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RITSUMEIKAN ANNIVERSARY

OPERATING REPORT

OPERATING REPORT

RITSUMEIKAN

2024

The Ritsumeikan Trust

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On the Issuance of the AY2024 Operating Report

In AY2024, we would like to once again thank all stakeholders of the Academy for their generous cooperation and support to student learning at every level of education and to our education and research activities. AY2024 marked the fourth year of the R2030 Academy Vision Challenge Design, our mid-to-long-term plan, and every school promoted a variety of initiatives that will link to the second half of the plan (AY2026-AY2030) with an eye on the 2030s beyond that.

In the final evaluation of the Top Global University Project (SGU) conducted in AY2024 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Ritsumeikan University was awarded the highest grade of "S". In addition, in the field of Earth & Planetary Science, we pursued research centered on the Ritsumeikan Earth & Space Exploration Center (ESEC) and were selected as an SX Research and Development Site for a project entitled "Center for Space Equipment Development and Human Resources Development for the Industrialization of Lunar Surface Exploration and Utilization". Furthermore, our proposal for the creation of a new research field called the embodied environment was selected by the Japan Society for the Promotion of Science (JSPS) for the Program for Forming Japan's Peak Research Universities (J-PEAKS). As this shows, AY2024 was a year in which many of the initiatives that we are undertaking were highly commended.

With regard to education—and liberal arts education in particular—continuing from the accreditation of our Data Science +R Program (Basic Level) last academic year, our Data Science +R Program (Applied Basic Level) was accredited by the Minister of MEXT as an Applied Basic Level Mathematical, Data Science, and AI Education Program. In addition, as the next step in our English education reforms, we are implementing Project Education in English for Ritsumeikan (PEER), an English language program that serves as a bridge to research and major education, and will be introduced in the new College of Arts and Design that is scheduled to open in AY2026. In terms of graduate school academic affairs, we have begun exploring cross-disciplinary degree programs in collaboration with our research organizations and institutes, and are moving forward with the development of an interdisciplinary program consisting of multiple research units. As for difficult examinations, a large number of students realized their desired career paths, with a record-high 86 students passing the national civil service career-track examination (3rd in Japan) and 51 students—12 more than last year—passing the certified public accountant examination (according to university records).

Ritsumeikan Asia Pacific University (APU) entered the second year of its so-called "second inception" based on the establishment of the College of Sustainability and Tourism and the implementation of curriculum reforms in its existing colleges. Together with the Kyushu Institute of Technology, with which APU has concluded a partnership agreement, APU was selected by MEXT for the Multicultural Campus Project Toward Social Impact (SI Project), and it will "transcend organizations, regions, and fields to develop human resources to create value in the global society" from its base in Kyushu. In addition, the Future Visionary Vice President system was introduced in AY2024, and the university received proposals from the APU Student Future Visionary Vice President and Summit Members, marking the beginning of a new experiment in university administration.

With regard to integrated education and the affiliated schools, we are pursuing a variety of initiatives aimed at further enhancing linkages between the primary school, junior high schools, high schools, universities, and graduate schools based on inquiry-based learning, STEAM education, and global education, including the development of partnership programs and creating opportunities for affiliated school students to receive advice from university faculty members. In addition, we have begun to consider the creation of a new type of education that explores the future in collaboration with society, and we will further accelerate our efforts in this area.

In terms of Academy-wide initiatives, we elaborated upon a staff policy to promote the R2030 Challenge Design that will enter its second half in AY2026, streamlined duties by leveraging the digital transformation (DX), and developed human resources for DX. In addition, we are participating in World Expo 2025 Osaka, Kansai, which shares the same vision and direction for the future of society and education as the Academy, and we are working across organizational boundaries to achieve targets for diversity and inclusion (D&I), carbon neutrality, and other goals related to the SDGs. Also, in accordance with the revisions to the Private School Act that went into effect on April 1, 2025, we revised the Ritsumeikan Trust Act of Endowment under the supervision of the Board of Trustees after a series of discussions based on governance reforms in the Ritsumeikan Academy and our achievements to date in academy management. Furthermore, we finalized the Basic Policy for the Internal Control System, and starting in AY2025, we will continuously verify the operational status of our internal controls to enhance the effectiveness and efficiency of the legal compliance for our operations.

In AY2025, we will celebrate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy. In line with this, we are scheduled to undertake a wide range of initiatives including the following: (i) Kinugasa Campus: full-scale preparations for the opening of the College of Arts and Design and the Graduate School of Science in Arts and Design in AY2026 and the development of the new Kinugasa Redesign Project, an project to invigorate the Kinugasa district of Kyoto based on art; (ii) Biwako-Kusatsu Campus (BKC): utilization of the new building that will be completed in July 2025 as a hub for research in the fields of health, longevity, and quality of life (QOL) and the creation of social impact through industry-academia-government-community collaboration; and (iii) Osaka Ibaraki Campus (OIC): the cultivation of emerging talent and human resources for startups by deploying a diverse array of learning opportunities that transcend curricular and extracurricular activities based on the Try Field concept.

Going forward, we will continue pursuing education and research activities to fulfill our social responsibility, and we will provide our students at every level of education with the support they need to grow. We kindly request the continued understanding and support of all stakeholders of the Ritsumeikan Academy.

May 31, 2025

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

Ideal Shape of the Academy

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

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

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

Ideal Qualities in Our People

People imbued with enterprising spirit
Our people are strong-willed individuals who persevere to overcome obstacles without fear of disputes or failure.

People who can respond to changes in society, think independently, and take action
Our people understand social change and have the insight to recognize the myriad issues that society faces, whilst at the same time taking affirmative steps to resolve them.

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

Policy Objectives of the R2030 Academy Vision

Realize The Creation of New Value
We will strive to create new value. We will paint a picture of the ideal future society, and we will support individuals who strive to create new value to realize that ideal.

Actively Contribute to Global Society
As the world grows increasingly complex in step with globalization, we will ground ourselves in our ideals, and, showing empathy for and trust in others, we will pursue the globalization of our education and research to help make the world a better place.

Evolve Teaching and Research with Technology
In an age in which technology is dramatically changing society, we will appropriately utilize this ever-evolving technology to raise the level of our education and research, and to challenge ourselves to develop technology that can contribute to the creation of a better world.

Embrace Diversity for Academy Development
We will strive to pursue Academy development that fully embraces the diversity that derives from the interplay of a wide range of individuals, including students at every level, faculty, staff, and alumni as well as a wide range of organizations.

Create Future-Oriented Campuses
Utilizing our campuses to the fullest, we will strengthen ties with local communities and the world, and we will strive to create new value for the campuses as integral parts of society.

Pursue Seamless Institutional Development
To enhance the infrastructure required to create new value, we will strive to offer education and research that is seamless in every sense of the word, including spatially, geographically, and temporally.

Center: **Challenge your mind Change our future**

An Academy that serves as a community hub for lifelong learning

An Academy that tackles the issues facing human society

An Academy dedicated to realizing diversity and inclusion

People imbued with enterprising spirit

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

People equipped with a sense of global citizenship

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

■ Ritsumeikan University

Priority Goals	
1	Create intellectual values shared with society
2	Innovate new values of learning
3	Shape Ritsumeikan into an organization engaged in self-transformation

Challenge Design	
1	Building a leading-edge research university with the Ritsumeikan Knowledge Nodes concept at its core
2	Developing education that links the improvement of research capabilities with the enhancement of education
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	
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.
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.
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.

Action Plan	
1	From diversity/a multicultural environment to diversity and inclusion: pursue new growth and create APU education that is creative and internationally competitive
2	Promote internationally applicable research that contributes to society and the community
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	
1	Become integrated education schools with linkages up through the graduate level: Integrated education that produces talent who can create new value
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
3	Realize diversity through the development of learning in collaboration with the world: A new model for integrated education
4	Towards flexible and seamless learning created by our students: Realize the Ritsumeikan version of the Future Classroom

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

2. History of the Ritsumeikan Trust (as of May 1, 2024)

May	1900	Establishment of Kyoto Hosei School (Kyoto School of Law and Politics) approved.
October	1903	Name change to Kyoto Profession School of Law approved.
September	1904	Establishment of Kyoto University Law and Politics approved.
September	1905	Establishment of Seiwa School (private junior high school) approved.
April	1906	Name changed from Seiwa School to Seiwa Junior High School in accordance with the School Ordinance.
December	1913	Establishment of the Ritsumeikan Foundation approved. Name change from Kyoto University Law and Politics to Ritsumeikan Private University approved.
		Name change from Seiwa Junior High School to Ritsumeikan Junior High School approved.
July	1919	Name change from Ritsumeikan Private University to Ritsumeikan University approved.
June	1922	Establishment of Ritsumeikan University under the old University Decree approved. Establishment of undergraduate division and professional school approved.
March	1944	Name change from Ritsumeikan University Professional School to Ritsumeikan Professional School approved.
April	1947	Establishment of Ritsumeikan Junior High School approved in accordance with educational system reforms.
March	1948	Establishment of Ritsumeikan University approved in accordance with the School Education Act.
April	1948	Establishment of Ritsumeikan Senior High School and Ritsumeikan Evening High School (renamed Ritsumeikan Senior High School Part-Time Program in 1952) approved.
March	1950	Establishment of Ritsumeikan University Junior College approved. Establishment of Ritsumeikan University Graduate School (Master's Program) 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)
June	1953	Abolishment of Ritsumeikan Professional School approved.
December	1954	Abolishment of Ritsumeikan University Junior College approved.
March	1968	Ritsumeikan Senior High School Part-Time Program closed.
June	1979	Change of Trust office location approved (Office moved in September).
		(Location: 56-1 Toji-in Kitamachi, Kita-ku, Kyoto)
April	1981	Move from Hirokoji Campus (Kamigyo-ku, Kyoto) to Kinugasa Campus (Kita-ku, Kyoto) completed.
August	1988	Ritsumeikan Junior and Senior High School moved. (Location: 23 Fukakusa-Nishideyama-cho, Fushimi-ku, Kyoto)
April	1994	Biwako-Kusatsu Campus (Kusatsu, Shiga) opened.
August	1994	Merger with Uji Academy (Uji Senior High School, Uji Special Training School) approved.
		Name changed from Uji Senior High School to Ritsumeikan Uji Senior High School.
December	1995	Merger with Keisho Academy (Sapporo Senior High School of Economics) approved.
		Name changed from Sapporo Senior High School of Economics to Ritsumeikan University Keisho Senior High School.
March	1997	Establishment of Ritsumeikan University Keisho Senior High School full-time general course approved.
April	1997	Ritsumeikan University Keisho Senior High School moved. (Location: 640-1 Nishinopporo, Ebetsu, Hokkaido)
July	1998	Abolishment of Uji Special Training School approved.
December	1999	Establishment of Ritsumeikan Asia Pacific University approved.
		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.
April	2002	Ritsumeikan Uji Senior High School moved. (Location: 33-1 Hachikenyadani, Hirono-cho, Uji, Kyoto)
October	2002	Establishment of Ritsumeikan Uji Junior High School approved.
December	2002	Establishment of Ritsumeikan Asia Pacific University Graduate School approved.
October	2005	Establishment of Ritsumeikan Moriyama Senior High School approved.
March	2006	Establishment of Ritsumeikan Primary School approved.
September	2006	Trust offices moved. (Location: 1-7 Nishinokyo-Togano-cho, Nakagyo-ku, Kyoto)
		Suzaku Campus (Nakagyo-ku, Kyoto) opened.
October	2006	Establishment of Ritsumeikan Moriyama Junior High School approved.
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, 2024)

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
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

Biwako-Kusatsu Campus

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

College of Economics
College of 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 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 Information Science and Engineering
College of Image Arts and Sciences
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 Image Arts
Graduate School of Information Science and Engineering
Graduate School of Human Science

Ritsumeikan Asia Pacific University	1-1 Jumonjibaru, Beppu, Oita	College of Asia Pacific Studies College of Sustainability and Tourism Graduate School of Asia Pacific Studies	College of International Management Graduate School of Management
Ritsumeikan Senior High School	1-1-1 Choshi, Nagaokakyo, Kyoto		
Ritsumeikan Uji Senior High School	33-1 Hachikenyadani, Hirono-cho, Uji, Kyoto		
Ritsumeikan Keisho Senior High School	640-1 Nishinopporo, Ebetsu, Hokkaido		
Ritsumeikan Moriyama Senior High School	250 Miyake-cho, Moriyama, Shiga		
Ritsumeikan Junior High School	1-1-1 Choshi, Nagaokakyo, Kyoto		
Ritsumeikan Uji Junior High School	33-1 Hachikenyadani, Hirono-cho, Uji, Kyoto		
Ritsumeikan Keisho Junior High School	640-1 Nishinopporo, Ebetsu, Hokkaido		
Ritsumeikan Moriyama Junior High School	250 Miyake-cho, Moriyama, Shiga		
Ritsumeikan Primary School	22 Koyama-Nishi-kamifusa-cho, Kita-ku, Kyoto		

4. Number of Students at Each Level

4-1. Ritsumeikan University (as of May 1, 2024)

(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	—	722	2,880	3,114	
	Total	720	—	722	2,880	3,114	
College of Economics	Department of Economics	760	—	789	3,040	3,325	
	Total	760	—	789	3,040	3,325	
College of Business Administration	Department of Business Administration	650	—	607	2,600	2,814	
	Department of International Business Administration	145	—	118	580	613	
	Total	795	—	725	3,180	3,427	
College of Social Sciences	Department of Social Sciences	810	—	906	3,240	3,599	
	Total	810	—	906	3,240	3,599	
College of Letters	Department of Humanities	1,035	—	1,040	4,140	4,534	
	Total	1,035	—	1,040	4,140	4,534	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	155	640	693	
	Department of Mechanical Engineering	173	10	167	712	775	
	Department of Civil Engineering	—	—	—	—	1	Student recruitment suspended in April 2018
	Department of Environmental Systems Engineering	—	—	—	—	1	Student recruitment suspended in April 2018
	Department of Robotics	90	6	90	372	404	
	Department of Mathematical Sciences	97	—	95	388	391	
	Department of Physical Sciences	86	2	87	348	364	
	Department of Electronic and Computer Engineering	102	8	111	424	471	
	Department of Architecture and Urban Design	91	4	90	372	401	
	Department of Civil and environmental engineering	166	4	161	672	737	
	Total	959	46	956	3,928	4,238	
College of International Relations	Department of International Relations	335	—	350	1,340	1,472	
	American University Ritsumeikan University Joint Degree Program	25	—	23	100	60	
	Total	360	—	373	1,440	1,532	
College of Policy Science	Department of Policy Science	410	—	420	1,640	1,701	
	Total	410	—	420	1,640	1,701	
College of Information Science and Engineering	Department of Information Science and Engineering	475	40	478	1,980	2,101	
	Department of Computer Science	—	—	—	0	2	Student recruitment suspended in April 2017
	Total	475	40	478	1,980	2,103	
College of Image Arts and Sciences	Department of Image Arts and Sciences	240	—	258	720	791	
	Total	240	—	258	720	791	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	118	600	603	
	Department of Pharmaceutical Sciences	60	—	53	240	255	
	Total	160	—	171	840	858	
College of Life Sciences	Department of Applied Chemistry	111	—	112	444	454	
	Department of Biotechnology	86	—	92	344	347	
	Department of Bioinformatics	64	—	73	256	272	
	Department of Biomedical Sciences	64	—	74	256	261	
	Total	325	—	351	1,300	1,334	
College of Sport and Health Science	Department of Sport and Health Science	235	—	244	940	1,033	
	Total	235	—	244	940	1,033	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	297	1,120	1,241	
	Total	280	—	297	1,120	1,241	
College of Gastronomy Management	Department of Gastronomy Management	320	—	346	1,280	1,381	
	Total	320	—	346	1,280	1,381	
College of Global Liberal Arts	Department of Global Liberal Arts	100	—	92	400	389	Established in April 2019
	Total	100	—	92	400	389	
	Total	7,984	86	8,168	32,068	34,600	

