific University, the construction of a new building and other campus improvements at OIC, ICT infrastructure improvements, and initiatives aimed at realizing carbon-neutral campuses.

1-3. Statement of Operating Activities for FY2022

(in 100 million of JPY)

Item	FY2022 Budget	FY2022 Settlement	Difference
General Account; Education and Research			
Student Fees	609	610	1
Processing Fees	27	30	3
Donations	8	5	Δ2
Subsidies	106	109	3
Income from University-Owned Businesses	40	40	Δ0
Miscellaneous	23	29	6
Total: Revenues	812	822	10
Personnel	416	418	2
Education and Research	359	352	Δ8
(Depreciation Cost)	64	63	Δ1
Institutional Administrations	66	69	3
(Depreciation Cost)	7	7	0
Unrecoverable Amount	0	0	0
Total: Expenditures	842	839	Δ3
Income/Loss	Δ30	Δ17	13

General Account; Others

Income from Interest and Dividends	26	22	Δ3
Other Revenues	0	7	7
Total: Revenues	26	29	4
Interest on Loan	0	0	Δ0
Other Expenditures	0	0	0
Total: Expenditures	0	0	0
Income/Loss	26	29	3
Income/Loss of General Account	Δ4	12	17

Special Account

Gains from Sales of Assets	0	0	0
Other Revenues	4	6	2
Total: Revenues	4	6	2
Balance of Asset Disposal	2	5	3
Other Expenditures	0	1	1
Total: Expenditures	2	7	5
Income/Loss	2	Δ1	Δ3
Reserve Fund	(6)4		Δ4
Net Income/Loss before Allocated Capital Funds	Δ7	11	18
Total Amount of Allocated Capital Funds	Δ157	Δ124	33
Net Income/Loss for This Fiscal Year	Δ164	Δ113	51
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ253	Δ253	
Amount Reversed from Capital Funds	0	0	
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ417	Δ365	
Total Revenues of Statement of Operations	841	857	15
Total Expenditures of Statement of Operations	848	846	Δ3

*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 82.2 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 83.9 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 1.7 billion net income for FY2022.

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

Non-Educational Activity Revenues and Expenditures

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

Revenues comprised of interest, dividend and other income totaled JPY 2.9 billion, while expenditures amounted to less than JPY 100 million, producing a final outcome of JPY 2.9 billion in net income.

Ordinary Net Income/Loss

Tallying up the totals for educational activity and non-educational activity revenues and expenditures, the final outcome was JPY 1.2 billion in ordinary net income.

Special Revenues and Expenditures

Special revenues and expenditures, which reflect one-time revenues and expenditures, saw expenditures outstrip revenues by JPY 100 million.

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 12.4 billion included allocated to capital funds was net income of JPY 11.3 billion.

1-4. Statement of Financial Position for FY2022

(in 100 million of JPY)

Item	End of FY2022	End of FY2021	Change
Assets			
Fixed Assets	3,611	3,579	32
Tangible Fixed Assets	2,281	2,219	62
(Land)	699	697	3
(Buildings and Structures)	1,295	1,275	20
(Equipment for Education and Research)	80	77	3
(Books)	158	156	2
Specified Assets	1,323	1,352	Δ29
(Reserve Assets for Type 2 Capital Fund)	65	50	15
(Reserve Assets for Type 3 Capital Fund)	137	137	0
(Reserve Assets for Type 4 Capital Fund)	60	59	0
(Reserve Assets for Retirement Benefits)	136	134	2
(Reserve Asset)	925	972	Δ47
Other Fixed Assets	8	9	Δ1
Current Assets	240	268	Δ28
(Cash and Deposits)	212	241	Δ28
Assets: Total	3,851	3,848	3

Liabilities

Fixed Liabilities	273	252	22
(Long-term Debt and School Bonds)	131	111	20
(Reserve for Retirement Benefits)	136	134	2
Current Liabilities	231	260	Δ29
(Short-term Debt and School Bonds)	0	20	Δ20
(Advances Received)	125	117	8
(Deposits)	45	49	Δ4
Liabilities: Total	504	512	Δ8

Net Assets

Capital Funds	3,712	3,589	124
(Type 1 Capital Fund)	3,451	3,343	108
(Type 2 Capital Fund)	65	50	15
(Type 3 Capital Fund)	137	137	0
(Type 4 Capital Fund)	60	59	0
Net Income/Loss	Δ365	Δ253	Δ113
Net Assets: Total	3,347	3,336	11
Liabilities and Net Assets: Total	3,851	3,848	3

*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, increased by JPY 6.2 billion from the end of last academic year to JPY 228.1 billion owing to campus maintenance projects and other factors.

Specified assets, which include assets allocated to the reserve for retirement benefits (fixed liabilities), the Type 2 capital fund, and future facility maintenance, decreased by JPY 2.9 billion from the end of last academic year to JPY 132.3 billion.

Liabilities and Net Assets

This Liabilities and Net Assets section shows the sources of funds used to acquire assets. Liabilities accounted for 13.1% of total assets and net assets made up 86.9%.

The total for the Liabilities sector for the fiscal year reached JPY 50.4 billion.

The Net Assets section increased by JPY 12.4 billion from the previous academic year to JPY 371.2 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	¥385,108,053,319
Endowment	¥228,725,924,274
Operating Assets	¥156,382,129,045
Total Liabilities	¥50,408,813,665
Net Assets	¥334,699,239,654

(As of March 31, 2023)

Type	Amount
Assets	
1 Endowment	
Land 2,300,699.75 m ²	¥69,928,567,296
Buildings 842,208.08 m ²	¥119,091,179,616
Books 3,280,826	¥15,813,025,794
Equipment 17,059	¥8,721,565,003
Construction in Progress	¥4,132,748,200
Other	¥11,038,838,365
2 Operating Assets	
Cash and Deposits	¥21,232,859,845
Assets Held for School Trips	¥182,621,443
Reserve Fund	¥132,266,593,180
Securities	¥123,999,157
Accounts Receivable	¥2,023,445,372
Advance Payments	¥520,679,836
Other	¥31,930,212
Total Assets	¥385,108,053,319

Type	Amount
Liabilities	
1 Fixed Liabilities	
Long-term Debt and School Bonds	¥13,050,000,000
Long-term Account Payable	¥689,040,083
Reserve for Retirement Benefits	¥13,603,824,331
2 Current Liabilities	
Short-term Debt and School Bonds	¥0
Account Payable	¥6,073,010,359
Advances Received	¥12,481,876,300
Deposits	¥4,328,441,149
Cash Held for School Trips	¥182,621,443
Total Liabilities	¥50,408,813,665

Net Assets	¥334,699,239,654
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1-6. Audit Report

Audit Report

May 16, 2023

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 2022 fiscal year commencing on April 1, 2022 and ending on March 31, 2023.

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.

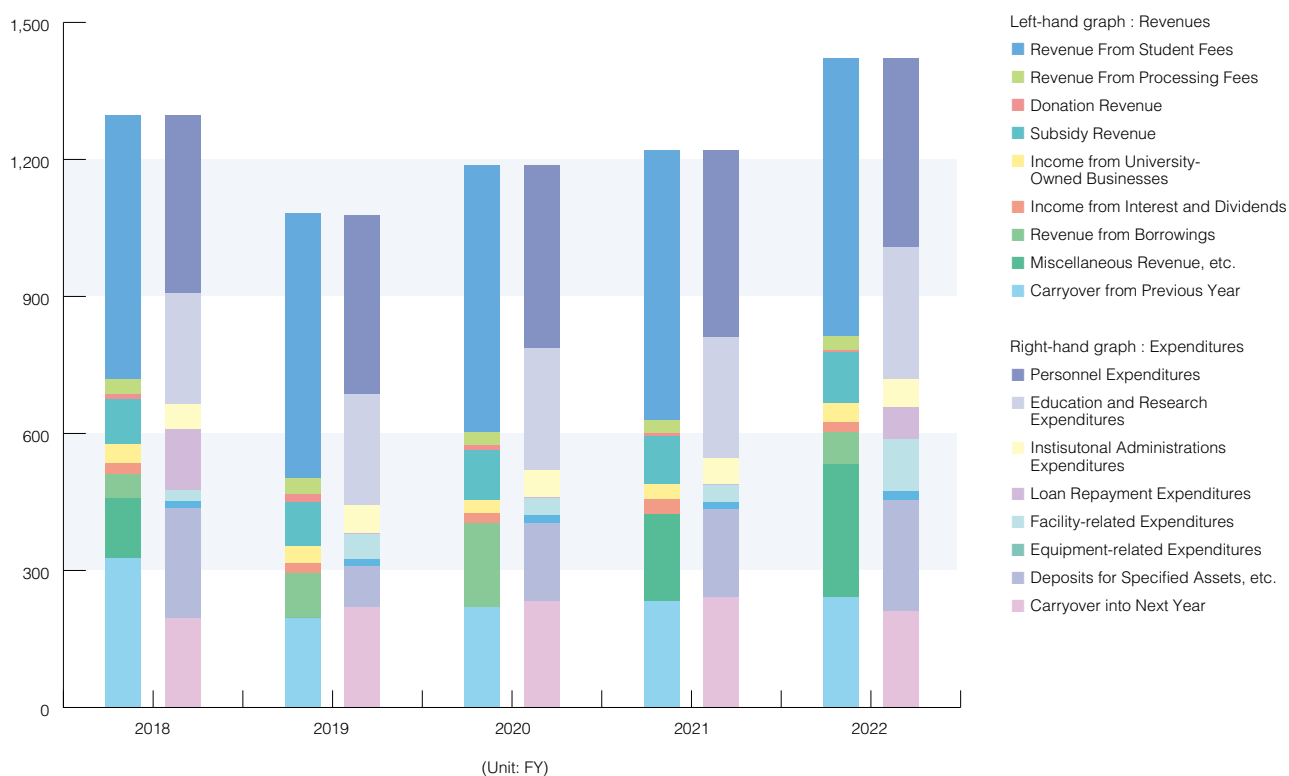
2. Year-to-year Changes

2-1. Historical Cash Flow (FY2018 ~ 2022)

(in 100 million of JPY)

Item	FY2018	FY2019	FY2020	FY2021	FY2022
Revenues					
Revenue From Student Fees	579	581	583	591	610
Revenue From Processing Fees	32	34	28	29	30
Donation Revenue	11	17	12	5	5
Subsidy Revenue	98	97	110	107	112
Revenue from Sales of Assets	0	1	0	0	—
Income from University-Owned Businesses	42	37	28	32	40
Income from Interest and Dividends	25	23	22	33	22
Miscellaneous Revenue	23	23	24	32	32
Revenue from Borrowings	130	—	—	1	70
Revenue from Advances Received	103	111	118	117	125
Amount Reversal from Specified Assets and Other Revenues	47	80	170	176	272
Revenue Adjustments	Δ120	Δ118	Δ128	Δ137	Δ137
Carryover from Previous Year	327	196	219	233	241
Total: Revenues	1,297	1,084	1,187	1,219	1,421
Expenditures					
Personnel Expenditures	391	391	402	409	412
Education and Research Expenditures	241	243	267	266	289
Institutional Administrations Expenditures	56	61	58	57	63
Loan Interest Expenditures	0	0	0	0	0
Loan Repayment Expenditures	132	2	2	1	70
Facility-related Expenditures	26	56	39	38	114
Equipment-related Expenditures	15	14	18	15	20
Deposits for Specified Assets	244	92	181	194	224
Accounts Payable from Previous Fiscal Year and Other Expenditures	51	57	58	74	81
Expenditure Adjustments	Δ55	Δ58	Δ70	Δ75	Δ64
Carryover into Next Year	196	219	233	241	212
Total: Expenditures	1,297	1,084	1,187	1,219	1,421

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



2-2. Historical Operating Activities (FY2018 ~ 2022)

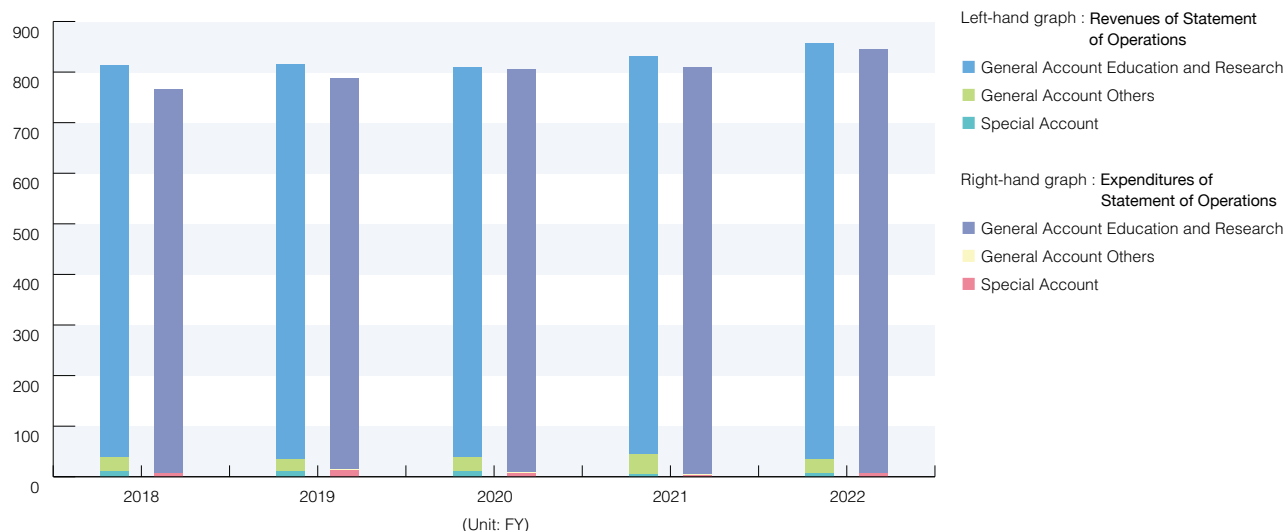
(in 100 million of JPY)

Item	FY2018	FY2019	FY2020	FY2021	FY2022
General Account; Education and Research					
Student Fees	579	581	583	591	610
Processing Fees	32	34	28	29	30
Donations	6	12	7	5	5
Subsidies	96	96	106	103	109
Income from University-Owned Businesses	42	37	28	32	40
Miscellaneous	20	21	19	26	29
Total: Revenues	774	782	771	786	822
Personnel	393	402	404	412	418
Education and Research	305	306	329	330	352
Institutional Administrations	61	65	63	63	69
Unrecoverable Amount	0	0	0	0	0
Total: Expenditures	759	774	796	806	839
Income/Loss	15	8	Δ25	Δ21	Δ17
General Account; Others					
Income from Interest and Dividends	25	23	22	33	22
Other Revenues	3	1	5	7	7
Total: Revenues	28	24	27	40	29
Interest on Loan	0	0	0	0	0
Other Expenditures	1	2	2	1	0
Total: Expenditures	1	2	2	1	0
Income/Loss	26	22	25	39	29
Income/Loss of General Account	41	31	0	18	12
Special Account					
Gains from Sales of Assets	—	—	0	—	—
Other Revenues	11	10	11	5	6
Total: Revenues	11	10	11	5	6
Balance of Asset Disposal	5	11	5	3	5
Other Expenditures	1	1	2	0	1
Total: Expenditures	6	12	7	3	7
Income/Loss	5	Δ2	4	2	Δ1
Net Income/Loss before Allocated Capital Funds	47	28	5	20	11
Total Amount of Allocated Capital Funds	Δ9	Δ40	Δ27	Δ89	Δ124
Net Income/Loss for This Fiscal Year	37	Δ12	Δ22	Δ69	Δ113
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ191	Δ153	Δ162	Δ184	Δ253
Amount Reversed from Capital Funds	—	4	0	0	—
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ153	Δ162	Δ184	Δ253	Δ365
Total Revenues of Statement of Operations	803	816	809	831	857
Total Expenditures of Statement of Operations	755	788	805	810	846

*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 (FY2018 ~ 2022)

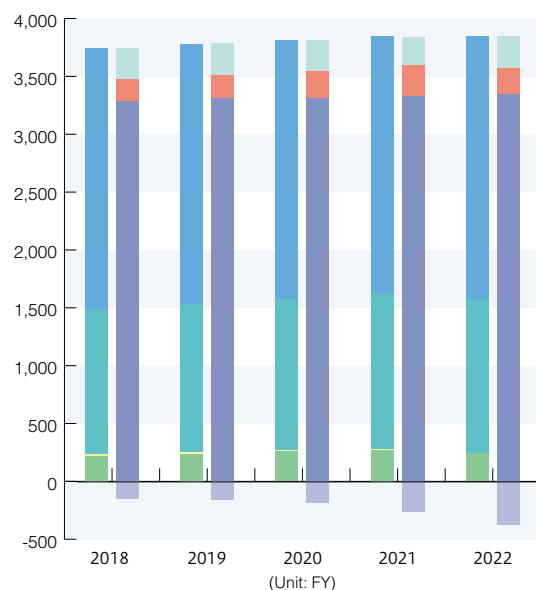
(in 100 million of JPY)

Item	End of FY2018	End of FY2019	End of FY2020	End of FY2021	End of FY2022
Assets					
Fixed Assets	3,521	3,542	3,558	3,579	3,611
Tangible Fixed Assets	2,259	2,252	2,237	2,219	2,281
Specified Assets	1,245	1,276	1,310	1,352	1,323
Other Fixed Assets	17	14	11	9	8
Current Assets	221	239	258	268	240
Assets: Total	3,742	3,781	3,816	3,848	3,851

Liabilities					
Fixed Liabilities	267	270	269	252	273
Current Liabilities	193	200	231	260	231
Liabilities: Total	459	470	500	512	504

Net Assets					
Capital Funds	3,436	3,473	3,500	3,589	3,712
Type 1 Capital Fund	3,245	3,280	3,306	3,343	3,451
Type 2 Capital Fund	—	—	—	50	65
Type 3 Capital Fund	137	137	137	137	137
Type 4 Capital Fund	55	56	57	59	60
Net Income/Loss	Δ153	Δ162	Δ184	Δ253	Δ365
Net Assets: Total	3,283	3,311	3,316	3,336	3,347
Liabilities and Net Assets: Total	3,742	3,781	3,816	3,848	3,851

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



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

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

3. Financial Ratios

Financial Ratios for the Statement of Operating Activities

(Unit: %)

Ratio	Calculation	Evaluation	FY2018	FY2019	FY2020	FY2021	FY2022	National average
Personnel Ratio	Personnel Expenditures ÷ General Revenues	▼	49.0	49.9	50.6	50.0	49.1	51.3
Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	△	38.0	38.0	41.3	40.1	41.3	34.3
Operating Activities Balance Ratio	Net income/loss for given academic year prior to allocation to capital funds ÷ Revenue from Operating Activities	△	5.7	3.5	0.6	2.4	1.3	6.4
Revenue from Student Fees Ratio	Revenue from Student Fees ÷ Revenue from Operating Activities	▼	72.2	72.1	73.1	71.6	71.6	73.6
Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	△	5.2	3.8	0.0	2.2	1.5	5.9
Balance of Payments in General Accounts; Education and Research	Income/Loss of General Accounts; Education and Research ÷ Revenues in General Accounts; Education and Research	△	1.9	1.1	Δ3.3	Δ2.6	Δ2.0	4.2

* General Revenues = Revenues from General accounts

* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2021 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the FY2022 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	FY2018	FY2019	FY2020	FY2021	FY2022	National average
Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	△	87.7	87.6	86.9	86.7	86.9	88
Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	▼	12.3	12.4	13.1	13.3	13.1	12

* 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.