*Enrollee numbers are the total number of students admitted in June 2023, September 2023, and April 2024. In addition, the number of students enrolled in April 2024 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	19	120	50	
	Doctoral Program	10	2	30	5	
	Total	70	21	150	55	
Graduate School of Ecomonics	Master's Program	50	43	100	89	
	Doctoral Program	5	8	15	24	
	Total	55	51	115	113	
Graduate School of Business Administration	Master's Program	60	40	120	72	
	Doctoral Program	15	7	45	24	
	Total	75	47	165	96	
Graduate School of Sociology	Master's Program	60	46	120	74	
	Doctoral Program	15	6	45	40	
	Total	75	52	165	114	
Graduate School of Letters	Master's Program	105	85	210	143	
	Doctoral Program	35	8	105	73	
	Total	140	93	315	216	
Graduate School of Science and Engineering	Master's Program	450	467	900	938	
	Doctoral Program	40	26	120	81	
	Total	490	493	1,020	1,019	
Graduate School of International Relations	Master's Program	60	68	120	155	
	Doctoral Program	10	14	30	51	
	Total	70	82	150	206	
Graduate School of Policy Science	Master's Program	40	43	80	87	
	Doctoral Program	15	5	45	24	
	Total	55	48	125	111	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	13	150	195	
	Total	30	13	150	195	
Graduate School of Language Education and Information Science	Master's Program	60	42	120	86	
	Total	60	42	120	86	
School of Law	Professional Degree Program	70	78	210	166	
	Total	70	78	210	166	
Graduate School of Technology Management	Master's Program	70	80	140	155	
	Doctoral Program	5	11	15	28	
	Total	75	91	155	183	
Graduate School of Management	Professional Degree Program	150	117	230	196	
	Total	150	117	230	196	
Graduate School of Sport and Health Science	Master's Program	25	34	50	67	
	Doctoral Program	8	9	24	47	
	Total	33	43	74	114	
Graduate School of Image Arts	Master's Program	10	8	20	19	
	Total	10	8	20	19	
Graduate School of Information Science and Engineering	Master's Program	200	213	400	410	
	Doctoral Program	15	15	45	65	
	Total	215	228	445	475	
Graduate School of Life Sciences	Master's Program	150	154	300	321	
	Doctoral Program	15	11	45	32	
	Total	165	165	345	353	
Graduate School of Pharmacy	Master's Program	20	32	40	64	Established in April 2020
	Doctoral Program	3	6	9	14	Established in April 2021
	Four-Year Doctoral Program	3	2	12	10	
	Total	26	40	61	88	
Graduate School of Professional Teacher Education	Professional Degree Program	35	40	70	64	
	Total	35	40	70	64	
Graduate School of Human Science	Master's Program	65	55	130	125	
	Doctoral Program	20	18	60	100	
	Total	85	73	190	225	
Graduate School of Gastronomy Management	Master's Program	20	18	40	39	Established in April 2021
	Doctoral Program	3	2	9	11	Established in April 2021
	Total	23	20	49	50	
	Master's Program	1,505	1,447	3,010	2,894	
	Doctoral Program	214	148	642	619	
	Five-Year Doctoral Program	30	13	150	195	
	Four-Year Doctoral Program	3	2	12	10	
	Professional Degree Program	255	235	510	426	
	Total	2,007	1,845	4,324	4,144	

* Enrollee numbers are the total number of students admitted in September 2023 and April 2024. In addition, the number of students enrolled in April 2024 does not include students who are not enrolled as of May 1st.

4-2. Ritsumeikan Asia Pacific University (as of May 1, 2024)

(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	510	5	5	517	2,372	2,513	
	Total	510	5	5	517	2,372	2,513	
College of International Management	Department of International Management	610	5	5	693	2,582	2,754	
	Total	610	5	5	693	2,582	2,754	
College of Sustainability and Tourism	Department of Sustainability and Tourism	350	0	0	367	700	629	
	Total	350	0	0	367	700	629	
	Total	1,470	10	10	1,577	5,654	5,896	

*Enrollee numbers are the total number of students admitted in Fall 2023 and Spring 2024.

(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	51	120	117	
	Doctoral Program	10	4	30	24	
	Total	70	55	150	141	
Graduate School of Management	Master's Program	40	34	80	81	
	Total	40	34	80	81	
	Total	110	89	230	222	

* Enrollee numbers are the total number of students admitted in Fall 2023 and Spring 2024.

4-3. Ritsumeikan Junior and Senior High School (as of May 1, 2024)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	250	645	733	
Ritsumeikan Senior High School	Full-time general course	360	368	1,080	1,072	

4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2024)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	197	540	545	
Ritsumeikan Uji Senior High School	Full-time general course	405	405	1,215	1,207	

4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2024)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	187	540	565	
Ritsumeikan Keisho Senior High School	Full-time general course	305	343	915	968	

4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2024)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	160	480	495	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	357	960	1,043	

4-7. Ritsumeikan Primary School (as of May 1, 2024)

(Unit: Number of Persons)

School	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Primary School	120	122	720	711	

5. Executives (Trustees and Auditors) (as of March 31, 2025)

Fixed number of Executives: 44 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 ; Vice President of Ritsumeikan University	Yoshifumi Noguchi	Full-time
Trustee; Chancellor; President of Ritsumeikan University	Yoshio Nakatani	Full-time	Trustee; Vice President of Ritsumeikan Asia Pacific University	Hiroyuki Shinoda	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Yoko Matsubara	Full-time	Trustee; Dean, Ritsumeikan University College of Law	Masaharu Miyawaki	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	Akihiro Kinoshita	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	Hiroshi Yoneyama	Full-time	Trustee; Dean, Ritsumeikan University College of Social Sciences	Manabu Kuroda	Full-time
Senior Executive Trustee	Hiroki Shikata	Full-time	Trustee; Dean, Ritsumeikan University College of Letters	Hideki Endo	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	Hideyuki Takada	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	Ryo Kitahara	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	Daisaku Kadokawa	Part-time	Trustee; Dean, Ritsumeikan University College of Gastronomy Management	Masayoshi Ishida	Full-time
Trustee	Hideo Takasaki	Part-time	Trustee ; Dean, Ritsumeikan University College of Global Liberal Arts	Ichiro Maekawa	Full-time
Trustee	Sachiko Hirabayashi	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	Takuro Kikkawa	Full-time
Trustee	Wakako Matsumoto	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of International Management	Takeshi Fujimoto	Full-time
Trustee	Kenji Murakami	Part-time	Trustee ; Dean, Ritsumeikan Asia Pacific University College of Sustainability and Tourism	LI Yan	Full-time
Trustee	Mitoji Yabunaka	Part-time	Auditor	Yoshikazu Sagami	Full-time
Trustee	Yasuhiro Wakebayashi	Part-time	Auditor	Masatada Rai	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: 14 members)
Non-executive Trustees: Mitsuji Ando, Hidetaka Itsuji, Kimihiko Uemura, Masumi Okano, Daisaku Kadokawa, Hideo Takasaki, Sachiko Hirabayashi, Wakako Matsumoto, Kenji Murakami, Mitoji Yabunaka, 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 March 29, 2024, we renewed the liability insurance policy for executives on May 1, 2024 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, 2025)

Fixed number of Councilors: 103 (including 44 Trustees)

Position	Name
Councilor (Chairperson) (External)	Morihiro Ogaki
Councilor (External)	Takehiko Izumo
Councilor (External)	Norio Ibaraki
Councilor (External)	Takashi Okoshi
Councilor (External)	Akihiro Ota
Councilor (External)	Yoshihito Ota
Councilor (External)	Katsuaki Ogawa
Councilor (External)	Minako Okuno
Councilor (External)	Rikito Obata
Councilor (External)	Yasutaka Kudo
Councilor (External)	Fumio Goto
Councilor (External)	Osamu Saito
Councilor (External)	Shigeru Saito
Councilor (External)	Rikifusa Satake
Councilor (External)	Takuji Takahashi
Councilor (External)	Miho Takeda
Councilor (External)	Kenzo Toki
Councilor (External)	Tadashi Naruse
Councilor (External)	Kei Nishimura
Councilor (External)	Yoshiyuki Nishimura

Position	Name
Councilor (External)	Hasegawa Shigetoshi
Councilor (External)	Hisashi Hama
Councilor (External)	Tadashi Hayakawa
Councilor (External)	Toranori Fukumoto
Councilor (External)	Masaaki Makikawa
Councilor (External)	Kosuke Matono
Councilor (External)	Masahiro Mizuta
Councilor (External)	Akimasa Yamashita
Councilor (Internal)	Naruhisa Iwasaki
Councilor (Internal)	Kumiko Ebi
Councilor (Internal)	Yoshiki Osawa
Councilor (Internal)	Shinji Oyama
Councilor (Internal)	Kaori Okamoto
Councilor (Internal)	Hiromichi Ozasa
Councilor (Internal)	Hisaya Oda
Councilor (Internal)	Noriko Ochi
Councilor (Internal)	Masahiro Kasahara
Councilor (Internal)	Ryota Kanayama
Councilor (Internal)	Kenji Kikuchi
Councilor (Internal)	Hiroshi Kinokuni

Position	Name
Councilor (Internal)	Rikio Kimura
Councilor (Internal)	Shinya Saito
Councilor (Internal)	Yukiko Samano
Councilor (Internal)	Kiyotsugu Takaba
Councilor (Internal)	Hiroki Tahara
Councilor (Internal)	Kazuhiro Tamura
Councilor (Internal)	Yen-Wei Chen
Councilor (Internal)	Eigo Tsujii
Councilor (Internal)	Noriaki Tsuchida
Councilor (Internal)	Toshiyuki Tsutsui
Councilor (Internal)	Masaki Teraoka
Councilor (Internal)	Hidenao Toyoda
Councilor (Internal)	Masaru Nagata
Councilor (Internal)	Hattori Yosuke
Councilor (Internal)	Yasuhiro Higashitani
Councilor (Internal)	Yuri Masaki
Councilor (Internal)	Maki Miyoshi
Councilor (Internal)	Kazaru Yaegashi
Councilor (Internal)	Naoya Yamaguchi

*Trustees omitted.

7. Principals (as of March 31, 2025)

President of Ritsumeikan University	President of Ritsumeikan Asia Pacific University	Principal of Ritsumeikan Primary School	Principal of Ritsumeikan Junior and Senior High School	Principal of Ritsumeikan Uji Junior and Senior High School	Principal of Ritsumeikan Keisho Junior and Senior High School	Principal of Ritsumeikan Moriyama Junior and Senior High School
Yoshio Nakatani	Hiroshi Yoneyama	Hiromichi Ozasa	Yasuhiro Higashitani	Noriko Ochi	Kenji Kikuchi	Naruhisa Iwasaki

8. Overview of Faculty and Staff (as of May 1, 2024)

(Unit: Number of Persons)

	Faculty		Staff	
	Full-time	Part-time	Full-time	Part-time
The Ritsumeikan Trust	0	0	27	0
Ritsumeikan University	1,435	1,790	1,047	3,411
Ritsumeikan Asia Pacific University	199	96	224	890
Ritsumeikan Junior and Senior High School	142	42	15	11
Ritsumeikan Uji Junior and Senior High School	158	30	19	32

	Faculty		Staff	
	Full-time	Part-time	Full-time	Part-time
Ritsumeikan Keisho Junior and Senior High School	111	30	10	33
Ritsumeikan Moriyama Junior and Senior High School	115	24	11	33
Ritsumeikan Primary School	64	7	6	3
Total	2,224	2,019	1,359	4,413

*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, 2025)

- Board of Trustees (Executive Board of Trustees) — • Ritsumeikan Trust / Ritsumeikan University

- Division of General Affairs
  - Office of General Affairs
  - Office of the Secretary
  - Office of Regional Collaboration at Kinugasa Campus
  - Office of Regional Collaboration at Biwako-Kusatsu Campus
  - Office of Regional Collaboration at Osaka Ibaraki Campus
  - Office of Social Collaboration
  - Office of Alumni Affairs and Parental Outreach
  - Ritsumeikan Tokyo Campus

- Division of Human Resources
  - Office of Human Resources

- Division of General Planning and Development
  - Office of General Planning and Development
  - Office of Planning and Operations Management
  - Office of Public Relations
  - Office of Startup and Business Development Promotion
  - Office of Co-Creation

- Division of Financial Affairs
  - Office of Finance and Accounting
  - Office of Facilities Management
  - Office of Purchasing and Contracts

- Division of Academic Affairs
  - Office of Academic Affairs
  - Office of General Education
  - KSC Administrative Office (Kinugasa・Suzaku Campus)
  - BKC Administrative Office (Biwako-Kusatsu Campus)
  - OIC Administrative Office (Osaka Ibaraki Campus)
  - Office of Teacher Education

- Division of Admissions
  - Office of Admissions
  - International Admissions Office

- Division of Research
  - Office of Research Strategy and Integrity
  - RARA Office
  - Research Office at Kinugasa Campus
  - Research Office at Biwako-Kusatsu Campus
  - Research Office at Osaka Ibaraki Campus