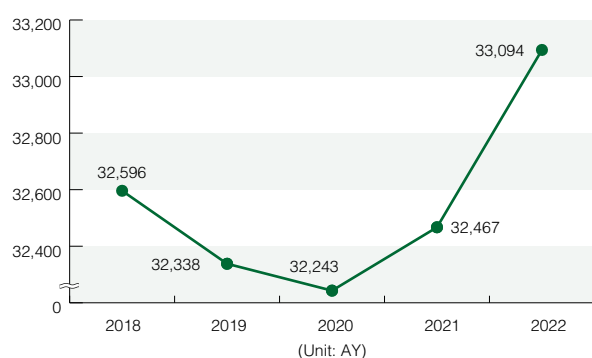
* The definitions of ratios can be found in the section entitled "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" (p. 38).

1. Student Numbers (as of May 1, 2022)

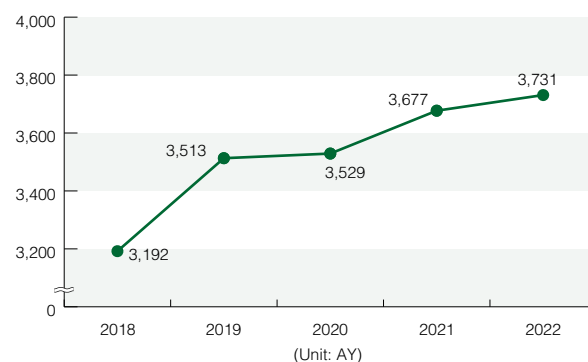
(Unit: Number of Persons)

		2018	2019	2020	2021	2022
Ritsumeikan University	No. of Undergraduate Students	32,596	32,338	32,243	32,467	33,094
	No. of Graduate Students	3,192	3,513	3,529	3,677	3,731
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,471	5,333	5,335	5,224	5,335
	No. of Graduate Students	215	208	194	213	218
Affiliated School	No. of Students	6,949	7,030	7,200	7,396	7,398
Total		48,423	48,422	48,501	48,977	49,776

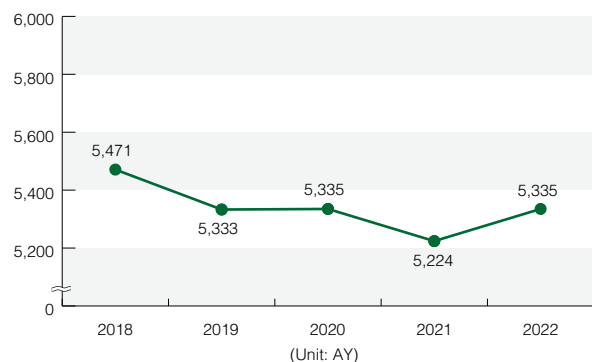
Ritsumeikan University / No. of Undergraduate Students



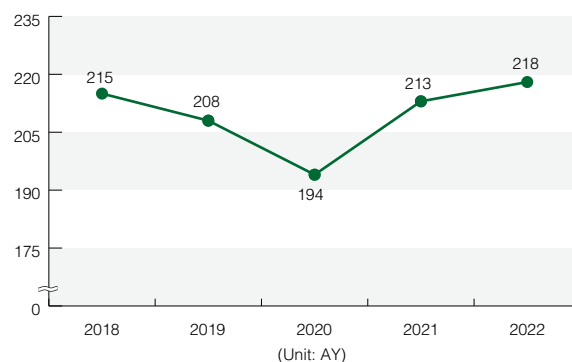
Ritsumeikan University / No. of Graduate Students



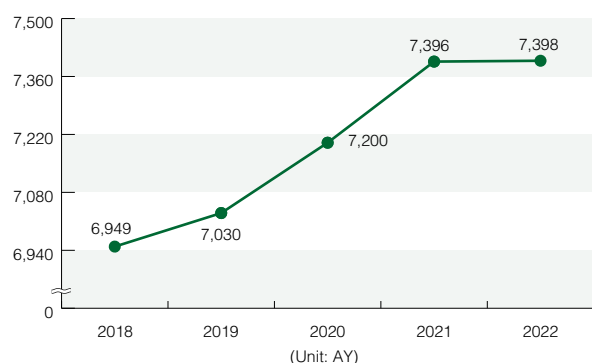
Ritsumeikan Asia Pacific University / No. of Undergraduate Students



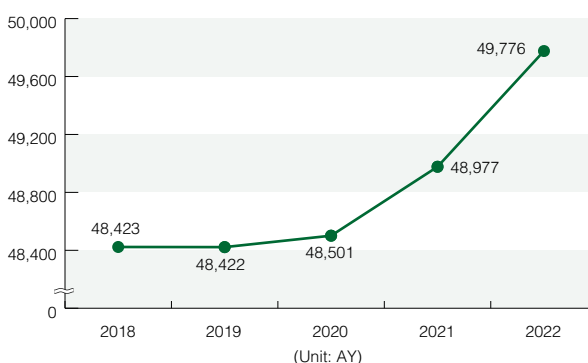
Ritsumeikan Asia Pacific University / No. of Graduate Students



Affiliated School / No. of Students



Total



2. Admissions Statistics (as of March 31, 2023)

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

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	720	7,633	2,908
College of Economics	760	9,316	4,150
College of Business Administration	795	10,439	3,613
College of Social Sciences	810	7,571	2,712
College of Letters	1,035	9,837	3,633
College of Science and Engineering	959	18,657	8,046
College of International Relations	315	2,415	1,008
College of Policy Science	370	3,479	1,263
College of Information Science and Engineering	475	6,297	1,989
College of Image Arts and Sciences	160	2,213	415
College of Pharmaceutical Sciences	160	2,345	1,290
College of Life Sciences	325	7,891	3,265
College of Sport and Health Science	235	2,773	784
College of Comprehensive Psychology	280	3,291	939
College of Gastronomy Management	320	2,940	1,015
College of Global Liberal Arts	65	107	76
Total	7,784	97,204	37,106

*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: 35).

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	350	1,086	709
College of International Management	340	1,028	686
College of Asia Pacific Studies	240	730	536
Total	930	2,844	1,931

*Only for AY2023 spring admissions.

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

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Asia Pacific Studies	Master's	60	46	22
	Doctoral	10	5	3
Graduate School of Management	Master's	40	42	28
Master's Program		100	88	50
Doctora Program		10	5	3
Total		110	93	53

*Does not include transfers.
*The number of applicants and number of accepted applicants include only the figures for AY2023 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)