- Division of International Affairs
  - Office of International Affairs

- Division of Student Affairs
  - Office of Student Affairs
  - Office for Athletes and Sports Services
  - Office of Medical Services

- Division of Career Services
  - Office of Career Services

- Division of Library and Museum Services
  - Office of Library Services
  - Office of Library Administration
  - Office of the Ritsumeikan Archive Center
  - Office of the Kyoto Museum for World Peace

- Division of Information Technology Services
  - Office of Information Technology Services
  - Office of Information Infrastructure

- Division of Integrated Primary and Secondary Education
  - Office of Integrated Primary and Secondary Education
  - (Administrative Offices at each affiliated school)

- Office of Auditing

- Board of Trustees (Executive Board of Trustees)
  - Ritsumeikan Trust / Ritsumeikan University

KSC Administrative Office (Kinugasa・Suzaku Campus)

- College of Law/Graduate School of Law ········ • (Academic Support, College / Graduate School of Law)
- College of Social Sciences/ ···················· • (Academic Support, College of Social Sciences / Graduate School of Sociology)
- College of Letters/Graduate School of Letters ···· • (Academic Support, College / Graduate School of Letters)
- College of International Relations/ ·················· • (Academic Support, College / Graduate School of International Relations)
- Graduate School of Core Ethics and Frontier Sciences ············· (Administrative Office, Inter-Faculty Graduate Schools at Kinugasa Campus)
- Graduate School of Language Education and Information Science ····
- School of Law ···································· • (Administrative Office, Inter-Faculty Graduate Schools at Suzaku Campus)
- Graduate School of Professional Teacher Education ···············

BKC Administrative Office (Biwako-Kusatsu Campus)

- College of Economics/ ····························· • (Academic Support, College / Graduate School of Economics)
- College of Science and Engineering/ ·············· • (Academic Support, College / Graduate School of Science and Engineering)
- College of Pharmaceutical Sciences/ ·············· • (Academic Support, College of Pharmaceutical Sciences / Graduate School of Pharmacy)
- College of Life Sciences/ ·························· • (Academic Support, College / Graduate School of Life Sciences)
- College of Sport and Health Science/ ············· • (Academic Support, College / Graduate School of Sport and Health Science)
- College of Gastronomy Management/ ············ • (Academic Support, College / Graduate School of Gastronomy Management)

OIC Administrative Office (Osaka Ibaraki Campus)

- College of Business Administration/ ··············· • (Academic Support, College / Graduate School of Business Administration)
- College of Policy Science/ ························· • (Academic Support, College / Graduate School of Policy Science)
- College of Information Science and Engineering/ ····· • (Academic Support, College / Graduate School of Information Science and Engineering)
- College of Image Arts and Sciences/ ·············· • (Academic Support, College of Image Arts and Sciences / Graduate School of Image Arts)
- College of Comprehensive Psychology/ ·········· • (Academic Support, College of Comprehensive Psychology / Graduate School of Human Science)
- College of Global Liberal Arts ···················· • (Administrative Office, College of Global Liberal Arts)
- Graduate School of Technology Management ······· • (Administrative Office, Inter-Faculty Graduate Schools at Osaka Ibaraki Campus)
- Graduate School of Management ···········

  - Ritsumeikan Asia Pacific University
    - Ritsumeikan Asia Pacific University Administration and Student Services
    - College of Asia Pacific Studies/ ·············· Graduate School of Asia Pacific Studies
    - College of International Management/ ·········· Graduate School of Management
    - College of Sustainability and Tourism ···········
      - Student Office
      - College Office
      - Academic Office
      - Office of International Admissions
      - Office of Domestic Admissions
      - Office of Institutional Planning
      - Outreach and Research Office

  - Ritsumeikan Junior and Senior High School ——— • Administrative Office, Ritsumeikan Junior and Senior High School
  - Ritsumeikan Uji Junior and Senior High School ——— • Administrative Office, Ritsumeikan Uji Junior and Senior High School
  - Ritsumeikan Keisho Junior and Senior High School ——— • Administrative Office, Ritsumeikan Keisho Junior and Senior High School
  - Ritsumeikan Moriyama Junior and Senior High School ——— • Administrative Office, Ritsumeikan Moriyama Junior and Senior High School
  - Ritsumeikan Primary School ——— • Administrative Office, Ritsumeikan Primary School

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)**

In AY2024 (3rd cohort), we appointed six new RARA Fellows and six new RARA Associate Fellows—that is, researchers who are expected to demonstrate leadership in Ritsumeikan University's efforts to create pioneering, cutting-edge research—to the Ritsumeikan Advanced Research Academy (RARA), which was established 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. This now brings the total number of fellows to 42.

Support for RARA Fellows and RARA Associate Fellows has steadily contributed to the preparation and promotion of projects aimed at establishing an advanced research center and securing large-scale government and industry-academia collaboration research funds as envisioned by the RARA Plan, and this has led to the acquisition of multiple grants from large-scale competitive funds. Furthermore, the 19 RARA Fellows and RARA Associate Fellows appointed in AY2022 underwent an interim evaluation based on the RARA Guidelines for their research achievements over the roughly two and a half years since their appointment, and they were all evaluated highly by the Evaluation Committee which included external experts.

The total number of RARA Student Fellows selected for the RARA Student Fellowship program reached 158, and we provided each of them with support tailored to their respective career stages. We also held RARA colloquia and symposia to promote mutual understanding among RARA Fellows and implemented projects in which RARA Student Fellows could participate.

In relation to the expansion of our research networks, we concluded several new inter-institutional agreements by way of the International Joint Research Promotion Program, and we selected and launched new Global Hubs to provide focused support for promoting international organizational collaboration. The two selected hubs are promoting efforts to expand their international research networks, with one hub being recognized as an International Joint Usage/Research Center by the MEXT and the other being selected by MEXT to play a central role in the internationalization strategy of the Program for Forming Japan's Peak Research Universities (J-PEAKS).

In terms of support for publishing in high-impact journals, we have

enhanced our efforts by establishing a new university-funded article publication waiver program. We are also 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

We undertook a post-program evaluation of the Top Global University Project (SGU), under which we promoted high-level international collaborations with top universities from around the world, and Ritsumeikan University was awarded the highest grade of "S" in the final evaluation conducted by MEXT.

With regard to the internationalization of research, we are implementing the International Joint Research Promotion Program to promote collaborative research across different fields and to build an organizational international research network. To publicize the research outcomes of those projects for which the support period has concluded, we are moving ahead with efforts to enhance our reputation through the international dissemination of research outcomes, including the launch of a new English-language website and the distribution of press releases on papers published in high-impact overseas journals through a dedicated platform.

We will continue to elaborate upon the RKN concept and formulate and elaborate upon an international strategy to realize our goal of becoming a next-generation of research university.

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

The Student Portal Project, which aims to update and improve the comprehensive student experience, is generally progressing on schedule, and one of its preliminary features, the class cancellation/make-up class and classroom change function, was made available for use in March 2025. In the next academic year, we will move forward with efforts to enable the full-scale use of this portal, including the migration of content from manaba +R, the preparation of a manual, and publicity. Meanwhile, the faculty member (researcher) portal, which aims to improve the convenience research-related duties and raise the level of our research IR, was made available for use in November. In the next academic year, we will promote initiatives to introduce inquiry management and FAQ functions to encourage more faculty members to use this portal.

With regard to initiatives related to generative AI, since the beginning of the academic year, we have 1) held seminars to promote the use of generative AI, 2) implemented projects in each division and office to promote the development and use of RAG, and 3) provided an environment where staff can freely and safely use generative AI.

In addition to the development of human resources for DX based on the DX infrastructure that we have recently been putting in place, the Ritsumeikan Data Platform (RDP) and

Salesforce, which we deployed in the previous academic year, and the advanced and multifaceted use of generative AI that we established this academic year will be important initiatives going forward.

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

In AY2024, we worked to enhance our research capacity in the field of Earth & Planetary Science and secure external funding based on the Ritsumeikan University Earth & Space Exploration Center (ESEC). In August 2024, our Space Management Program, which aims to develop talent in the space sector and expand the base of involvement, was selected for the Aerospace Science and Technology Promotion Program (specifically, the Space × Humanities and Social Sciences Cross-Disciplinary Talent Development Program), and preparations are underway to implement this program from AY2025. In January 2025, our project entitled "Center for Space Equipment Development and Human Resources Development for the Industrialization of Lunar Surface Exploration and Utilization" was selected by the Japan Aerospace Exploration Agency (JAXA) as an SX Research and Development Site under its Space Strategy Fund, which supports cutting-edge technology development, technical application, and commercialization in the space sector by private companies and universities. Based on this, we are engaging in the development of research environments that reproduce the surfaces of the Moon and Mars, the development of surface and subsurface exploration technologies for lunar development, the formation of industrial clusters that include non-space fields, and the cultivation of human resources to support the space industry. Furthermore, we concluded a partnership agreement with JAXA under which we will jointly pursue efforts focused on the research and development of a crewed pressurized rover and the study and promotion of lunar exploration. In terms of academic developments in the space field, we are also considering an educational program for the development of science and engineering human resources who will take on the challenges of Earth & Planetary Science based on the vision of "contributing to the preservation and expansion of the humanosphere." Going forward, we will execute the selected research projects as planned in collaboration with relevant research institutions and companies, while promoting further research and project expansion.

❷ 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

Two fields covered by Engineering for Human Wellbeing (EHW) (i.e., (i) macro survivability engineering and (ii) micro survivability

engineering) have been positioned as domains where advanced, interdisciplinary science education and research that embodies the next-generation research university concept can be developed, and discussions are underway to elaborate upon a strategy for this project.

In AY2024, we moved forward with discussions focused on the future plans for colleges, graduate schools, and the campus that will serve as the basis for concrete implementation in meetings held with the executives of each college and graduate school of BKC, in the BKC Future Vision Committee, and via projects to commemorate the 30th anniversary of BKC's founding. As a results of these efforts, we were selected for the Program for Forming Japan's Peak Research Universities (J-PEAKS) centered on our plan for research into the embodied environment. In terms of academic developments, we established the Graduate School Reform Review Committee and began discussing the concept of interdisciplinary programs (i.e., cooperative graduate school programs) in the graduate school. We will further elaborate upon this concept going forward.

② **Create a world-class research and education center for art**
With regard to the field of Design & Art Research, the Establishment Committee for the College of Arts and Design and the Graduate School of Science in Arts and Design is preparing for the opening of the new college and graduate school in April 2026, and we plan to apply to MEXT for establishment at the end of April 2025 for the college and the end of June 2025 for the graduate school. While pursuing a new kind of future-oriented design studies to be offered by a comprehensive university located in the historical city of Kyoto, we envision the development of education and research that transcends the natural sciences and the humanities/social sciences based on the sensibility and technology of art.

③ **Implement the Socially Connected Campus concept**
To realize the Socially Connected Campus (SCC) concept, which is the concept for new developments on OIC, starting with the completion of Building H in April 2024, we have been working to build spaces and mechanisms that will contribute to the creation of education and research focused on identifying and solving social issues and creating new value with the aim of promoting an "expanded recombination of research and education" and the "cultivation of innovative and emergent talent" in a next-generation research university. In relation to this, approximately 4,000 people, including students, participated in 56 projects.

We also established the Ritsumeikan Co-Creation Initiative in April 2024 to promote and support social co-creation throughout Ritsumeikan University, and we launched the Ritsumeikan Innovation Network for Co-creation (RINC) membership system to serve as a mechanism for companies to form projects to solve problems together with students. Fifteen companies joined, and 134 students participated in RINC projects.

Furthermore, in April 2024, we became the first Japanese educational institution to join Adobe Creative Campus, a global consortium run by Adobe, and we have realized a partnership to promote the development of human resources who will be responsible for creating pioneering, new value in the digital and creative fields on a global basis.

We will continue to work on cultivating emergent talent at OIC while pursuing initiatives that will contribute to the development of a university campus for the future, then we will expand these initiatives from OIC to the entire university in cooperation with our faculty and staff as well as with all of our external stakeholders.

④ **Developing global education and student support services in preparation for the post-SGU era**
In light of the fact that COVID-19 was downgraded to a Class 5 infectious disease and an environment was established where students could engage in study abroad programs in earnest, in AY2024, we rolled out support with an emphasis on travel-based programs. In response to the rising cost of program participation due to the weak yen and rising local prices, the number of participants in university-level exchange programs, in which tuition fees are offset, increased to 135 (compared to 118 in AY2023), marking a 14.4% increase year-on-year. In addition to the existing Study Abroad Challenge Scholarship, which aims to ease the financial burden of study abroad and encourage even more students to travel abroad, in cooperation with the Ritsumeikan University Alumni Association, we provided financial support of 100,000 yen per person to all participants in the Advanced Global Fieldwork Project, a newly established university-wide study abroad program.

The number of participants in extracurricular international exchange events reached 4,911, far exceeding the target of 1,500, and a diverse array of activities, including highly specialized and collaborative activities involving the local community, were offered. In addition, 1,570 students, far exceeding the 1,375 students in AY2023, took courses in intercultural understanding and academic language skills as part of the International Liberal Arts B Group courses, and in-class co-learning activities between Japanese and international students are progressing even more than before.

At 4,811, the number of international students accepted also exceeded our initial target.

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.

For our globally-minded students, we also held the "Seminar for People who Want to Work for the UN or an International Organization" in cooperation with Ritsumeikan Asia Pacific University, which was attended by 113 students.

The outcomes of these student support initiatives for global education are evidenced by Ritsumeikan University being awarded the highest grade of "S" by MEXT in the Top Global University Project (SGU Project) final evaluation conducted in AY2024. The high-level international partnerships we pursued under the (SGU Project) as well as these initiatives and a strong

university organization to promote sustainable development and self-sustainability were highly commended as a model for the internationalization of large private universities.

⑤ Pursuing new developments in education for adult learners

The Academic Center of Ritsumeikan (ACR) held 84 events, including mostly online seminars and in-person lectures at Funeboko Chokaijo, a Kyoto-style machiya, and field study-style tours at the Ritsumeikan Osaka-umekita Open innovation Terrace (ROOT), attracting a total of 44,613 applicants.

Ritsumeikan Saionji Juku welcomed its 11th cohort of students and featured an even larger team of instructors than before. As for the Saionji Juku 10th anniversary project that started last academic year, we were able to deepen vertical and horizontal exchanges and strengthen our networks through the 10th Anniversary Party, which features a commemorative lecture by Commissioner for Cultural Affairs Shunichi Tokura, a lecture by former Ambassador of Japan to China Hideo Tarumi, a lecture by Dr. Markus Gabriel, and a special viewing of the Museum of the Imperial Collections (Sannomaru Shozokan). Each year, more and more alumni are taking on important responsibilities as executives of companies and organizations, and we will continue to improve the reputation of Ritsumeikan Saionji Juku by way of 10th anniversary commemorative publications, commemorative lectures, and other events.

⑥ Implementing multifaceted open innovation

We continued to advance our education and research management by promoting the creation of research seed ventures centered on the Ritsumeikan Impact-Makers Inter X Platform (RIMIX), offering integrated education-style entrepreneurship education, forming innovation communities, and making investments with the Impact Fund.

Although we did not reach the target for the number of projects selected for the RIMIX Commercialization Subsidy, which aims to produce venture companies, the number of candidates for selection in AY2024 and beyond has increased compared to the end of the previous academic year, and startups and new businesses are steadily being created. Projects are consistently being adopted for external GAP funds (like the Japan Science and Technology Agency (JST) Program for Co-creating Startup Ecosystem), and we also provide support for past subsidized projects to obtain a variety commercialization subsidies and grants from institutions including the JST and the New Energy and Industrial Technology Development Organization (NEDO). Furthermore, following our selection for a Cabinet Office subsidy project, we established a framework and developed mechanisms for follow-up, including the hiring of external support personnel with wide-ranging expertise and experience in areas such as fundraising for commercial development.

The number of people involved, including affiliated school students, faculty, and staff, as well as people outside the university, increased due to an increase in the number of entrepreneurship education programs as a result of being selected for the MEXT EDGE Prime Initiative and the continuation of community-oriented initiatives like OIC Connect, and we strengthened our networks both inside and outside of the university.

Moreover, we increased the investment limit (from 1 billion yen to 2 billion yen) for Fund No. 1 (Ritsumeikan Social Impact Fund), a fund wholly owned by Ritsumeikan University that invests in startups aiming to solve social issues, and based on the industry-academia collaboration agreement concluded between Ritsumeikan University and Japan Post Insurance Co., Ltd., we established Fund No. 2, the Impact Capital No. 1 Investment Limited Partnership, with Ritsumeikan University and Japan Post Insurance contributing a total of 6 billion yen in capital to the limited partnership. As this shows, our initiatives to build a sustainable funding ecosystem are also progressing smoothly. The Ritsumeikan Social Impact Fund engages in initiatives with its portfolio companies to increase the social value of their businesses through collaboration in the areas of education and research.

❸ 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

As a means to pursue the expanded recombination of education and research in pursuit of our goal of becoming a next-generation research university, we started considering new interdisciplinary degree programs in cooperation with our research organizations and institutes. We plan to elaborate upon an interdisciplinary program composed of multiple research units, leveraging the framework of inter-graduate school collaborative programs. In addition, to support graduate students' career path development, we enhanced our support for a wide range of graduate students by holding career management seminars to help them acquire transferable skills that are highly applicable to society. Furthermore, following the establishment of the Teaching Fellow (TF) system, we will offer the Pre-FD program as a regular graduate course starting in AY2025 so that even more graduate students can take the program. Duties related to career path development were transferred to the Division of Research in AY2023, resulting in the participation of many graduate students in research projects at our research institutes and centers. As for the RARA Next Generation Researcher Development Program, which targets doctoral students in particular, we have granted a total of 158 fellowships up through the 2024 academic year, and these fellows have received financial and career support unique to this program.

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

In preparation for the introduction of the new academic calendar in AY2025, we undertook efforts to ensure faculty members' understanding of the new calendar, including the implementation of a university-wide FD program in AY2024 about the objectives of the revisions and the design and preparation of +R classes (e.g.,

20-minute VOD classes).

In terms of inquiry-based educational reforms, we offered an inquiry-based course on the topic of "Future Creation Inquiry x Research" on a trial basis as a Liberal Arts Seminar in the fall semester of AY2024. In addition, we have started a trial run of the Ritsumeikan Competency Framework (i.e., an environment and system for managing competencies), which was formulated in AY2023, by conducting a quantitative survey at Ritsumeikan University, APU, and the affiliated schools in order to investigate how students at every level of the Ritsumeikan Academy are demonstrating the competencies.

With regard to the next-generation LMS, after completing pilot operations in AY2023 and AY2024 and running the new LMS in parallel with manaba +R in AY2025, we are aiming for a full-scale rollout in AY2026. As for support applications, we aim to launch services in the second half of AY2025, having completed the definition of UX requirements for AY2023 and the testing of specifications through mockups in AY2024. With regard to the RDP, we completed core data integration with the campus infrastructure systems in AY2023, and we have been using the platform since AY2024 to advance the analysis of academic information.

In the area of liberal arts education, our Data Science +R Program (Applied Basic Level) was accredited by the Minister of MEXT at the end of August 2024 as an Applied Basic Level Mathematical, Data Science, and AI Education Program. Several courses in this program are offered via distance learning, which allows students to take interactive classes anytime, anywhere.

As for foreign language education reforms, in accordance with "Toward the University-Wide Deployment of English Language Education to Serve as a Bridge to Research and Major Education: Final Report of the English Language Reforms Task Force," we are implementing Project Education in English for Ritsumeikan (PEER), and preparations are underway to introduce PEER in the College of Arts and Design that is scheduled to open in AY2026. In addition, the number of undergraduate students meeting the foreign language standard (CEFR B1 or higher) reached 20,178 (52.8%) in AY2024, so once again, we were able to achieve the AY2023 target of 50% set for the SGU Project.

③ Realizing new forms of learning and student support

With an eye on realizing the R2030 Challenge Design, we aim "to become the number one university where students can achieve a sense of growth" by encouraging each and every student to participate in various curricular and extracurricular growth opportunities, to set new personal bests in their interactions with others and society, to become individuals who continue to take on challenges, and to realize their desired post-graduation and career paths. To elaborate upon student support that will lead to students achieving a sense of growth, in AY2023, the three divisions responsible for student support—the Division of Student Affairs, the Division of Career Services, and the Division of International Affairs—joined forces to establish the Student Support Operational Reform Project, and since then, we have incorporated the concept of "Student Success," which evolved from a variety of specialized fields related to student learning and growth, into student support, and are considering new theory-based student support measures. AY2024 marked the third phase of this project, and we established

six task forces (ascertaining the student situation, ascertaining student support situation, office counter duties, scholarships, clerical duties, and human resources development systems) which have been working on their respective tasks.

In addition, we reaffirmed the importance of sports at Ritsumeikan and elaborated 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. Based on this, we have been implementing initiatives that support students in taking the initiative based on the two pillars of the high-performance policy and the policy to foster a culture of support in order to contribute to developing the ideal human resources set forth in the R2030 Plan. The participation rate for extracurricular and self-directed activities in AY2024 was 54.9%, a slight increase from the previous academic year's mark of 51.8%, and the rate has been on the rebound since the end of the COVID-19 pandemic.

With regard to difficult examinations, a record-high 86 students passed the national civil service career-track examination (3rd in Japan), while 51 students passed the certified public accountant examination (according to university records), marking a significant increase over the 39 who passed in AY2023. Although 29 students passed the bar examination, which was an increase compared to AY2023, we still fell short of our target. We will work toward achieving the targets for these examinations for the next academic year in cooperation with the related divisions.

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

With the cooperation of the RARA Office, we are expanding our efforts to provide students with the opportunity to experience the excitement of research activities at our affiliated schools in order to raise the level of integrated primary school-junior high school-high school-university-graduate school education. Some of the RARA Student Fellows are graduates from our affiliated schools, affording them a meaningful opportunity to serve as role models for affiliated school students. In addition, each affiliated school has been conducting many classes on the topics of "inquiry-based learning" and "learning by asking questions," so ahead of AY2025, we are considering how to enhance inquiry-based learning and connect it to learning and research activities at the university by way of collaboration with the university, and we are making the necessary preparations. We also established Next Generation Multipurpose Labs at Ritsumeikan Senior High School and Ritsumeikan Keisho Senior High School, and we have started improving infrastructure and frameworks to begin implementing initiatives that raise the level of STEAM education, inquiry-based learning, and problem-based research in AY2025. A new school work support system will be introduced in April 2025, but we are still in the process of developing an environment to integrate students' learning histories into the RDP. We will continue to consider what kind of data integration will contribute to the realization of seamless, integrated

education.

⑤ Creating value by making the campuses more distinctive

At Kinugasa campus, we are in the process of considering a basic plan for the complete renovation of Igakukan Hall, improvements to the dining environment, and the expansion and improvement of the Shared Office for Specially-Commissioned Faculty Members. Preparations are also underway for the construction of a new building for the College of Arts and Design and the Graduate School of Science in Arts and Design and the renovation of the Jukokan Hall.

At BKC, in addition to the construction of the Grassroots Innovation Center and the Advanced Cross-verse Innovation Commons, we are moving forward with discussions and design work for the renovation of Union Square to improve the dining environment and other factors, and construction is slated to begin in AY2025. In addition, we are planning renovations in Across Wing on the graduate school facilities and to accommodate the Kenshoku Collection that the College of Gastronomy Management will accept in AY2025. We have also begun to consider the utilization and renovation of the Creation Core for the advancement of research and education following the relocation of the College of Information Science and Technology to OIC.

At OIC, several facilities embodying the Socially Connected Campus (SCC) concept are now in service. In September 2024, we also opened ROOT, a hub for communication and exchange, in the core facility of Grand Green Osaka, the second phase of the Umeda North redevelopment project.

⑥ Further promoting the SDGs and carbon neutrality

We are continuously working to enhance the content of our SDG website in order to share and disseminate the status of our initiatives related to the SDGs and carbon neutrality to the outside world and to promote behavioral changes in our university students, junior high and high school students, faculty, and staff. By consolidating relevant research and social activities and introducing select faculty and students who are involved in these activities, we aim to create opportunities for individual initiatives to be expanded and supported as university-wide efforts. We were also selected along with Okayama University and the University of Kitakyushu to serve as a secretariat for the Zero Carbon Campus Working Group in the University Coalition for Carbon Neutrality. Going forward, the Working Group will contribute to zero-carbon policies and other initiatives at each university and in each region. In relation to Kyoto City's designation as a Leading Decarbonization Region by the Ministry of the Environment, the Sustainable Tourism Working Group chaired by the Executive Director of the Office of SDGs Promotion is working with Kyoto City, JTB, and other transportation and travel companies to develop a concrete plan for implementing decarbonized school trips by the end of AY2025. Based on this, we are planning to implement a program to accept students from elementary and junior high schools on school trips to Kinugasa Campus in the second half of AY2025. With regard to biodiversity conservation (nature-positive initiatives), we applied to the Ministry of the Environment in the second half of the academic year for the registration of BKC's natural green space as a Nationally Certified Sustainably Managed Natural Site; however, due to the large number of applications received, the Ministry stopped taking applications until the next fiscal year, so we are now preparing to reapply in AY2025. In preparation for the Nationally Certified Sustainably Managed Natural Site application, we concurrently held events such as tours for researchers and nature observation events for local elementary and junior high school students. In addition, in AY2024, we renamed the SDGs Symposium that we have been holding for the past several years to the SDGs Workshop and implemented it in a more interactive format with higher audience participation. We held the SDGs Workshop on the topic of "Calculation and Disclosure of Greenhouse Gas Emissions (especially Scope 3: Supply Chain Emissions)," which provided us with an opportunity to elaborate upon future initiatives to reduce supply chain emissions, while taking into account examples of initiatives outside of Ritsumeikan, including those at companies and other universities. Furthermore, in terms of academic affairs, we moved forward with preparations in AY2024 to offer a course open to all undergraduate students entitled "Introduction to Carbon Neutrality" that the Executive Director of the Office of SDGs Promotion is scheduled to teach in AY2025.

⑦ Implementation of projects to commemorate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy and promotion of donation policy

In 2025, we will celebrate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy. We designated the academic years around 2025, namely, 2023 to 2026, as the years in which we will implement projects to commemorate the125th anniversary, and as we promote R2030 Challenge Design measures and anniversary projects in an integrated manner, we will communicate to the world the ambition and dynamism of the Ritsumeikan Academy as embodied in the motto "Challenge your mind. Change our Future." In AY2024, continuing on from AY2023, we implemented projects to commemorate the renovation of the Kyoto Museum for World Peace (e.g., inviting UN Under-Secretary-General Izumi Nakamitsu and holding a collaborative event with Mugonkan) as well as projects to celebrate the 30th anniversary of BKC (e.g., holding a commemorative ceremony and a pair of home games) and commemorate the new developments at OIC. Various affiliated schools and colleges also held commemorative events, including the 30th anniversary of the opening of Ritsumeikan Uji High School and the 60th anniversary of the founding of the former Uji Gakuen, the 30th anniversary of the College of Policy Science, and the 20th anniversary of the College of Information Science and Technology.

In terms of donation policy, we began full-scale solicitation for the Ritsumeikan Academy 125th Anniversary Project: Donations for Social Impact in conjunction with the anniversary projects, and we secured more than 1 billion yen in a single year. Looking ahead to AY2025, we will develop a donation policy that supports the R2030 Challenge Design by further enhancing our anniversary projects and linking them to individual donations, including those from alumni.

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

In AY2024, which marked the second year of the establishment of the College of Sustainability and Tourism and academic reforms in the existing colleges—two core elements of the R2030 Challenge Design First Half Plan—we offered classes under the new curriculum stipulated in the Implementation Guidelines for the Next Round of Academic Reforms.

With regard to the APU Model for Education, which leverages both internal and external resources, by strengthening collaboration with local governments and industry and tapping into the networks of APU faculty members, we are currently offering classes taught by experts from a wide range of fields and faculty members from other universities. This academic year, by further strengthening our collaboration with the Kyushu Institute of Technology, we proposed an educational program that transcends the boundaries between the humanities and sciences to address social and regional issues within a diverse, multicultural environment, and as a result, we were selected by MEXT for the Multicultural Campus Project Toward Social Impact.

② Admissions strategy

By enhancing our digital marketing, we have worked to accept students from a diverse array of countries and regions without relying on our overseas offices, and the percentage of international students hailing from countries and regions where we have overseas offices fell to around 50%. This initiative has helped us maintain a high level of student diversity, with our current students now representing a record-high more than 112 countries and regions (including Japan).

As for domestic student recruitment, we concluded new high school-university partnership agreements with three high schools in AY2024, and we are steadily expanding our high school-university partnership programs. On the other hand, the ratio of students admitted from affiliated schools, partner schools, and schools with which we have agreements has temporarily declined to 9.75% due to a decrease in enrollees, especially from partner schools, so we will work to improve upon this situation.