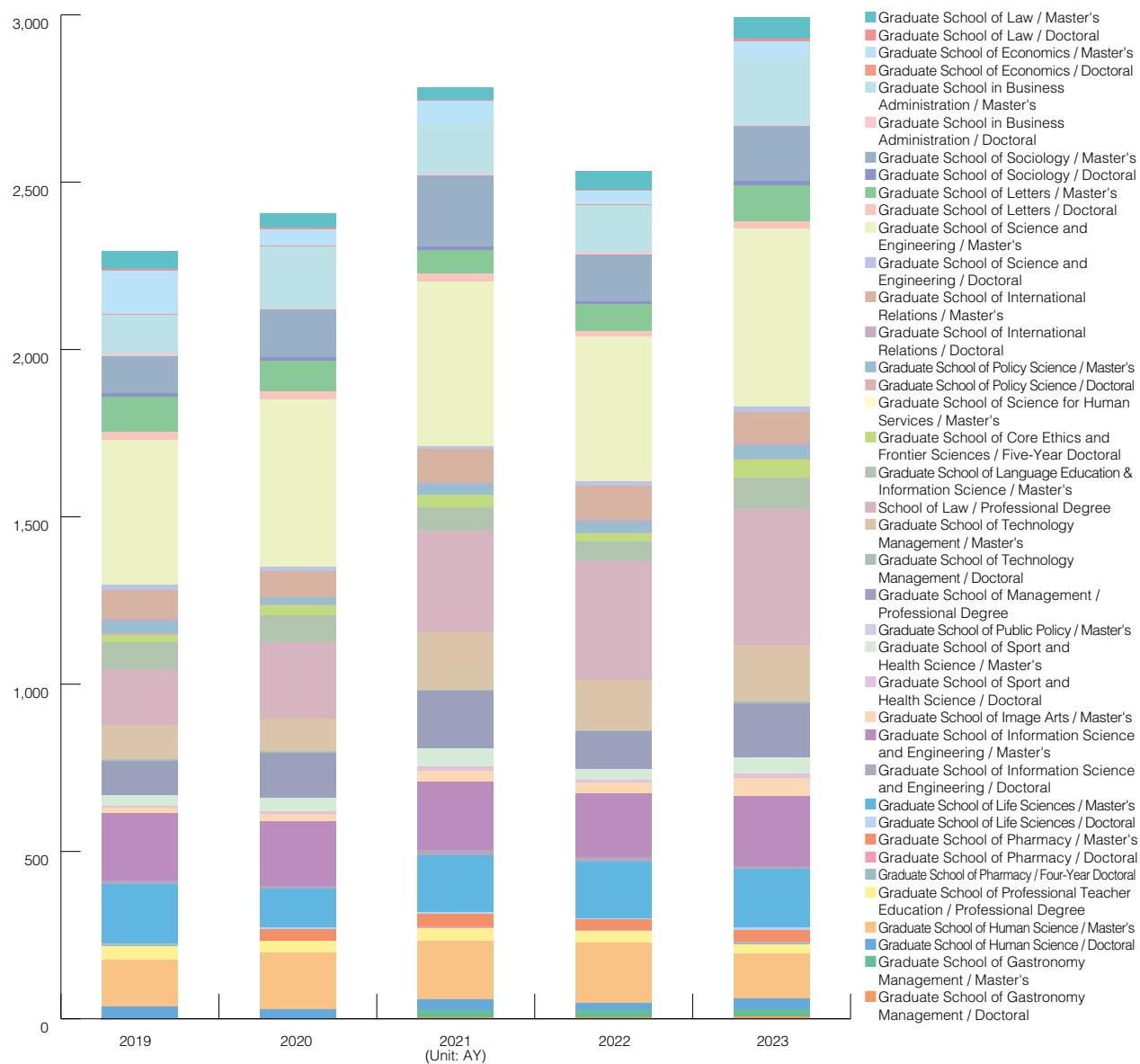
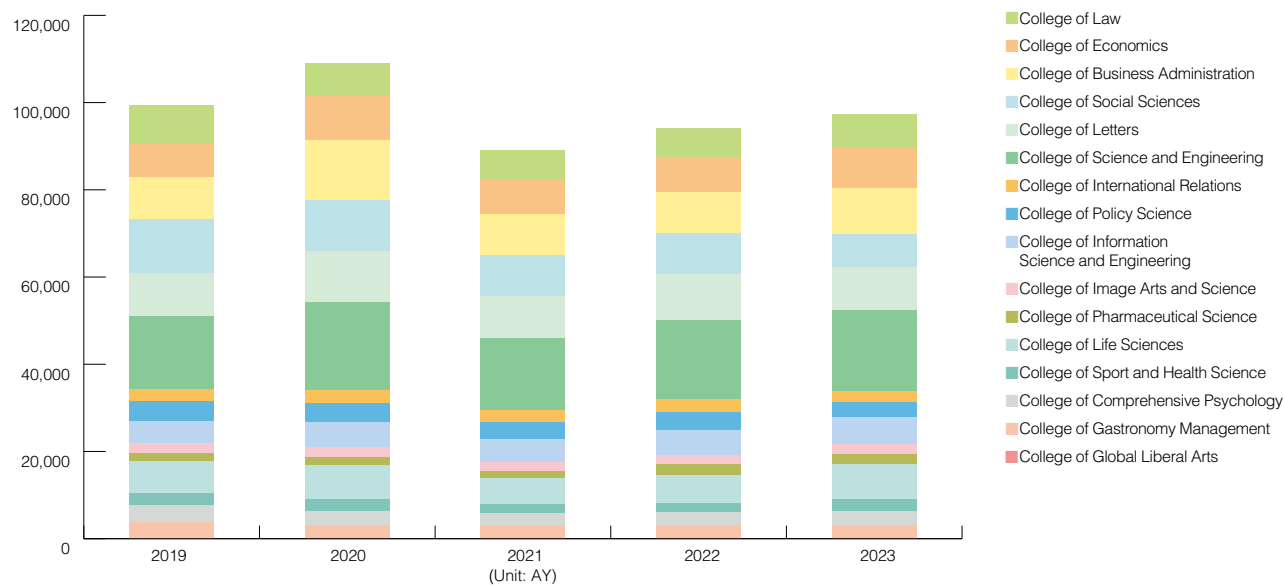
Schools	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Ritsumeikan Junior High School	215	894	315
Ritsumeikan Uji Junior High School	180	546	245
Ritsumeikan Keisho Junior High School	180	540	296
Ritsumeikan Moriyama Junior High School	160	841	392
Ritsumeikan Senior High School	360	465	248
Ritsumeikan Uji Senior High School	405	509	275
Ritsumeikan Keisho Senior High School	305	479	458
Ritsumeikan Moriyama Senior High School	320	373	253
Total	2,125	4,647	2,482

*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	67	41
	Doctoral	10	6	1
Graduate School of Economics	Master's	50	50	30
	Doctoral	5	1	0
Graduate School of Business Administration	Master's	60	199	52
	Doctoral	15	4	4
Graduate School of Sociology	Master's	60	164	37
	Doctoral	15	14	10
Graduate School of Letters	Master's	105	105	59
	Doctoral	35	24	19
Graduate School of Science and Engineering	Master's	450	531	487
	Doctoral	40	17	17
Graduate School of International Relations	Master's	60	90	50
	Doctoral	10	11	5
Graduate School of Policy Science	Master's	40	38	32
	Doctoral	15	4	4
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	30	52	16
Graduate School of Language Education and Information Science	Master's	60	96	43
School of Law	Professional Degree	70	404	182
Graduate School of Technology Management	Master's	70	170	71
	Doctoral	5	5	5
Graduate School of Management	Professional Degree	80	161	83
Graduate School of Sport and Health Science	Master's	25	49	31
	Doctoral	8	14	13
Graduate School of Image Arts	Master's	10	52	12
Graduate School of Information Science and Engineering	Master's	200	211	178
	Doctoral	15	7	7
Graduate School of Life Sciences	Master's	150	175	158
	Doctoral	15	9	9
Graduate School of Pharmacy	Master's	20	34	33
	Doctoral	3	4	4
	Four-Year Doctoral	3	4	4
Graduate School of Professional Teacher Education	Professional Degree	35	26	25
Graduate School of Human Science	Master's	65	136	73
	Doctoral	20	31	22
Graduate School of Gastronomy Management	Master's	20	23	18
	Doctoral	3	6	5
Master's Program		1,505	2,190	1,405
Doctoral Program		214	157	125
Five-Year Doctoral Program		30	52	16
Four-Year Doctoral Program		3	4	4
Professional Degree Program		185	591	290
Total		1,937	2,994	1,840

*The number of applicants and number of accepted applicants include only the figures for AY2023 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.

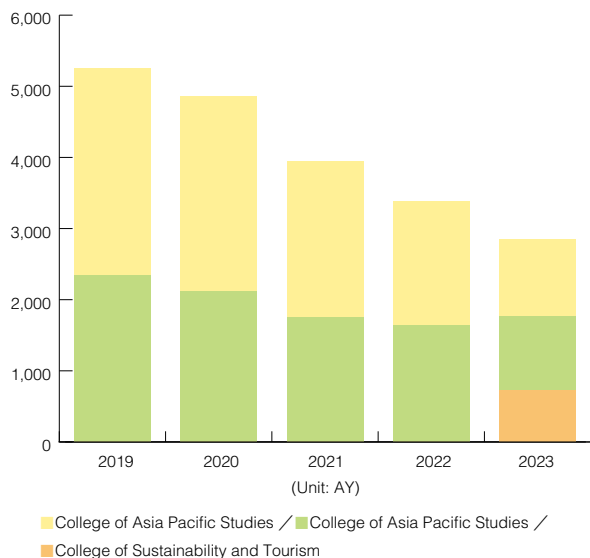


Ritsumeikan Asia Pacific University / College

Spring Enrollment

(Unit: Number of Persons)

College	2019	2020	2021	2022	2023
College of Asia Pacific Studies	2,913	2,741	2,187	1,747	1,086
College of International Management	2,336	2,118	1,755	1,642	1,028
College of Sustainability and Tourism	—	—	—	—	730
Total	5,249	4,859	3,942	3,389	2,844

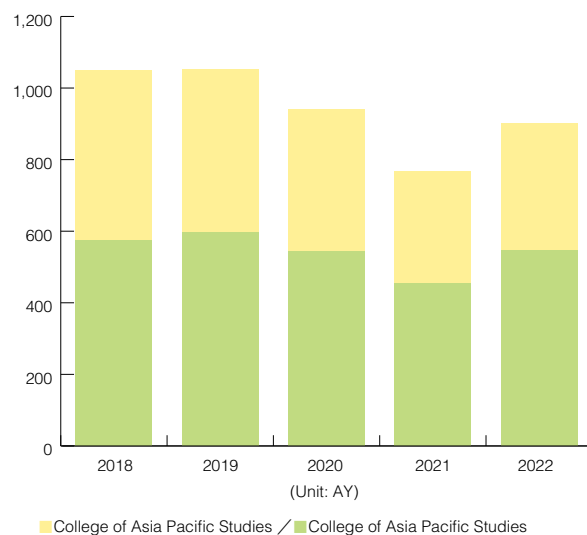


Ritsumeikan Asia Pacific University / College

Fall Enrollment

(Unit: Number of Persons)

College	2018	2019	2020	2021	2022
College of Asia Pacific Studies	474	455	397	313	356
College of International Management	575	597	543	454	545
Total	1,049	1,052	940	767	901



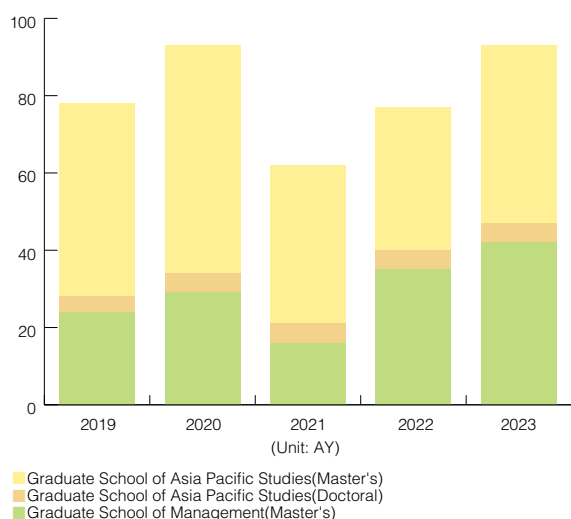
Ritsumeikan Asia Pacific University / Graduate Schools

Spring Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2019	2020	2021	2022	2023
Graduate School of Asia Pacific Studies	Master's	50	59	41	37	46
	Doctoral	4	5	5	5	5
Graduate School of Management	Master's	24	29	16	35	42
Master's Programs		74	88	57	72	88
Doctoral Programs		4	5	5	5	5
Total		78	93	62	77	93

* Only for spring admissions.