③ Raise the level of learning and student support

We launched the Future Visionary Vice President system in AY2024 and appointed APU Student and High School Student Future Visionary Vice Presidents. The Future Visionary Vice Presidents, together with Summit members who support their activities, conducted research and analysis on the state of the university and presented potential solutions to problems from their respective standpoints as current APU students and high school students. APU will take the students' perspectives and their recommendations into consideration and reflect them into future operations. We plan to continue this system in AY2025, and we will work on developing mechanisms to incorporate the opinions of a diverse array of stakeholders, including current and future students, into university administration.

We held discussions within the university on the establishment of the tentatively named Center for Learning and Student Support, a center that will provide one-stop student support pertaining to learning, campus life issues, job placement, and advancement, in the first half of AY2025.

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 formulated the APU Research Enhancement Plan with the following three basic goals: (1) the establishment of unique focal research areas, (2) the promotion of research with an impact on society, and (3) the development of a sustainable research environment and strengthening of the foundations of the capacity for the promotion of organizational research. To achieve these three basic goals, we established and are promoting the following five measures: (1) securing research funding, (2) establishment of research implementation systems, (3) securing research time, (4) creating social impact, and (5) strengthening research infrastructure.

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

We established the APU Connection Hub to connect the university's education and research activities and the diverse activities of its students to local communities, local governments, companies, and other stakeholders to solve social issues, and it has commenced its activities. Also, in light of APU being accepted by MEXT for the Multicultural Campus Project Toward Social Impact, we have been undertaking social collaboration initiatives together with the Kyushu Institute of Technology.

Furthermore, we concluded an agreement of cooperation with Japan Entertainment Inc., which operates the Junglia amusement park scheduled to open in northern Okinawa, to develop an internship program for the cultivation of highly-skilled tourism personnel.

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

Regarding support for students who want to advance to graduate school, we launched a webpage for students who want advance to graduate school. Based on interviews with students who have advanced to graduate schools both in Japan and abroad, we created this page using their activities while in school as a model along with the process each of them went through in deciding to advance graduate school.

Regarding support for employment in international organizations, the APU International Affairs Network (Neo SAIA), which was established as a community for connecting alumni, current students, faculty, and staff engaged in international affairs work and research, saw participant numbers, including faculty, staff, alumni, and current students, increase to 220 as of March 2025 compared to 165 in March 2024, thereby successfully involving more stakeholders than when it was only operated on social media (max 102 participants).

In addition, to encourage students seeking employment in international organizations to think about their career paths, we launched a website detailing the career paths of our graduates who have gone on to work in careers related to international cooperation in AY2023, and in AY2024, we enriched the content of this page by adding more interviews with alumni (which are schedule to be released in April 2025).

② Strengthen support for student entrepreneurs

We have begun new startup support initiatives including joining the Platform for All Regions of Kyushu & Okinawa for Start-up ecosystem (PARKS) and hosting an AI-based Mini-Hackathon together with the Kyushu Institute of Technology.

In addition to support provided while students are still enrolled, we are considering ways to support students in building diverse careers after graduation, and we are continuing to develop human resources and provide career support so that students who study at APU can make an impact on society in a variety of settings.

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

① Strengthen alumni policy

We utilized the APU Alumni Association Support Change Makers Scholarship Fund to support projects that solve social issues that current students and alumni are working on together, and we established a system to support a diverse array of student actions. Students are receiving encouragement for their diverse array of activities, including the student group Food Bank Irodori winning the Youth Award from the Ministry of the Environment at the 2024 Minister of the Environment's Awards for Climate Action and the student group Onsen TamaGO winning second place at the 2024 Cornell Emerging Markets Institute Corning Case Competition hosted by Cornell University.

6 Create organizations and infrastructure to support a Global Learning University

① Governance reforms

With regard to governance reforms, we moved forward with internal deliberations on proposed institutional changes, including the reorganization of the roles of the College Faculty Council Meetings, and we solicited opinions from throughout the university at the end of the academic year. We also undertook a major reorganization of the administrative organization in the first half of the academic year, and we established task forces in the second half of the academic year for the three areas of fostering an organizational culture of innovation, comprehensive student support, and improving operational efficiency. By implementing the measures proposed by these task forces, we are working to transform the organizational culture of the staff. As for D&I promotion, we held workshops and consulting sessions in collaboration with experts and concerned parties, focusing on improving campus infrastructure and improving student services, and we were able to deepen the understanding of both faculty and staff. We also developed on-demand educational materials for future applicants, their parents, and working adults to learn about D&I findings and practices.

② Review of the financial structure

Securing stable tuition revenue, maintaining appropriate enrollee numbers, and properly allocating and managing scholarship funds are important issues for the sustainable financial management of the university, so in the second half of AY2024, we established the Scholarship Budget Management Working Group which worked with related divisions and offices to identify issues and consider improvements. In AY2025, we plan to further expand upon our initiatives to date and establish a new committee to discuss APU's overall financial strategy from a mid- to long-term perspective.

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 are undertaking more initiatives in which affiliated school students can learn about the excitement of research in collaboration with the RARA Office and other offices in the Division of Research. In order to enhance and accelerate the vertical learning connections between and among the primary school, junior high schools, high schools, universities, and graduate schools centered on inquiry-based learning, each school is in the process of establishing joint courses with the colleges in the university. In addition, in order to advance inquiry-based learning, we plan to establish a forum for discussion among those in charge of inquiry-based learning at the university and the affiliated schools, and we plan to formulate some sort of policy direction in AY2025.

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

As part of joint teacher training at Ritsumeikan Primary School and Ritsumeikan Junior High School, we are promoting the linkage of information on students' learning and growth trajectories. Turning to Hokkaido, almost all of the students from Tanaka Gakuen Ritsumeikan Keisho Elementary School will enter Ritsumeikan Keisho Junior High School and begin their studies there in April 2025. Curriculum reforms are underway, including the provision of a separate curriculum for English language learning in particular.

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

Utilizing our experience of developing online education at our affiliated schools, we are promoting exchanges with students from overseas schools and international joint topic-based

research. With an eye on the future development of new online education, we plan to further promote individually optimized learning and further explore how to use DX to contribute to the creation of mechanisms to deepen inquiry-based learning.

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

① Developing hybrid education that realizes the Future Classroom

We considered the ideal learning platform that would support students' learning and school life by utilizing online tools, identified the necessary functions and conditions, and defined the requirements. Based on the requirements we defined, we will begin preparations for development and implementation next academic year.

② Growth through extracurricular activities

Club activities are a part of school education, and we will undertake initiatives based on the premise that these activities contribute to the physical and mental growth of our students. It is also essential to create an environment for activities that takes into account the safety and security of students. On the other hand, it is also true that the burden on teachers is increasing. Taking these points into consideration, we are moving forward with club activity reforms and have started outsourcing club advisory functions for some club activities. The outsourcing methods we employ are also diverse, including a partnership with a local dance school and outsourcing to instructors with competitive experience. In addition, we are also holding discussions on how to appropriately manage club activities (e.g., adopting scientific practice methods and setting appropriate activity times).

③ Improving the educational infrastructure and developing teachers' capabilities

In order to share each affiliated school's techniques and good practices for inquiry-based learning, we established a forum, which included representatives from the university, to discuss how to make inquiry-based learning more fruitful. Next academic year, we will continue to work on building the Ritsumeikan Model for Inquiry-based Learning.

3-1. Ritsumeikan Primary School

1 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

By combining Peter M. Senge's concept of the "Learning Organization" with the learning at Ritsumeikan Primary Elementary School, we considered how to organize the new concept of "a learning community where people who will change the world are cultivated—a school where children and adults enjoy challenges together and continue to change and grow." We also visited the Netherlands to learn more about the Peaceful Schools Program, which is derived from Senge's concept, and we plan to introduce this program from the lower grades in AY2025.

In both subject-based learning and "Community Time" (cross-curricular inquiry-based learning), we perform curriculum management to link individually optimal learning with collaborative learning. This approach deepens students' inquiry-based learning while also offering more opportunities for reflection, thus allowing them to organize their thoughts and feelings more effectively.

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

We implemented our action plan in accordance with "New Developments in Global Education as Part of Future School Development—Towards Comprehensive School Internationalization." We also worked to resume and enhance school-to-school exchanges with overseas schools, which were suspended due to the COVID-19 pandemic, so that programs, and in particular 10-week Gap Term study abroad programs, can be resumed from the 2025 academic year. In addition, we implemented a pilot program for accepting students from overseas and Japanese students residing overseas, which will lead to full implementation starting in AY2025. Successfully visualizing and systematizing the six years of learning in global education, which is rooted in Kyoto Studies, was another big step forward for the school.

③ Developing EdTech-driven free learning styles

Classroom ICT equipment, including electronic teacher's desks, will be replaced in the summer of 2025. We are also considering devices and applications for the students as well as the platforms to support the infrastructure. We will re-work the overall design, including the information infrastructure, and continue to consider the LMS and learning e-portal system. We are also making preparations to enhance digital citizenship education for our students, who are digital natives, and implement education that cultivates the ability to thrive in an advanced information society starting in AY2025.

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

Participant satisfaction was extremely high in every project, which has allowed us to communicate the high quality of our school's educational resources. In addition, by running projects in collaboration with a variety of companies and organizations, we are seeing our target audience expand. In this way, we are successfully using these kinds of social contribution projects as a way to get people interested in our school.

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

In order to enhance the educational value of 12-year integrated education, we held regular discussions between our school and Ritsumeikan Junior and Senior High School. We observed each other's classes, worked to ascertain the student situation, and exchanged educational and instructional outlooks with each other. In the joint primary-junior high-high school training session, we held an interactive session on inquiry-based learning and global education, and we have started a discussion on 12-year structured education. We also plan to elaborate upon 12-year digital portfolios in conjunction with the Academy-wide RDP Development Policy. Furthermore, we have also started examining ways to enhance integrated 12-year STEAM education, including infrastructure improvements.

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

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

To cultivate talent that will support our goal of becoming a next-generation research university and next-generation academy rooted in inquisitiveness, we developed a new curriculum that emphasizes the cultivation of inquiry skills. This curriculum, which is unique to Ritsumeikan Junior High School and High School, was launched in AY2022 academic year for both junior high and senior high school students and has now reached its completion year. We are moving forward with distinctive educational practices including problem-based learning and hands-on manufacturing practice in "Basic Inquiry I/II" for first-year junior high school students, inquiry-based research in collaboration with Nagaokakyo City in "Problem-based Research I" for first-year high school students, and presentation sessions in "Problem-based Research II/III" for second- and third-year high school students. The Saturday Box event, which is held on Saturdays to support students' inquiry-based learning and self-directed activities, entered its third year, and a wider variety of courses were offered. Some courses were opened to local residents and they responded positively after experiencing our school's learning.

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 Coupled with the use of ICT, the school dispatched a total of 443 students abroad on 28 programs, and 19 students participated in long-term study abroad programs. In addition, the number of overseas educational partner schools increased to 18, and we accepted 375 students from abroad. Furthermore, 40 schools from Japan and abroad participated in the international joint research project in which our school played a central role. In light of our designation by MEXT as both a Super Science High School (SSH) in the Progressive Reform Category Phase II (23rd year in total) and a Science and Technology Human Resources Development Core School in AY2024, expectations are high that the outcomes of these initiatives will spread nationwide.

In the Graduation Survey conducted with third-year high school students, 57% of all students responded that they would like to try short-term or long-term study abroad during their time at university, clearly indicating that our students continue to maintain a strong desire for global learning even after entering university.

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

In order to further enhance STEAM education, we established the new Division of STEAM Education in AY2024 which is responsible for all aspects of STEAM education, from planning to implementation and operation. Furthermore, to commemorate the 120th anniversary of the school's founding in 2025, we decided to establish the tentatively named Next Generation Multipurpose Lab in the school. In preparation for its opening in the fall of 2025, we implemented several progressive educational activities, such as entrepreneurship education workshops using the school's digital fabrication equipment. Going forward, we plan to use the Lab to strengthen ties with the community as well.

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

Continuing from last academic year, we held information sessions and guided tours of the school for parents of Ritsumeikan Primary School students, and we deepened their understanding of our integrated education. We worked to enhance career guidance by mainly strengthening cooperation with Ritsumeikan University and APU, and we encouraged students to participate in Summer School events and other programs organized by the various colleges, including the Lab Stay offered by the College of Science and Engineering at Ritsumeikan University. The outcomes of our integrated education are evident in both academics and sports. In terms of academics, our students achieved outstanding results by way of inquiry-based learning, including winning the national championship in the Koshien of Knowledge for three consecutive years, winning first prize at the national level of the Japan Student Science Awards, and earning the Excellence Award at the International High School Students' Forum. Meanwhile, our students are also active in a variety of sports, including some who were selected to represent Japan for their age group.

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

With regard to extracurricular activities, the American football team won three of the four major national junior high school football and flag football championships, and other outstanding achievements were also seen in individual student activities such as badminton, triathlon, body sculpting, and skateboarding.

As the host school for the exchange meeting of the five affiliated schools' parents' associations, we moved forward with preparations for the meeting led by the executives of our Guardians Association, and the Hououkai Alumni Association held a business exchange meeting to strengthen the alumni network.

The alumni network continued to expand its cooperative ties with partners schools and companies this academic year. Events such as the school-hosted Model United Nations and the Global Youth Forum "SURVIVE!" were successfully organized by our students and welcomed many participants from outside the school, including those from our partner schools and organizations.

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

This year, in light of our designation by MEXT as a DX High School (under the High School DX Acceleration Promotion Project), we introduced high-spec computers, a telepresence system called Mado, and other systems. We also equipped the lounge space with computers and monitors that students are free to use. At our school, ICT is not only a constant companion for students—like pencils and paper—it is also actively utilized as a tool for collaborative learning, including remote exchanges.

In terms of inquiry-based learning, we held the "Open Workshop on Inquiry-based Learning" in January of this school year, which was attended by more than 200 educators and parents, which allowed us communicate the features of Ritsumeikan Uji's inquiry-based learning. At the end of the academic year, we renovated the large conference room and installed movable desks and chairs that can also be used for classes to establish Collabo Square as a venue for inquiry-based learning.

In addition, we installed large LCD monitors in the library ensure it fulfills its function as a learning commons. We furnished the lounge space with a variety of furniture so that students can use it according to their different purposes.

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

With the intake of high school students in AY2025, we will complete the transition to two classes in all three grades for the High School IB Course. The number of current first-year high school students and the number of high school IB Course students scheduled to enroll in 2025 has almost reached the target of 50, completing the foundation for further development of IB education going forward. We were also able to produce a student who scored a perfect score of 45 points in the IB final examination this year.

④ Developing a rewarding workplace that understands the organization

We invigorated the school administration framework by assigning the next generation of leaders to each division of the administration. We are working to further revitalize operations by appointing a teacher who named deputy director this academic year to the position of director in AY2025. In addition, duties related to advancement to universities and other high schools, which were previously handled by the Division of Academic Affairs, will be transferred to the new Division of Advancement starting in AY2025.

As for curriculum reforms, we were unable to complete discussions on specifics this academic year, so we will continue these discussions in AY2025 as we move forward with the development of a new curriculum.

3-4. Ritsumeikan Keisho Junior and Senior High School

❶ 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

We redefined the vision, mission, and values of the GL concept in AY2024, and based on that, we organized a working outline of the GL Course curriculum, the ideal primary-junior high-high school-university-graduate school continuum, a career support system that will also support students who want to advance to overseas universities, and social collaboration and campus functions. In addition, with the cooperation of Sapporo City and parents of our students, we are conducting an interview survey on social needs, and based on these interviews, we plan to compile a plan for the GL concept that will maximize the power of the Ritsumeikan family and publicize this widely throughout the Academy.

In addition to our third term as with an SSH Basic category designation, our designation as Science and Technology Human Resources Development Core School can be considered a great accomplishment. The main research and development topics we are tackling under the Core School framework are the further development of international joint research, which is one of our strengths, and the strengthening of our role as a regional core hub, through which we will build the foundation for the GL concept.

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

The SP Course, which started with the goal of preparing 50 students for the University of Tokyo, Kyoto University, and medical schools (total of both current students and repeat examinees), has shifted from relying on individual teachers' efforts to develop a track record of university admissions to providing structured and strategic guidance at the organizational level, and due to this, the number of students who secured admission to the University of Tokyo, Kyoto University, or a medical school in AY2025 reached 71 (59 of whom are current students). In particular,

the impact of the school's success in producing two students who were accepted into the University of Tokyo's Natural Science III stream, the most difficult program to enter in Japan, and 65 students (including 53 current students) who were accepted into the School of

Medicine has been particularly significant.

The SP Course is built on the foundation of authentic experiences and an enriching learning environment, and we are committed to strengthening three pillars with an eye on the future: (1) individualized learning, (2) small-group instruction that fosters mutual growth, and (3) a diverse array of career support. Regarding ① in particular, we are expanding opportunities for students to engage in inquiry-based activities by allowing them to set their own topics in connection with the SSH Program. For example, SP Course students participate in international joint research projects under the SSH Program, which demonstrates how each and every student deepens their learning by engaging with their own interests and passions through inquiry-based activities. Regarding ③, we are diversifying our content in collaboration with Hokkaido University via initiatives such as SIP. This includes a career support program entitled "Career Path Selection Classroom", developed in partnership with Hokkaido University and the Japan Research Institute; opportunities for career learning in medical fields in cooperation with the Faculty of Medicine (cancer research) and the Faculty of Veterinary Medicine (infectious disease research); and a Tohoku fieldwork program focused on the development of healthcare professionals.

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

Teachers from Keisho Junior High School were dispatched weekly to Tanaka Gakuen Ritsumeikan Keisho Elementary School to help the sixth graders understand their own academic abilities and prepare them for enrollment in the junior high school by way of the "Ritsumei Japanese" and "Ritsumei Math" classes, which are offered as part of the partnership education program. In addition, we organized school information sessions and hands-on classes at Keisho Junior High School, both of which yielded high levels of student satisfaction. As the first batch of Tanaka Gakuen Ritsumeikan Keisho Elementary School students prepares to graduate, AY2025 will mark the first year of these students advancing under the partnership education program, with 41 students scheduled to enter Keisho Junior High School. We have been promoting mutual exchange with Tanaka Gakuen Ritsumeikan Keisho Elementary School ever since it opened, and the elementary and junior high schools will continue working together to provide partnership education.

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

① Curriculum reforms

In addition to the 4Cs (Critical thinking, Communication, Collaboration, Creative thinking) we established as the basis for skills-based learning, we added a new mindset component called the 4Rs (Respect for others, oneself, learning, and society). Furthermore, in order to achieve this educational objective, we are moving ahead with the restructuring of our evaluation system, and remain in ongoing discussions through a series of in-school training sessions and visits to progressive schools. In the high school, we brought the percentage of regular examinations conducted for the humanities in the Global Course (GL Course) to under 20%. In addition, we trialed the use of AI in inquiry-based activities as our classes became more inquiry-oriented (Ministry of Economy, Trade and Industry's Future Classroom Demonstration Project). It was also a year of great achievements, with members of the Sci-Tech Club winning first place in the world at the RoboCup Junior World Championships in the Netherlands, symbolizing Ritsumeikan Moriyama's dedication to science education.

② Reorganizing departments and courses

We realized the introduction of staggered timetables for junior high and high school students and the revision of classes to 6 periods of 50 minutes, which has resulted in a significant improvement in accessibility (i.e., alleviating congestion at JR Moriyama Station) and a much wider range of use of the school's facilities. With an eye on introducing a credit system in the future, we also started experimenting with allowing students to commute by bicycle. In terms of junior high school recruitment, the new name of "Advanced Course" is taking root, and we succeeded in attracting 20% more students year-on-year.

③ Advancing student government and extracurricular activities

Continuing from last year's efforts to promote a new kind of student self-government, both the junior high and high school have embraced student-led rule-making as a key initiative, drawing on MEXT's Student Guidance Guidelines and the Convention on the Rights of the Child for reference. Each student took ownership as they worked on reviewing the school rules, and the junior high school began using its revised rules for bringing smartphones to school. In the high school, the School Discussion Meeting was convened 10 times, and the PTA and the Student Council conferred with each other, making for a very active year. Looking at school events, the Culture Festival in particular was a great success again this year, attracting a record number of more than 10,000 visitors. Meanwhile, with regard to overseas exchange, the AIG High School Diplomat Program and other voluntary programs attracted more than 600 participants.

④ Restructuring the faculty organization and redefining the roles of teachers

We proceeded to redefine the role of teachers according to the concept of the Adult Quota. By having teachers concentrating on work that requires a teaching license, we are working to raise the level of both learning and communication. The Nurse's Office, which added more specialized staff, has achieved significant results, including winning the Minister of MEXT Award in the 2ICT Dream Contest 2024" for its Digital Health Center initiative. We are on the way to solving the difficult problem of guaranteeing a variety of activities while allowing teachers to focus on their primary duties, and we have been able to significantly strengthen the support framework for school duties including work related to club activities.

⑤ Rebuilding learning spaces

We completed the replacement of regular classroom desks and chairs in the high school in line with the introduction of having students bring two devices (one PC and one tablet). In addition, we completed the deployment of hybrid systems throughout the school buildings, and we actively utilize online classes during situations such as inclement weather and influenza outbreaks, which effectively enables uninterrupted learning. As for hard infrastructure, we completed the second phase of the renovation of Junior High School Building No. 1. The Learning Commons, which accommodates new styles of learning, has been well received, and we are currently fine-tuning the user experience in preparation for full-scale operation in AY2025. We also commenced a school-wide discussion on the Second Action Plan for the Future Vision.

4. The Ritsumeikan Trust

❶ 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, we held various seminars on D&I to promote a wide range of D&I initiatives while sharing issues within and outside the Academy. In addition, the Office of D&I Promotion considered the idea of expanding the D&I vision to focus on DE&I (E=Equity), and this was discussed at the D&I Promotion Headquarters Meeting. We undertook efforts to share initiatives and proactive measures taken by each college, graduate school, and organization to increase the ratio of female faculty members and female managers.

We conducted an assessment of the status of compliance with the Private University Governance Code, and having confirmed that we are in compliance with all four basic principles of 1) ensuring autonomy, 2) ensuring publicness, 3) ensuring credibility and transparency, and 4) ensuring continuity and the underlying compliance principles, we disclosed this information on our website.

In response to the revision of the Private School Act (effective April 1, 2025), we held a series of internal discussions on revising our Act of Endowment. We then applied to and were approved by the Minister of MEXT for those changes. Regarding the Basic Policy for Internal Control System and the execution thereof, we decided to establish an Internal Control Committee under the Board of Trustees in AY2025 to work on the operation and monitoring of the internal control system.

② Deliberate and elaborate upon a staff policy

With regard to the deliberation and elaboration of a staff policy, in light of the discussions of the Staff Policy Development Committee, we made preparations for the trial implementation of the grade classification system and evaluation system starting in AY2025.

In terms of the employment of people with disabilities, the Business Support Team, which represents a new business model for handling operations within the university, was launched, and this is also meant to realize D&I in step with the statutory employment rate that is raised each year. Going forward, we will work to expand the duties handled by people with disabilities and secure their employment on each campus.

❷ 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 AY2024, we achieved all the indicators set in the Basic Policy on Financial Operations for the First Half of R2030. In terms of revenue, revenue from tuition increased due to the tuition revisions, and at the same time, we made progress in acquiring large subsidies and donations linked to the anniversary project. In this way, we have been able to increase overall revenue while decreasing the proportion of revenue from tuition. Turning to expenditures, we are continuing our efforts to curb the increase in expenditures due to rising prices hikes and other changes in the external environment by reducing expenses, particularly for campus management outsourcing fees. Although the net income/loss from educational activities, including the special budget for the promotion of the mid-term plan, remains negative, we are making steady improvements as part of R2030 financial operations.

② Maintaining, strengthening, and diversifying the revenue base

We revised tuition for students entering Ritsumeikan University from AY2024 onwards. With these revisions, we will maintain and strengthen the revenue base to support the sustainable advancement of education and research through tuition policy. Furthermore, as part of the 125th anniversary projects we are conducting in the years around AY2025, we have been actively soliciting donations and have exceeded our target amount, backed by an increased understanding from and appreciation by society of the R2030 Challenge Design. We are also diversifying our revenue streams by utilizing external funding for several projects due in part to being selected for large subsidies and acquiring other external funds. We managed financial assets as planned based on the diversified portfolio of financial assets determined in the investment policy.

③ Using DX to promote operational streamlining and cost-cutting

In preparation for the formulation of the budget for AY2025, we revised operations by improving our operational infrastructure and utilizing DX and by undertaking thorough cost-cutting, resulting in 200 million yen in cost reductions. At the same time, to ensure that project and budget planning aligns with the actual state of operations, we adopted a zero-based budgeting approach based on the fundamental principle that any new expenditures shall be covered by reviewing and reallocating existing budget items. As for efforts to streamline operations and cut costs in Trust administration, we launched a new purchasing system and achieved digital transformation (DX), including paperless operations for everything from purchase orders to fund withdrawal requests.

④ Building assets through advanced asset management

Regarding performance evaluations for facilities, we established a Working Group to conduct a trial survey and collect data on current performance based on the renovation history of each building in preparation for the full-scale introduction of these evaluations in AY2025. As for asset management, we are managing risk diversification based on our medium-term portfolio and have been able to secure a stable revenue stream even in the face of uncertain economic and financial conditions.

⑤ Gaining the understanding of our members by visualizing the budgeting and accounts settlement processes

We refined and updated the content on our financial disclosure website. During this process, we held a discussion with the Student Government on the nature and content of our public disclosures with a view to broadening students' understanding of Academy finances.

5. KGI Achievement Level

Policy Objective		No.	KGI	Actual Performance 2024	Target Standard 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	641-650	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)	71 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 5.07 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)	50 progrrss	At least one program
		8	Establishment of degree programs (Graduate)	50 progrrss	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]	96.3%	95%+ (maintained)
		12	Advancement rate[2]	90.1%	85%+ (maintained)
		13	Known advancement rate	98.7%	98%+ (maintained)
		14	Number of current graduate students	4,144	5,000
		15	Graduate school advancement rate (Science and engineering)	53.4%	70%
		16	Graduate school advancement rate (Humanities)	5.9%	10%
		17	Number of international students in the graduate schools	1,239	1,300
		18	Number of doctoral degrees granted:	129	150
		19	Number of people experiencing learning at RU (excluding undergraduate and graduate students)	44,613	500,000
		20	Number people involved in startups	6,816	4,000
		21	Total value / valuation of companies involved in startup support	JPY 43.1 billion	JPY 30 billion+
		22	Number of companies started via diversified commercialization efforts	160 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	2,307	2,100
		24	Number of students passing difficult examinations (Bar examination: Pass rate for examinees in the first year after completing Law School)	21.43%	40%
		25	Number of students passing difficult examinations (Number passing the Certified Public Accountant essay examination)	51	55
		26	Number of students passing difficult examinations (Number passing the career-track examination for national public servants)	86	60
		27	Number of students passing difficult examinations (Number of unofficial job offers for career-track national public servant positions)	20	10
		28	CO2 emissions[3]	-1.6%	-18%
		29	Achievement of educational objectives[4]	76.6%	86%
		30	Internal advancement	74.3%	77%
		31	Percentage of affiliated school graduates who are satisfied with having chosen RU/APU	87.7%	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: CO_2 emission coefficients: AY 2019: 0.352 t-CO_2/1,000 kWh; AY2024:0.419t-CO_2/1,000kWh

*4: 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 2024	Target Standard 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)	1.93% 2.87% (including expulsion)	Under 1%
		33	International student ratio	49.1%	50%
		34	Number of countries and regions represented by current students	111	100
		35	Sense of student growth (at graduation)	80.6%	95%
		36	Percentage of students studying for at least two hours	40.6%	70%
(2)	Promote world-class research that contributes to the community and society	37	QS World University Rankings: Institution Classification/ Research Intensity	Low	High
		38	Amount of external funding received	JPY 500 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	95	80
		41	Number of academic programs offered with external partners (Curricular)	29	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)	89.3%	90%
		43	Percentage of students advancing to employment or higher education by unconventional means	9.4%	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)	1,200	2,500
(6)	Create organizations and infrastructure to support a Global Learning Community	45	Percentage of non-Japanese permanent staff members	14.7%	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)	16%	20%
		48	Ratio of tuition to total expenses	77.6%	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	74.3%	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	90%	80%
(3)	Learning for student development: Developing the Ritsumeikan version of the Future Classroom	52	Level of satisfaction with sense of student growth	90%	95%
		53	Level of satisfaction with learning that accommodate individual interests (Individually optimized learning)	76%	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	97%	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	94%	95%
		57	Internal advancement rate	76%	80%
		58	Level of satisfaction with inquiry-based learning	85%	90%
		59	Faculty organization reforms: Female faculty ratio; permanent	35%	45%
		60	Faculty organization reforms: Female faculty ratio; management	33%	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	95%	97%
		62	Internal advancement rate	87.5%	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	65%	70%