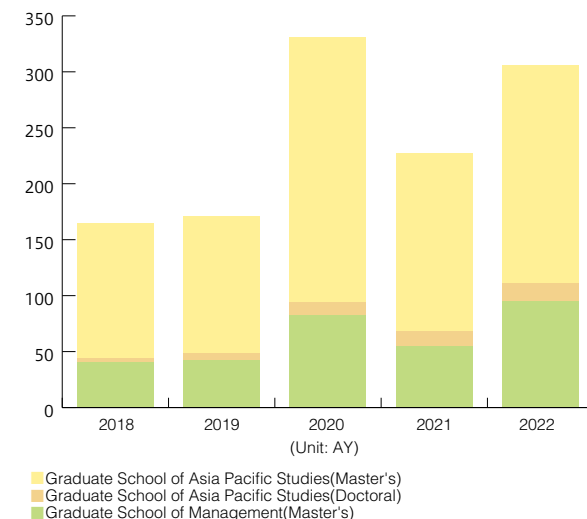


Ritsumeikan Asia Pacific University / Graduate Schools

Fall Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2018	2019	2020	2021	2022
Graduate School of Asia Pacific Studies	Master's	121	122	237	159	195
	Doctoral	3	7	11	13	16
Graduate School of Management	Master's	41	42	83	55	95
Master's Programs		162	164	320	214	290
Doctoral Programs		3	7	11	13	16
Total		165	171	331	227	306



3. Faculty and Staff Numbers (as of May 1, 2022)

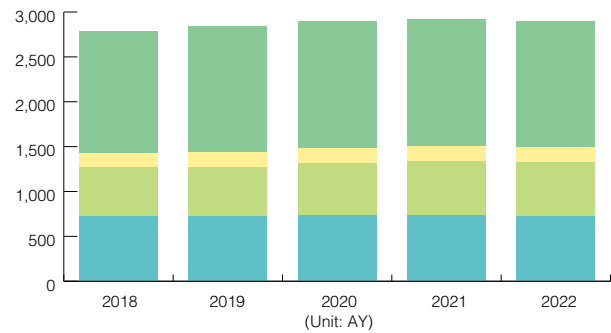
Faculty and Staff Numbers

(Unit: Number of Persons)

		2018	2019	2020	2021	2022
Ritsumeikan University	No. of Faculty	1,359	1,397	1,415	1,413	1,394
Ritsumeikan Asia Pacific University	No. of Faculty	166	166	167	166	175
Affiliated School	No. of Faculty	547	553	583	606	603
Ritsumeikan Trust	No. of Full-Time Staff	719	721	734	734	720
Total		2,791	2,837	2,899	2,919	2,892

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

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



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

Student-Teacher Ratios / Ritsumeikan University

(Unit: Number of Persons)

College	Department	No. of Full-Time Faculty	No. of Enrolled Students Per Full-Time Faculty Member
College of Law	Department of Law	62	50.6
College of Economics	Department of Economics	72	45.0
College of Business Administration	Department of Business Administration	58	46.8
	Department of International Business Administration	15	39.7
	Total	73	45.4
College of Social Sciences	Department of Social Sciences	98	33.8
College of Letters	Department of Humanities	127	34.3
College of Science and Engineering	Department of Electrical and Electronic Engineering	27	23.6
	Department of Mechanical Engineering	29	25.7
	Department of Robotics	19	20.1
	Department of Mathematical Sciences	22	18.5
	Department of Physical Sciences	26	14.0
	Department of Electronic and Computer Engineering	20	23.3
	Department of Architecture and Urban Design	16	23.4
	Department of Civil and Environmental Engineering	26	26.8
	Total	185	22.0
College of International Relations	Department of International Relations	55	25.4
	American University Ritsumeikan University Joint Degree Program	20	2.8
	Total	75	19.4
College of Policy Science	Department of Policy Science	50	33.7
College of Information Science and Engineering	Department of Information Science and Engineering	95	21.3
College of Image Arts and Sciences	Department of Image Arts and Sciences	29	23.6
College of Pharmaceutical Sciences	Department of Pharmacy	48	12.2
	Department of Pharmaceutical Sciences	13	17.6
	Total	61	13.4
College of Life Sciences	Department of Applied Chemistry	22	19.7
	Department of Biotechnology	19	17.2
	Department of Bioinformatics	16	16.6
	Department of Biomedical Sciences	18	13.9
	Total	75	17.0
College of Sport and Health Science	Department of Sport and Health Science	38	27.1
College of Comprehensive Psychology	Department of Comprehensive Psychology	38	30.4
College of Gastronomy Management	Department of Gastronomy Management	32	39.4
College of Global Liberal Arts	Department of Global Liberal Arts	19	14.6

*The number of enrolled students in the Department of Economics in the College of Economics includes 4 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 11 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 29 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	51	29.0
College of International Management	Graduate School of International Management	39	32.7

4. International Exchange

Number of Students Sent Overseas (as of March 31, 2023)

(Unit: Number of Persons)

College etc	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
Number of Students Sent Overseas	29	52	103	38	154	9	99	46	39
Number of Students Sent Overseas Online	1	10	1	22	35	7	8	3	1

College etc	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	Graduate Schools	Total
Number of Students Sent Overseas	3	11	29	25	31	15	3	11	697
Number of Students Sent Overseas Online	0	0	0	1	0	34	0	21	144

* Covers programs operated by the Center for International Education, the Colleges, the Graduate Schools and other academic centers (i.e., credit transfer and for-credit programs).

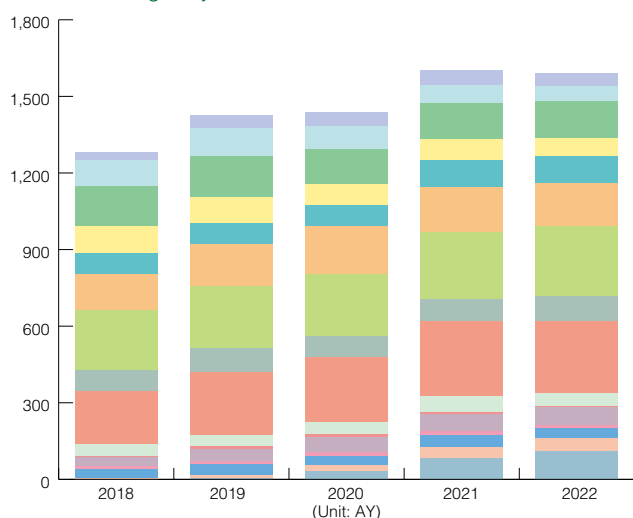
Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2022)

Ritsumeikan University / College

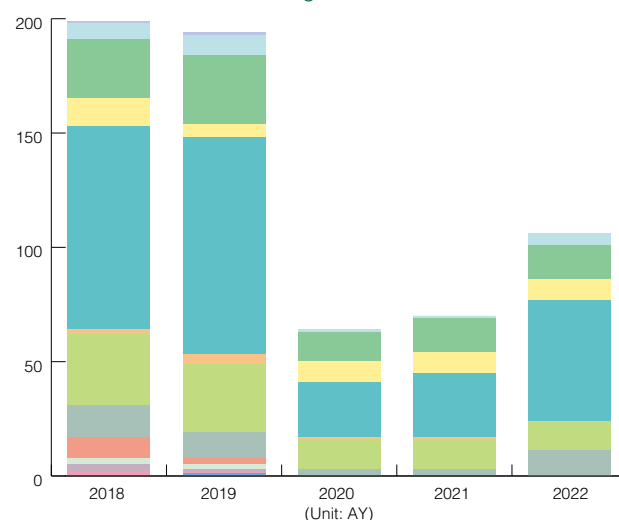
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
College of Law	33	48	52	61	52	1	1	0	0	0
College of Economics	100	109	93	67	59	7	9	1	1	5
College of Business Administration	159	163	136	141	146	26	30	13	15	15
College of Social Sciences	102	100	82	83	68	12	6	9	9	9
College of Letters	85	82	84	105	108	89	95	24	28	53
College of Science and Engineering	139	166	186	178	165	2	4	1	1	0
College of International Relations	236	243	241	260	277	31	30	13	13	13
College of Policy Science	81	96	86	88	96	14	11	3	3	11
College of Information Science and Engineering	210	243	253	296	282	9	3	0	0	0
College of Image Arts and Sciences	45	46	49	59	51	3	2	0	0	0
College of Pharmaceutical Sciences	5	9	10	10	7	0	0	0	0	0
College of Life Sciences	35	47	60	67	67	3	1	0	0	0
College of Sport and Health Science	12	14	12	14	13	2	1	0	0	0
College of Comprehensive Psychology	35	41	39	45	40	0	1	0	0	0
College of Gastronomy Management	4	11	21	43	50	0	0	0	0	0
College of Global Liberal Arts	-	6	33	85	110	-	0	0	0	0
Total	1,281	1,424	1,437	1,602	1,591	199	194	64	70	106