Policy Objective	No.	KGI		Actual Performance 2024	Target Standard 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		94.3%	95%
	67	Internal advancement rate		45%	50%
	68	Number of students accepted to University of Tokyo / Kyoto University / medical schools		71	50
	69	Number of students accepted to University of Tokyo / Kyoto University / medical schools (while still enrolled)		59	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)*5		6.8	7.0
	72	Level of guardian satisfaction		78%	80%
	73	Internal advancement rate		87%	90%
	74	Faculty organization reforms: Female faculty ratio; permanent		27.2%	45%
	75	Faculty organization reforms: Female faculty ratio; management		11%	30%
	76	Spaces created to accommodate new learning styles		596 seats	720 seats
	77	Spaces created to accommodate new learning styles (LC %)		41%	50%
	78	Game changer indicator (Number of social projects implemented)		10	14
	79	Game changer indicator (Number of projects attempted)		450	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	Female faculty ratio (including non-tenured)	RU	25.6%	26.7%+
			APU	34.7%	35%+
			Affiliated schools / Integrated education managers	16.7%	30%+
	83	Female manager ratio (Assistant Manager and above)		23.1%	30%+
	84	Ratio of employees with disorders (entire Ritsumeikan group)		2.75%	2.86%
	85	Staff sense of fulfillment with work		81.3%	90%+
	86	Percentage of employees with master's degree or higher (Staff)		19.5%	15%+
(2) Financial operations in accordance with the Basic Policy on Financial Operations	87	Ordinary net income/loss ratio		2.4%	0%+
	88	Ratio of tuition to total expenses		70.7%	75% or lower
	89	Educational activities balance ratio*6		+0.1%	0%+
	90	Percentage of Specified Assets I held		100%	100%
	91	Percentage of Specified Assets II held		62.4%	50% - 100%
	92	Liquidity ratio		100%	100%+
	93	Net asset ratio		86.1%	85%+

*5: Score out of 10 points

*6: Based on the General Basic Budget, which is classified as a recurring budget category; figures differ from those in the official budget document.

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

[AIG High School Diplomat Program] An international exchange program in which high school student diplomats from Japan and the United States interact across linguistic and cultural barriers. It was established by AIG General Insurance Company, Ltd.(formerly AIU General Insurance Company, Ltd.) as part of its social contribution initiatives with the aim of developing human resources who can play an active role as leaders in the international community.

[APU] Ritsumeikan Asia Pacific University

■ 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).

■ D

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

[D&I] Diversity & 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, and nationality and internal attributes such as lifestyle, work history, and values.

[DE&I] Diversity equity & inclusion: A concept that adds the idea of "Equity" to diversity and inclusion.

■ E

[EDGE Prime Initiative] A project launched by the Ministry of Education, Culture, Sports, Science and Technology to expand the scope of entrepreneurship education for high school students.

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

■ G

[Global Youth Forum "SURVIVE"] A forum organized entirely by students—from planning to execution—based on the concept of "Bringing Social Issues Closer to Home." In AY2024, 72 high school students and 13 mentors from seven countries and regions came together to explore the question: "What does an ideal world look like?"

[GL concept] A new phase in global education at Ritsumeikan Keisho Junior and Senior High School. An initiative to significantly advance international education with the development of a world-class international boarding school.

■ H

[High School DX Acceleration Promotion Project (DX High School)] A program that supports schools implementing curricula emphasizing subjects such as information technology and mathematics, while also strengthening inquiry-based, interdisciplinary, and practical learning through the use of ICT—leveraging external experts and collaborations with universities and other institutions.

■ 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

[Internal control system] A system to ensure the sound and efficient management of the activities of an incorporated educational institution, which is required to be established under the 2024 amendment to the Private School Act.

[Interdisciplinary program] A degree program that transcends the organizational boundaries of colleges, graduate schools, and other organizations in which the university can exercise mobility at its own discretion and utilize internal resources for cross-disciplinary education.

■ J

[Japan Super Science Fair] An event where students from schools that provide excellent science education, mainly foreign science and mathematics schools and domestic SSH-designated schools, gather to share their research and aspirations and engage in friendly interaction through the medium of science.

■ K

[Kenshoku Collection] A collection that began in 1982, when Shunji Kikuyama, then president of Kenko Shokuhin Co., Ltd., envisioned the establishment of a food resources archive. He appointed Fusao Yoshizumi, then head of the Takatsuki Bunko library, as the curator responsible for selecting materials, after which collection efforts were launched in earnest. With over 200,000 titles, the collection is now recognized as a library specializing in food.

■ L

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

■ M

[Multicultural Campus Project Toward Social Impact (SI Project)] A project aimed at promoting the further internationalization of universities by building systems for international collaborative learning both in Japan and abroad. It seeks to create a virtuous cycle in which the dispatch of Japanese students and the intake and retention of outstanding international students positively reinforce one another.

■ O

[OIC] Osaka Ibaraki Campus

[OIC Connect] An innovation promotion and exchange program held at the Osaka Ibaraki Campus in a collaborative effort between the Ritsumeikan Academy and Venture Café, a Boston-based six-month, 11-city worldwide program.

■ P

[Program for Forming Japan's Peak Research Universities (J-PEAKS)] A program conducted in parallel with support for internationally outstanding research universities from the University Fund in order to enhance Japan's overall research capacity and promote the creation of new value. The program, which aims to foster a group of research universities that will drive the advancement of Japan's overall research capacity, supports the development of environments in which core universities in each region and universities with strengths in specific research fields promote the strengthening of university-wide research capacity by collaborating with other universities, expanding their research activities internationally, and accelerating the practical application of research into the real world, based on strategic management revolving around their respective strengths and distinctive research capabilities.

[Project Education in English for Ritsumeikan (PEER)] A program that positions English education as a vehicle for developing the four basic academic skills of researching, summarizing, interaction, and presentation. The aim is to provide a flexible bridge to major education in the second and subsequent years.

■ R

[RAG] Retrieval-Augmented Generation. An assistive technology that references external information in response to questions to ensure that a generative AI tool produces accurate and up-to-date answers.

[RARA Fellow] An advanced researcher who serves as a "node" connecting a diverse array of researchers, and who uses their research capabilities to pave the way for the future of the University without being bound by precedent. RARA Associate Fellows are researchers who are building up their track records in preparation to be upgraded to RARA Fellows.

[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.

[Ritsumeikan Saionji Juku]
A course for training global leaders for the 21st century named after Kinmochi Saionji, the founder of Ritsumeikan. Through lectures given by a wide variety of instructors, the program cultivates leaders who will be responsible for creating new value in the future.

[Rits Super Global Forum] An international forum for high school students hosted by Ritsumeikan High School, where high school students from more than a dozen countries (140 students in AY2023) gather to hold discussions and give group presentations in English.

[ROOT] Ritsumeikan Osaka-umekita Open innovation Terrace. An open innovation center that disseminates the seeds of distinctive research and entrepreneurship to society, and through multi-level exchanges with companies, local governments, universities, and other partners, solves social issues and co-creates new businesses.

[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.

[SIP] The Cabinet Office's Strategic Innovation Program. A national project in which the Council for Science, Technology, and Innovation (CSTI) conducts backcasting to realize Society 5.0, defines topics that are important for solving issues and ensuring industrial competitiveness, and promotes research and development from basic research to real-world applications in a seamless, end-to-end manner.

[SP Concept] A plan at Ritsumeikan Keisho Junior and Senior High School to develop human resources with strong characters and a high level of academic ability who will become leaders who "create new value" and "significantly transform society" after entering the workforce.

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

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

[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).

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.

* The Ministerial Ordinance Partially revising the Accounting Standards for Incorporated Educational Institutions went into effect in April 2025 pursuant to the revision of the Private School Act, but we prepared our financial statements for the 2024 academic year based on the previous standards (before revision) in accordance with the provisions of the above Ministerial Ordinance.

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 47).

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 AY2024

Looking at the Academy's current financial situation, we are maintaining a positive current account balance, which is one of our key indicators, but the net income/loss from educational activities remains in negative territory. To address this challenging situation, financial operations in the first half of R2030 are focused on strengthening and diversifying revenue sources. In AY2024, we saw an increase in revenue driven by donation solicitation initiatives promoted as part of the project to commemorate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy as well as the acquisition of government subsidies such as MEXT's Multicultural Campus Project Toward Social Impact, which was secured by APU. Since the start of the R2030 Period (AY2021), the net income/loss from educational activities has steadily improved (i.e., our deficit has shrunk) (see p.46). Socially, there is growing uncertainty and increasing pressure to spend more due to inflation and other factors. In this context, a key challenge for the second half of R2030 (AY2026–AY2030) will be to build a business and financial model appropriate for our goal of becoming a "next-generation research university" and a "next-generation academy rooted inquisitiveness" in order to achieve the sustainable development and improvement of research and education and to further enhance the value and social impact generated by the Academy.

1-2. Statement of Cash Flow for FY2024

(in 100 million of JPY)

Item	FY2024 Budget	FY2024 Settlement	Difference
Revenues			
Revenue From Student Fees	648	660	12
Revenue From Processing Fees	31	32	1
Donation Revenue	9	12	3
Subsidy Revenue	113	117	3
(National Government Subsidy Revenue)	92	94	2
(Local Government Subsidy Revenue)	21	23	2
Revenue from Sales of Assets	0	0	0
Income from University-Owned Businesses	46	48	2
Income from Interest and Dividends	28	30	2
Miscellaneous Revenue	29	35	6
Revenue from Borrowings	3	3	0
Revenue from Advances Received	119	131	12
Amount Reversal from Specified Assets and Other Revenues	185	215	30
Revenue Adjustments	Δ145	Δ148	Δ3
Carryover from Previous Year	209	209	Δ0
Total: Revenues	1,275	1,343	67
Expenditures			
Personnel Expenditures	443	444	1
Education and Research Expenditures	313	330	17
Instisutonal Administrations Expenditures	62	60	Δ2
Loan Interest Expenditures	0	0	Δ0
Loan Repayment Expenditures	0	0	0
Facility-related Expenditures	87	74	Δ13
Equipment-related Expenditures	28	17	Δ12
Deposits for Specified Assets	110	135	25
Accounts Payable from Previous Fiscal Year and Other Expenditures	87	88	1
Reserve Fund	(8)0		0
Expenditure Adjustments	Δ72	Δ86	Δ13
Carryover into Next Year	209	281	72
Total: Expenditures	1,275	1,343	67

*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 134.3 billion yen, cash revenues for AY2024 came to 113.3 billion yen. We earned 66.0 billion yen in revenues from student fees such as tuition and admission fees. Revenues from entrance examination fee payments and other fees totaled 3.2 billion yen. Revenues from subsidies amounted to 11.7 billion yen, and consisted of ordinary expense subsidies for private universities and affiliated school operating subsidies as well as subsidies granted by MEXT under the Higher Education Enrollment Support Program and the Multicultural Campus Project Toward Social Impact (SI Project). In terms of other revenues, revenues from a reversal of reserve specified assets came to 15.7 billion yen, and these were allocated to budgets for AY2024 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 134.3 billion yen, cash expenditures for AY2024 came to 106.1 billion yen. Personnel expenses totaled 44.4 billion yen reflecting efforts to strengthen the faculty organization and improve faculty and staff compensation and benefits in order to improve the quality of education at the universities and affiliated schools. Expenditures for education and research totaled 33.0 billion yen, and these included 6.0 billion yen in administrative expenditures that were used for expenses related to implementing the Challenge Design, campus maintenance, outsourcing, and scholarships, as we were affected by rising prices, the weak yen, and other factors. Expenditures for facilities were 7.4 billion yen, and expenditures for equipment were 1.7 billion yen. In AY2024, we implemented campus improvement projects at Ritsumeikan University including the construction of the Grassroots Innovation Center and the Advanced Cross-verse Innovation Commons as well as ICT infrastructure improvements and the lifecycle-based energy efficiency project.

1-3. Statement of Operating Activities for FY2024

(in 100 million of JPY)

Item	FY2024 Budget	FY2024 Settlement	Difference
General Account; Educaton and Reseach			
Student Fees	648	660	12
Processing Fees	31	32	1
Donations	10	12	2
Subsidies	112	116	4
Income from University-Owned Businesses	46	48	2
Miscellaneous	29	32	3
Total: Revenues	876	900	24
Personnel	445	444	Δ2
Education and Research	380	399	19
(Depreciation Cost)	67	69	2
Instsutonal Administrations	70	66	Δ3
(Depreciation Cost)	8	8	0
Unrecoverable Amount	0	0	0
Total: Expenditures	895	909	14
Income/Loss	Δ19	Δ9	10
General Account; Others			
Income from Interest and Dividends	28	30	2
Other Revenues	0	3	3
Total: Revenues	28	32	4
Interest on Loan	0	0	Δ0
Other Expenditures	0	1	1
Total: Expenditures	0	1	1
Income/Loss	28	31	3
Income/Loss of General Account	9	23	14
Special Account			
Gains from Sales of Assets	0	0	0
Other Revenues	3	4	1
Total: Revenues	3	4	1
Balance of Asset Disposal	4	3	Δ1
Other Expenditures	0	0	0
Total: Expenditures	4	3	Δ1
Income/Loss	Δ1	0	1
Reserve Fund	(8)0		0
Net Income/Loss before Allocated Capital Funds	Δ0	23	23
Total Amount of Allocated Capital Funds	Δ100	Δ90	10
Net Income/Loss for This Fiscal Year	Δ100	Δ67	33
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ411	Δ411	
Amount Reversed from Capital Funds	0	0	
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ510	Δ478	
Total Revenues of Statement of Operations	907	936	30
Total Expenditures of Statement of Operations	907	913	7

*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 Cureent Account + Revenues from Special Account
*Total Expenditures of Statement of Operations= Expenditures from Cureent 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 90.0 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 90.9 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 0.9 billion net income for FY2024.

Meanwhile, depreciation costs included in education and research expenses and administrative expenses reached JPY 7.7 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 3.2 billion, while expenditures amounted to JPY 100 million, producing a final outcome of JPY 3.1 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 2.3 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 less than 100 million yen.

Net income/loss for current academic year

The net income/loss for the current fiscal year prior to transfer to the capital fund, calculated by subtracting the reserve fund from the total of educational activity revenues and expenditures, non-educational activity revenues and expenditures, and special revenues and expenditures, showed a surplus of 2.3 billion yen; however, after including the 9.0 billion yen transferred to the capital fund, we ended up with a deficit of 6.7 billion yen in the final balance for the current fiscal year.