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



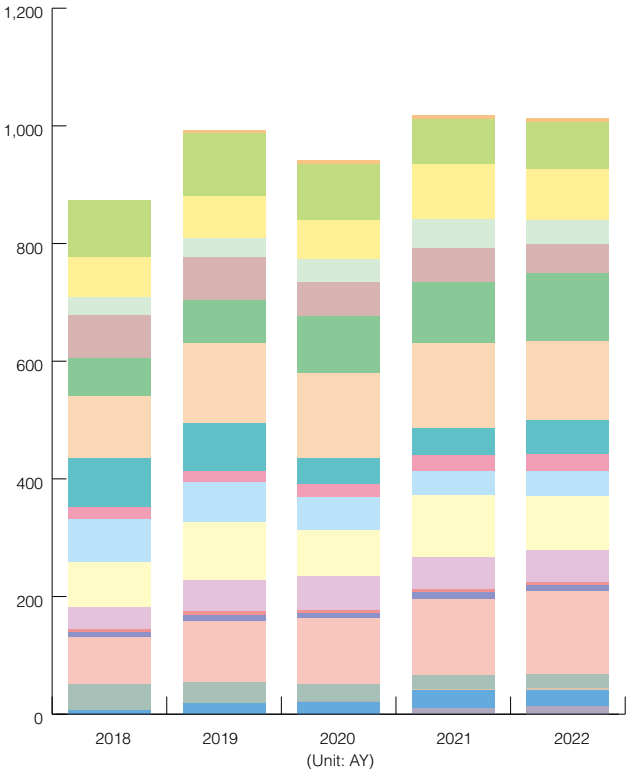
College of Law / College of Economics / College of Business Administration / College of Social Sciences / College of Letters / College of Science and Engineering / College of International Relations / College of Policy Science / College of Information Science and Engineering / College of Image Arts and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

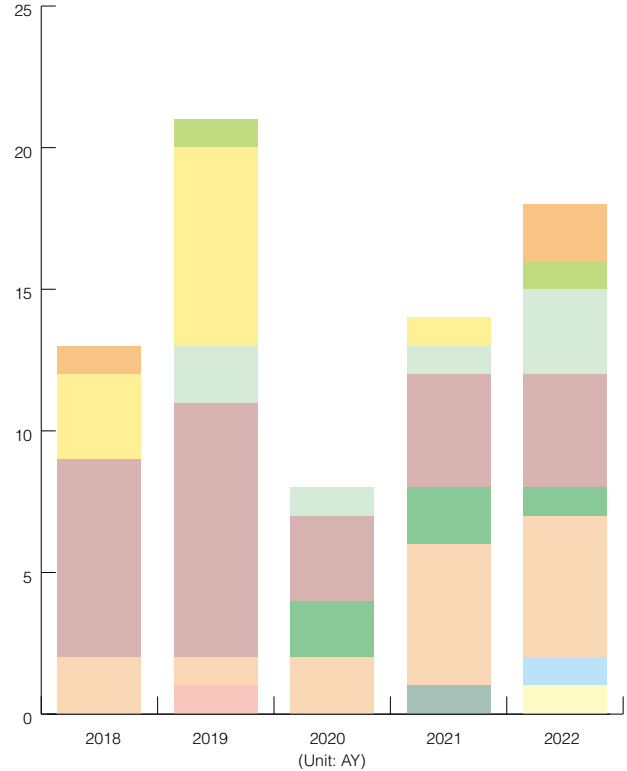
(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Graduate School of Law	1	4	6	6	6	1	0	0	0	2
Graduate School of Economics	97	108	95	78	81	0	1	0	0	1
Graduate School of Business Administration	68	71	66	92	87	3	7	0	1	0
Graduate School of Sociology	30	32	39	50	40	0	2	1	1	3
Graduate School of Letters	74	73	59	57	49	7	9	3	4	4
Graduate School of Science and Engineering	63	74	96	105	116	0	0	2	2	1
Graduate School of International Relations	107	136	145	144	135	2	1	2	5	5
Graduate School of Policy Science	82	80	44	46	57	0	0	0	0	0
Graduate School of Core Ethics and Frontier Sciences	20	20	23	27	29	0	0	0	0	0
Graduate School of Language Education and Information Science	73	68	55	41	43	0	0	0	0	1
School of Law	0	0	0	0	0	0	0	0	0	0
Graduate School of Technology Management	78	98	79	105	91	0	0	0	0	1
Graduate School of Management	36	53	58	55	54	0	0	0	0	0
Graduate School of Sport and Health Science	6	7	4	4	6	0	0	0	0	0
Graduate School of Image Arts	9	10	9	13	10	0	0	0	0	0
Graduate School of Information Science and Engineering	80	104	112	129	141	0	1	0	0	0
Graduate School of Life Sciences	43	36	30	24	24	0	0	0	1	0
Graduate School of Pharmacy	0	0	0	2	3	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	27	0	0	0	0	0
Graduate School of Gastronomy Management	-	-	-	10	14	-	-	-	0	0
Total	875	992	941	1,018	1,013	13	21	8	14	18

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



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

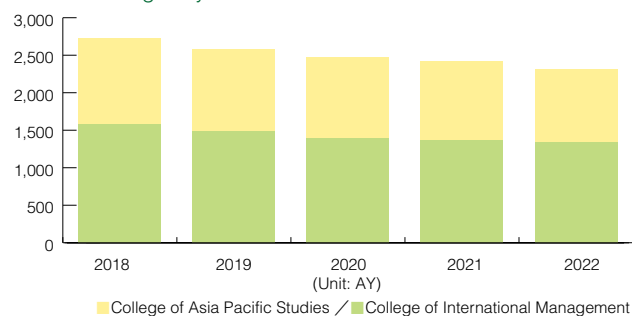
Ritsumeikan Asia Pacific University / College

(Unit: Number of Persons)

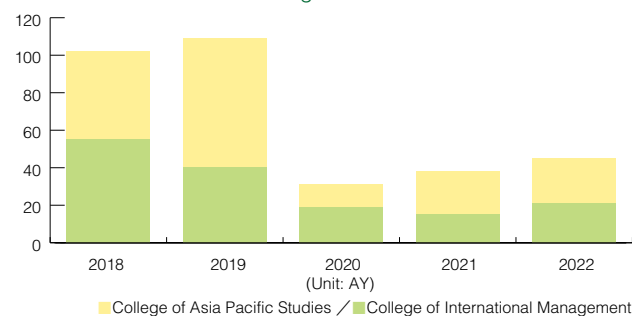
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
College of Asia Pacific Studies	1,139	1,103	1,069	1,052	967	47	69	12	23	24
College of International Management	1,582	1,484	1,398	1,370	1,341	55	40	19	15	21
Total	2,721	2,587	2,467	2,422	2,308	102	109	31	38	45

Number of Regularly-Enrolled International Students



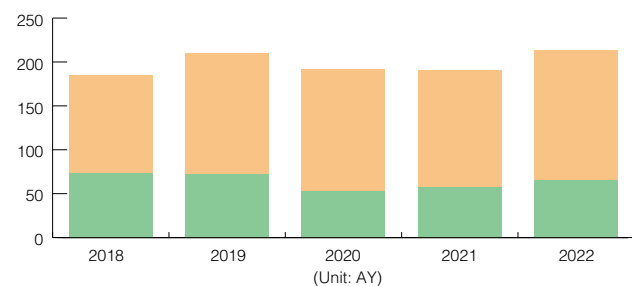
Number of Short-Term Exchange Students



Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2018	2019	2020	2021	2022
Graduate School of Asia Pacific Studies	111	138	139	134	148
Graduate School of Management	74	72	53	57	66
Total	185	210	192	191	214



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
	Under graduate	Graduate		
China	827	763	35	1,625
South Korea	499	16	21	536
Indonesia	52	33	6	91
Vietnam	26	20	0	46
Taiwan	29	12	1	42
India	18	15	0	33
Hong Kong	13	3	3	19
Malaysia	15	0	0	15
Myanmar	10	5	0	15
Thailand	4	10	0	14
Bangladesh	2	7	0	9
Singapore	6	1	1	8
Pakistan	1	7	0	8
Laos	0	8	0	8
Mongolia	3	2	0	5
Philippines	2	3	0	5
Cambodia	1	4	0	5
Nepal	1	3	0	4
Bhutan	0	4	0	4
Sri Lanka	1	1	0	2
Macau	0	1	0	1
Asia Subtotal	1,510	918	67	2,495
Afghanistan	0	8	0	8
Turkey	3	4	0	7
Saudi Arabia	1	2	0	3
U.A.E.	1	0	0	1
Iran	1	0	0	1
Middle East Subtotal	6	14	0	20
Ghana	0	5	0	5
Egypt	1	3	0	4

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Graduate		
Uganda	2	1	0	3
Nigeria	0	3	0	3
Zimbabwe	0	2	1	3
South Africa	1	1	0	2
Maldives	0	2	0	2
Madagascar	0	1	0	1
Rwanda	0	1	0	1
Lesotho	0	1	0	1
Cote d'Ivoire	0	1	0	1
Zambia	0	1	0	1
Senegal	0	1	0	1
Somalia	0	1	0	1
Mozambique	0	1	0	1
Africa Subtotal	4	25	1	30
U.S.A	45	12	3	60
Mexico	2	1	2	5
Peru	2	1	0	3
Canada	2	0	0	2
Paraguay	1	0	0	1
Belize	0	1	0	1
Colombia	0	1	0	1
Chile	0	1	0	1
Honduras	0	1	0	1
North America & South America Subtotal	52	18	5	75
Australia	3	0	0	3
New Zealand	1	0	0	1
Oceania Subtotal	4	0	0	4
France	2	0	9	11
Italy	0	4	7	11

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Graduate		
Kyrgyz	0	9	0	9
Spain	1	2	5	8
U.K.	3	0	4	7
Norway	1	2	4	7
Uzbekistan	1	4	0	5
Russian	1	3	1	5
Germany	1	0	4	5
Finland	0	0	5	5
Tajikistan	0	4	0	4
Hungary	0	1	3	4
Switzerland	2	0	1	3
Bulgaria	0	3	0	3
Sweden	0	1	2	3
Romania	0	0	3	3
Netherlands	0	1	1	2
Czech	0	0	2	2
Kazakhstan	1	0	0	1
Lithuania	1	0	0	1
Belgium	1	0	0	1
Ukraine	0	1	0	1
Slovenia	0	1	0	1
Bahrain	0	1	0	1
Poland	0	1	0	1
Europe Subtotal	15	38	51	104
Total	1,591	1,013	124	2,728
Kinugasa Campus	556	312	90	958
Biwako-Kusatsu Campus	643	385	7	1,035
Osaka Ibaraki Campus	392	316	27	735
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	462	1	0	1	464	Somalia	2	2	0	0	4	Fiji	1	4	0	0	5
China	366	14	0	7	387	Uganda	2	1	0	0	3	Papua New Guinea	0	4	0	0	4
Indonesia	365	15	0	1	381	Morocco	2	1	0	0	3	Samoa	1	2	0	0	3
Vietnam	226	14	0	1	241	South Africa	2	1	0	0	3	Micronesia	2	0	0	0	2
Thailand	191	9	0	1	201	Ghana	1	2	0	0	3	New Zealand	1	0	0	0	1
Bangladesh	109	14	0	0	123	Mozambique	1	2	0	0	3	Marshall	1	0	0	0	1
Taiwan	91	1	0	1	93	Egypt	0	3	0	0	3	Kiribati	0	1	0	0	1
India	61	8	0	0	69	Zimbabwe	2	0	0	0	2	Solomon	0	1	0	0	1
Mongolia	53	0	0	0	53	Tanzania	2	0	0	0	2	Tonga	0	1	0	0	1
Sri Lanka	39	7	0	0	46	Botswana	1	1	0	0	2	Oceania Subtotal	12	13	0	0	25
Myanmar	29	15	0	0	44	Malawi	1	1	0	0	2	Uzbekistan	41	2	0	0	43
Nepal	33	0	0	0	33	South Sudan	1	1	0	0	2	France	16	1	0	5	22
Malaysia	26	1	0	1	28	Lesotho	1	1	0	0	2	U.K.	6	1	0	9	16
Philippines	17	2	0	0	19	Gambia	1	1	0	0	2	Tajikistan	0	12	0	0	12
Cambodia	13	2	0	0	15	Cote d'Ivoire	1	0	0	0	1	Finland	7	2	0	1	10
Pakistan	6	6	0	0	12	Sierra Leone	1	0	0	0	1	Norway	7	1	0	1	9
Singapore	6	0	0	1	7	Mauritius	1	0	0	0	1	Italy	1	3	0	5	9
Laos	1	3	0	0	4	Guinea-Bissau	0	1	0	0	1	Germany	3	1	0	4	8
Timor-Leste	0	4	0	0	4	Chad	0	1	0	0	1	Denmark	3	2	0	0	5
Maldives	0	2	0	0	2	Seychelles	0	1	0	0	1	Netherlands	3	0	0	2	5
Asia Subtotal	2094	118	0	14	2,226	Africa Subtotal	46	34	0	0	80	Czech	3	0	0	0	3
Afghanistan	0	7	0	0	7	U.S.A	31	4	0	1	36	Kyrgyz	1	1	0	1	3
Iran	2	0	0	0	2	Canada	7	1	0	0	8	Kazakhstan	2	0	0	0	2
Israel	2	0	0	0	2	Mexico	2	2	0	0	4	Switzerland	2	0	0	0	2
Syrian	1	1	0	0	2	Ecuador	3	0	0	0	3	Russian	1	1	0	0	2
Jordan	1	1	0	0	2	Brazil	3	0	0	0	3	Cyprus	1	0	0	0	1
Yemen	1	0	0	0	1	Peru	1	2	0	0	3	Belgium	1	0	0	0	1
U.A.E	0	1	0	0	1	Barbados	1	0	0	0	1	Latvia	1	0	0	0	1
Palestine	0	1	0	0	1	Haiti	1	0	0	0	1	Spain	0	0	0	1	1
Middle East Subtotal	7	11	0	0	18	Bolivia	1	0	0	0	1	Poland	0	0	0	1	1
Kenya	9	2	0	0	11	Colombia	0	1	0	0	1	Europe Subtotal	99	27	0	30	156
Nigeria	3	6	0	0	9	Jamaica	0	1	0	0	1	International Students	2,308	214	0	45	2,567
Liberia	6	2	0	0	8	North America & South America Subtotal	50	11	0	1	62	Domestic Students	3,027	4	37	8	3,076
Ethiopia	2	4	0	0	6	Australia	6	0	0	0	6	Total	5,335	218	37	53	5,643
Rwanda	4	0	0	0	4												

* 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, 2023)

	Degree	Number		Degree	Number
Ritsumeikan University Graduate School	Doctoral	107	Ritsumeikan Asia Pacific University Graduate School	Doctoral	5
	Master's	1,241		Master's	83
	Professional	131			

6. Number of Students Passing Difficult Examinations (as of 2022)

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	217
2	Kyoto University	130
3	Hokkaido University	111
4	Waseda University	84
5	Tohoku University	75
6	Keio University	71
7	Ritsumeikan University	63
8	Okayama University	61
9	Chuo University	49
10	Chiba University	47

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	Kyoto University	119
2	University of Tokyo	117
3	Keio University	104
3	Waseda University	104
5	Hitotsubashi University	66
6	Kobe University	54
7	Osaka University	51
8	Chuo University	50
9	Tohoku University	27
10	Doshisha University	25
13	Ritsumeikan University	19

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

Rank	University	Number
1	Keio University	187
2	Waseda University	109
3	Meiji University	86
4	University of Tokyo	57
5	Ritsumeikan University	54
5	Chuo University	54
7	Kobe University	50
8	Kyoto University	47
9	Doshisha University	44
10	Hitotsubashi University	38

(Mitakai survey of CPAs)

7. Post-graduation Career Paths (as of March 31, 2023)

Ritsumeikan University / Advancement Rate

(Unit: %)

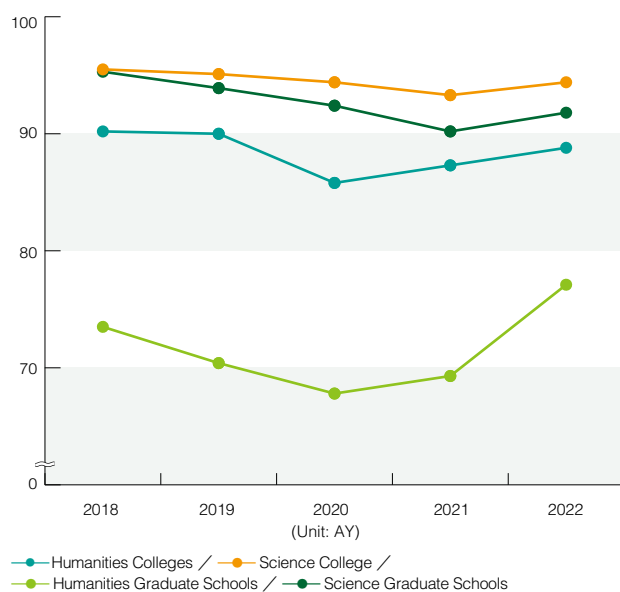
	2018	2019	2020	2021	2022
Humanities Colleges	90.2	90.0	85.8	87.3	88.8
Science Colleges	95.5	95.1	94.4	93.3	94.4
Humanities Graduate Schools	73.5	70.4	67.8	69.3	77.1
Science Graduate Schools	95.3	93.9	92.4	90.2	91.8

*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), students who continue to work (e.g., adult learners), sole proprietors, students who sign professional contracts, freelancers, entrepreneurs, and students 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: %)

	2018	2019	2020	2021	2022
Humanities Colleges	98.0	97.8	97.5	97.9	98.2
Science Colleges	99.7	99.5	99.7	99.3	99.0
Humanities Graduate Schools	97.9	98.4	98.6	98.7	98.8
Science Graduate Schools	99.7	99.7	99.6	99.5	98.7

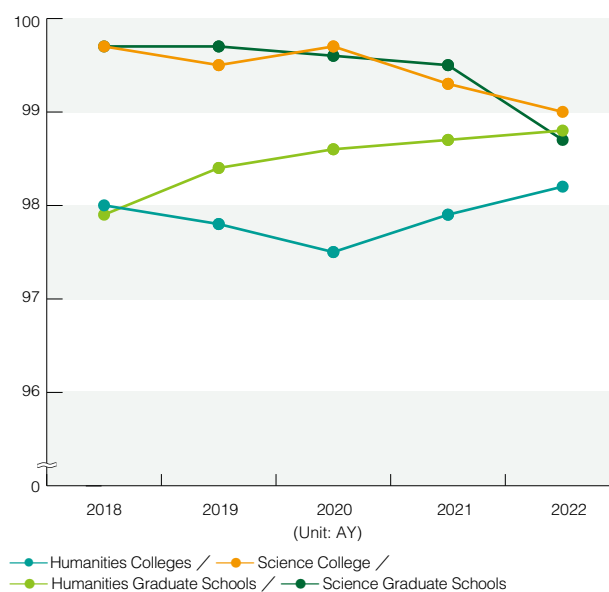
*Known Advancement Rate = (Job placement + Advancement + Other) ÷ No. of Graduates × 100.

*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), students who continue to work (e.g., adult learners), sole proprietors, students who sign professional contracts, freelancers, entrepreneurs, and students 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.



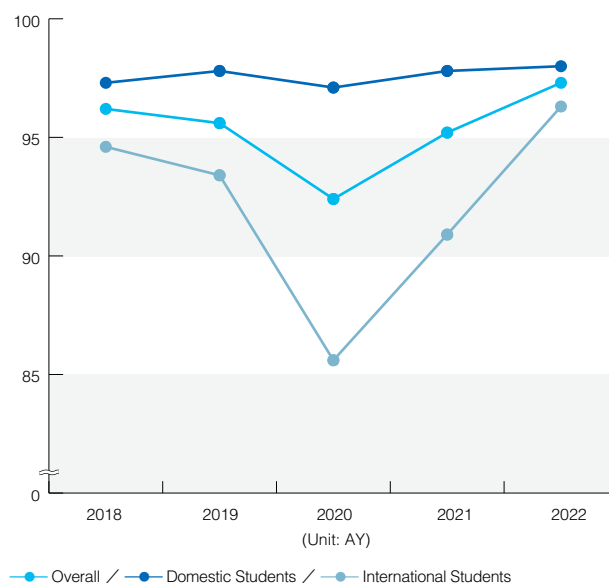
Ritsumeikan Asia Pacific University / Job Placement Rate (Unit: %)

	2018	2019	2020	2021	2022
Overall	96.2	95.6	92.4	95.2	97.3
Domestic Students	97.3	97.8	97.1	97.8	98.0
International Students	94.6	93.4	85.6	90.9	96.3

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

*Includes fall graduates.

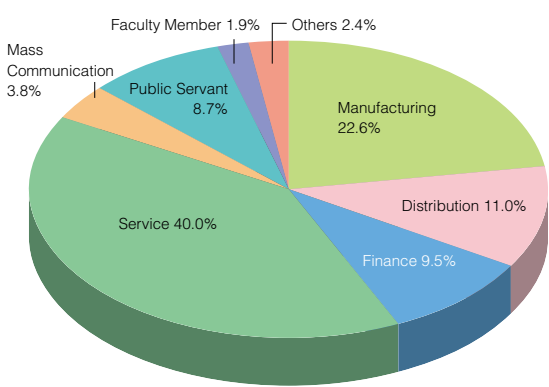
*Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), individuals who continue their studies while seeking employment, individuals who go on to work in a family business, and individuals who start a business.



Ritsumeikan University / Job placement statistics by industry

Industry	Ratio
Manufacturing	22.6%
Distribution	11.0%
Finance	9.5%
Service	40.0%
Mass Communication	3.8%
Public Servant	8.7%
Faculty Member	1.9%
Others	2.4%

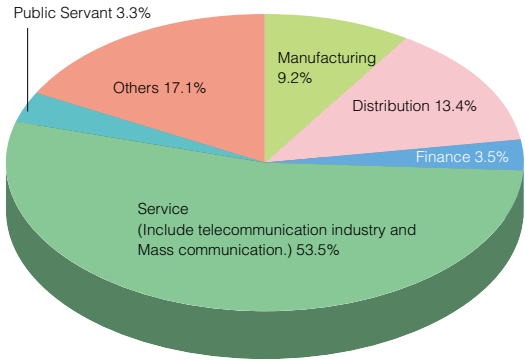
*Includes September 2022 and March 2023 graduates.
**"Other" includes students who continue to work (e.g., adult learners), sole proprietors, students who sign professional contracts, freelancers, entrepreneurs, and students with prospective employment whose industries are unclear.
*About the type of industry classification, I classify it by this school's original index.
*Because the ratio by industry is rounded off to the second decimal place, the total may not be 100%.



Ritsumeikan Asia Pacific University / Job placement statistics by industry

Industry	Ratio
Manufacturing	9.2%
Distribution	13.4%
Finance	3.5%
Service (Include telecommunication industry and Mass communication.)	53.5%
Public Servant	3.3%
Others	17.1%

*Includes September 2022 and March 2023 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, 2023)

Ritsumeikan University

2022 Academic Year		Number	Amount(JPY)
Public Research Funding	Grants-in-Aid for Scientific Research (MEXT / JSPS) *1	1,000	1,584,209,139
	Other Public Research Funding	167	2,520,598,211
Research Funding for Industry-Academia Cooperation	Contracted Research	220	346,249,197
	Joint research	139	180,201,038
	Grants and Subsidies etc.	106	112,104,660
	Private Research Founding	93	183,717,546
	Revenue from Patents etc *2	30	13,834,374
	Other revenue *3	142	28,652,307
Total		1,897	4,969,566,472

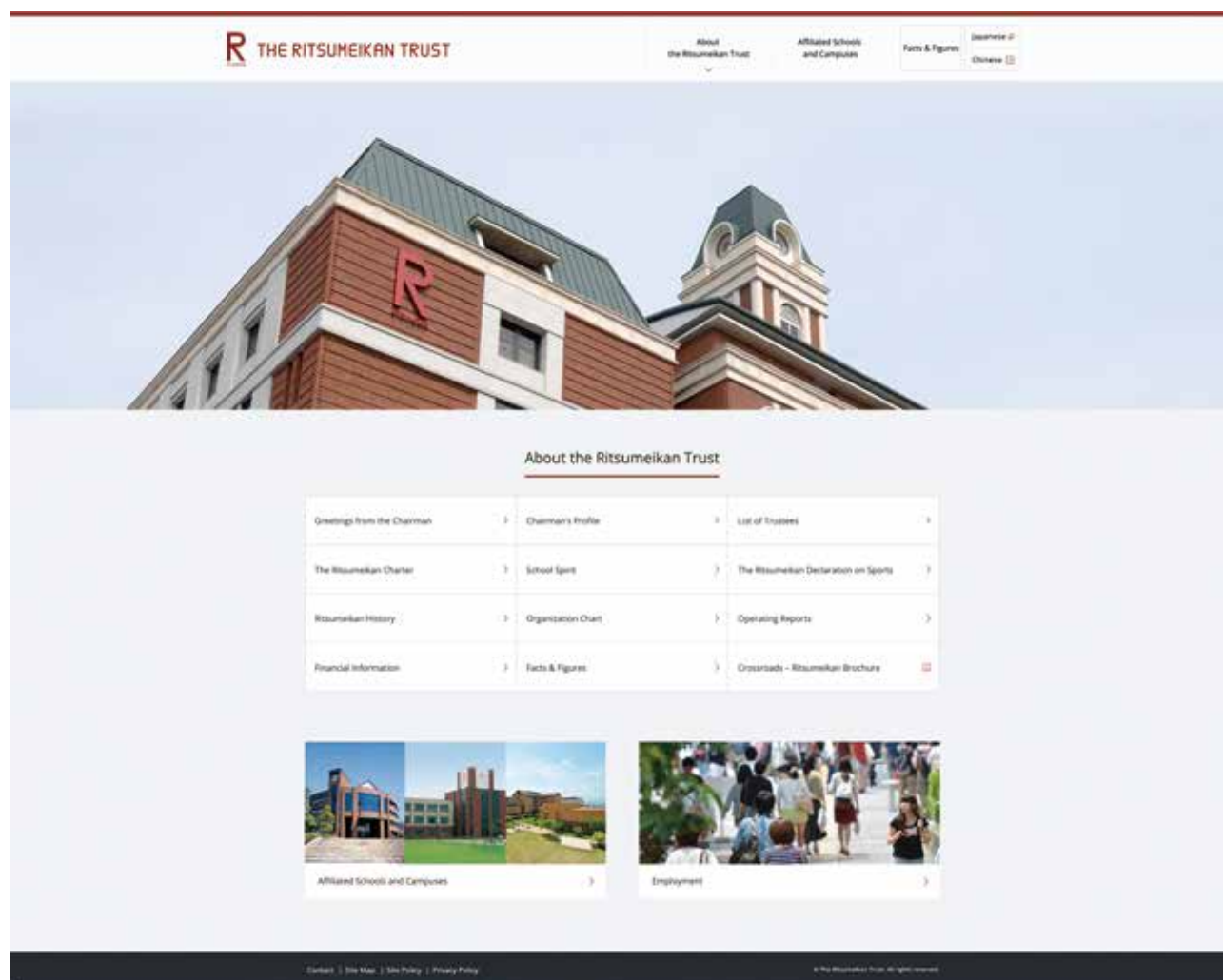
*1: Including the Grant-in-Aid for JSPS Fellows and the Fund for the Promotion of Joint International Research (Fostering Joint International Research).
This also includes a special exception for the extension of the grant period for Grants-in-Aid for Scientific Research due to the impact of the COVID-19 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.

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

HOME





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