1-4. Statement of Financial Position for FY2024

(in 100 million of JPY)

Assets

Item	End of FY2024	End of FY2023	Change
Fixed Assets	3,667	3,677	Δ9
Tangible Fixed Assets	2,421	2,407	13
(Land)	702	701	1
(Buildings and Structures)	1,407	1,429	Δ22
(Equipment for Education and Research)	102	104	Δ2
(Books)	162	160	2
Specified Assets	1,238	1,261	Δ23
(Reserve Assets for Type 3 Capital Fund)	139	137	2
(Reserve Assets for Type 4 Capital Fund)	64	62	2
(Reserve Assets for Retirement Benefits)	141	141	0
(Reserve Asset)	894	921	Δ27
Other Fixed Assets	9	9	0
Current Assets	312	266	46
(Cash and Deposits)	281	209	72
Assets: Total	3,979	3,942	37

Liabilities

Item	End of FY2024	End of FY2023	Change
Fixed Liabilities	240	279	Δ38
(Long-term Debt and School Bonds)	93	131	Δ38
(Reserve for Retirement Benefits)	141	141	0
Current Liabilities	311	259	52
(Short-term Debt and School Bonds)	41	0	41
(Advances Received)	131	126	5
(Deposits)	57	49	7
Liabilities: Total	551	538	14

Net Assets

Item	End of FY2024	End of FY2023	Change
Capital Funds	3,906	3,815	90
(Type 1 Capital Fund)	3,702	3,616	86
(Type 3 Capital Fund)	139	137	2
(Type 4 Capital Fund)	64	62	2
Net Income/Loss	Δ478	Δ411	Δ67
Net Assets: Total	3,427	3,405	23
Liabilities and Net Assets: Total	3,979	3,942	37

*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 2024 amount less end of FY 2023 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 1.3 billion from the end of last academic year to JPY 242.1 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 2.3 billion from the end of last academic year to JPY 123.8 billion.

Liabilities and Net Assets

This Liabilities and Net Assets section shows the sources of funds used to acquire assets. Liabilities accounted for 13.9% of total assets and net assets made up 86.1%.

The total for the Liabilities sector for the fiscal year reached JPY 55.1 billion.

The Net Assets section increased by JPY 2.3 billion from the previous academic year to JPY 342.7 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 bet 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	¥ 397,882,728,219	Total Liabilities	¥ 55,135,138,739
Endowment	¥ 242,807,547,467	Fixed liabilities	¥ 24,029,434,828
Operating Aassets	¥ 155,075,180,752	Current liabilities	¥ 31,105,703,911
		Net Assets (Total assets - Total liabilities)	¥ 342,747,589,480

(As of March 31, 2025)

Type		Amount
Assets		
1 Endowment		
Land	2,301,036.87 m²	¥ 70,195,594,360
Buildings	888,479.63 m²	¥ 131,029,889,186
Structures	2,051	¥ 9,664,537,200
Equipment and supplies	17,440	¥ 10,884,328,387
Books	3,312,060	¥ 16,244,650,639
Construction in Progress		¥ 4,036,732,766
Other(Vehicles, vessels, etc.)		¥ 751,814,929
2 Operating Assets		
Cash and Deposits		¥ 28,130,347,895
Reserve Fund		¥123,797,735,649
Securities		¥ 123,999,157
Accounts Receivable		¥ 2,179,348,372
Assets Held for School Trips		¥ 220,709,782
Advance Payments		¥ 528,704,476
Other(Loans, advances, etc.)		¥ 94,335,421
Total Assets		¥ 397,882,728,219

Type	Amount
Liabilities	
1 Fixed Liabilities	
Long-term Debt	¥ 9,000,000,000
School Bonds	¥ 300,000,000
Long-term Account Payable	¥ 671,400,576
Reserve for Retirement Benefits	¥ 14,058,034,252
2 Current Liabilities	
Short-term Debt	¥ 4,000,000,000
School bonds scheduled for redemption within one year	¥ 50,000,000
Account Payable	¥ 8,297,574,329
Advances Received	¥ 13,084,241,587
Deposits	¥ 5,453,178,213
Cash Held for School Trips	¥ 220,709,782
Total liabilities	¥ 55,135,138,739

Net Assets	¥ 342,747,589,480

1-6. Audit Report

Audit Report

May 13, 2025

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 2024 fiscal year commencing on April 1, 2024 and ending on March 31, 2025.

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 (FY2020 ~ 2024)

(in 100 million of JPY)

Item	FY2020	FY2021	FY2022	FY2023	FY2024
Revenues					
Revenue From Student Fees	583	591	610	634	660
Revenue From Processing Fees	28	29	30	32	32
Donation Revenue	12	5	5	7	12
Subsidy Revenue	110	107	112	143	117
Revenue from Sales of Assets	0	0	—	—	0
Income from University-Owned Businesses	28	32	40	43	48
Income from Interest and Dividends	22	33	22	31	30
Miscellaneous Revenue	24	32	32	35	35
Revenue from Borrowings	—	1	70	—	3
Revenue from Advances Received	118	117	125	126	131
Amount Reversal from Specified Assets and Other Revenues	170	176	272	232	215
Revenue Adjustments	Δ128	Δ137	Δ137	Δ174	Δ148
Carryover from Previous Year	219	233	241	212	209
Total: Revenues	1,187	1,219	1,421	1,321	1,343
Expenditures					
Personnel Expenditures	402	409	412	422	444
Education and Research Expenditures	267	266	289	311	330
Instisutonal Administrations Expenditures	58	57	63	57	60
Loan Interest Expenditures	0	0	0	0	0
Loan Repayment Expenditures	2	1	70	—	—
Facility-related Expenditures	39	38	114	158	74
Equipment-related Expenditures	18	15	20	42	17
Deposits for Specified Assets	181	194	224	146	135
Accounts Payable from Previous Fiscal Year and Other Expenditures	58	74	81	64	88
Expenditure Adjustments	Δ70	Δ75	Δ64	Δ87	Δ86
Carryover into Next Year	233	241	212	209	281
Total: Expenditures	1,187	1,219	1,421	1,321	1,343

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

Left-hand graph : Revenues
- Revenue From Student Fees
- Revenue From Processing Fees
- Donation Revenue
- Subsidy Revenue
- Income from University-Owned Businesses
- Income from Interest and Dividends
- Revenue from Borrowings
- Miscellaneous Revenue, etc.
- Carryover from Previous Year

Right-hand graph : Expenditures
- Personnel Expenditures
- Education and Research Expenditures
- Instisutonal Administrations Expenditures
- Loan Repayment Expenditures
- Facility-related Expenditures
- Equipment-related Expenditures
- Deposits for Specified Assets, etc.
- Carryover into Next Year

(Unit: FY)

2-2. Historical Operating Activities (FY2020 ~ 2024)

(in 100 million of JPY)

Item	FY2020	FY2021	FY2022	FY2023	FY2024
General Account; Educaton and Reseach					
Student Fees	583	591	610	634	660
Processing Fees	28	29	30	32	32
Donations	7	5	5	7	12
Subsidies	106	103	109	109	116
Income from University-Owned Businesses	28	32	40	43	48
Miscellaneous	19	26	29	26	32
Total: Revenues	771	786	822	851	900
Personnel	404	412	418	427	444
Education and Research	329	330	352	373	399
Instisutonal Administrations	63	63	69	65	66
Unrecoverable Amount	0	0	0	0	0
Total: Expenditures	796	806	839	865	909
Income/Loss	Δ25	Δ21	Δ17	Δ15	Δ9
General Account; Others					
Income from Interest and Dividends	22	33	22	31	30
Other Revenues	5	7	7	8	3
Total: Revenues	27	40	29	39	32
Interest on Loan	0	0	0	0	0
Other Expenditures	2	1	0	0	1
Total: Expenditures	2	1	0	0	1
Income/Loss	25	39	29	39	31
Income/Loss of General Account	0	18	12	24	23
Special Account					
Gains from Sales of Assets	0	—	—	—	—
Other Revenues	11	5	6	37	4
Total: Revenues	11	5	6	37	4
Balance of Asset Disposal	5	3	5	3	3
Other Expenditures	2	0	1	0	0
Total: Expenditures	7	3	7	4	3
Income/Loss	4	2	Δ1	33	0
Net Income/Loss before Allocated Capital Funds	5	20	11	58	23
Total Amount of Allocated Capital Funds	Δ27	Δ89	Δ124	Δ103	Δ90
Net Income/Loss for This Fiscal Year	Δ22	Δ69	Δ113	Δ45	Δ67
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ162	Δ184	Δ253	Δ365	Δ411
Amount Reversed from Capital Funds	0	0	—	—	—
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ184	Δ253	Δ365	Δ411	Δ478
Total Revenues of Statement of Operations	809	831	857	927	936
Total Expenditures of Statement of Operations	805	810	846	869	913

*Due to rounding up, totals may not match the sum of individual items.
*Total Revenues of Statement of Operations= Revenues from Cureent Account + Revenues from Special Account
*Total Expenditures of Statement of Operations= Expenditures from Cureent Account + Expenditures from Special Account + Reserve Fund

Left-hand graph : **Revenues of Statement of Operations**
- General Account Education and Research
- General Account Others
- Special Account

Right-hand graph : **Expenditures of Statement of Operations**
- General Account Education and Research
- General Account Others
- Special Account

(Unit: FY)
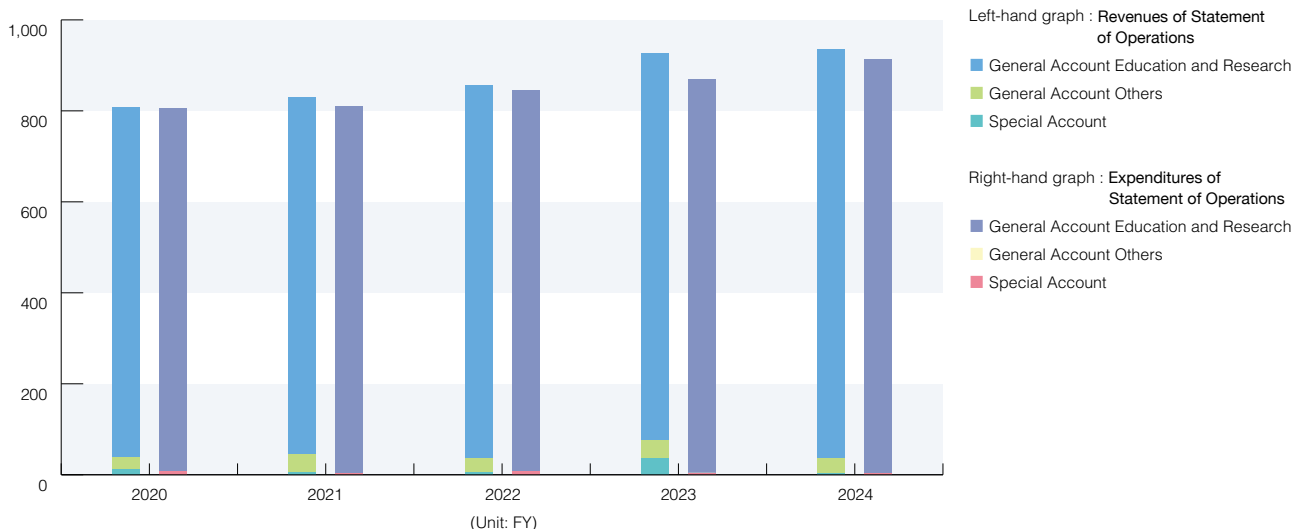
2-3.Historical Financial Position (FY2020 ~ 2024)

(in 100 million of JPY)

Item		End of FY2020	End of FY2021	End of FY2022	End of FY2023	End of FY2024
Assets						
Fixed Assets		3,558	3,579	3,611	3,677	3,667
	Tangible Fixed Assets	2,237	2,219	2,281	2,407	2,421
	Specified Assets	1,310	1,352	1,323	1,261	1,238
	Other Fixed Assets	11	9	8	9	9
Current Assets		258	268	240	266	312
Assets: Total		3,816	3,848	3,851	3,942	3,979
Liabilities						
Fixed Liabilities		269	252	273	279	240
Current Liabilities		231	260	231	259	311
Liabilities: Total		500	512	504	538	551
Net Assets						
Capital Funds		3,500	3,589	3,712	3,815	3,906
	Type 1 Capital Fund	3,306	3,343	3,451	3,616	3,702
	Type 2 Capital Fund	—	50	65	—	—
	Type 3 Capital Fund	137	137	137	137	139
	Type 4 Capital Fund	57	59	60	62	64
Net Income/Loss		Δ184	Δ253	Δ365	Δ411	Δ478
Net Assets: Total		3,316	3,336	3,347	3,405	3,427
Liabilities and Net Assets: Total		3,816	3,848	3,851	3,942	3,979

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

Left-hand graph : Assets

Right-hand graph : Liabilities and Net Assets

- ■ Tangible Fixed Assets
- ■ Specified Assets
- ■ Other Fixed Assets
- ■ Current Assets
- ■ Fixed Liabilities
- ■ Current Liabilities
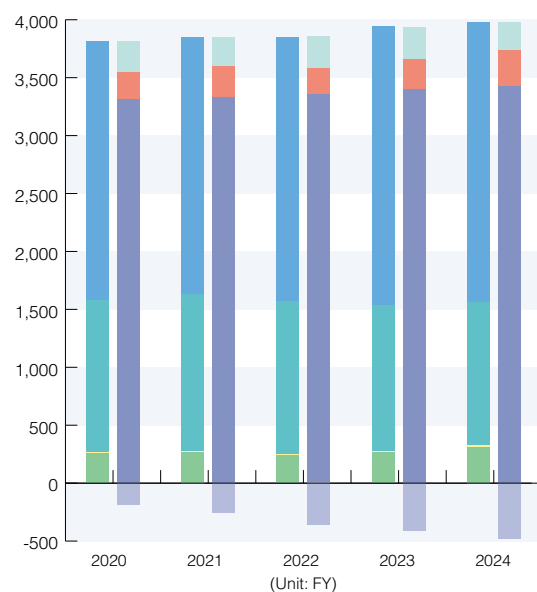- ■ Capital Funds
- ■ Net Income/Loss

3. Financial Ratios

Financial Ratios for the Statement of Operating Activities

(Unit:%)

Ratio	Calculation	Evaluation	FY2020	FY2021	FY2022	FY2023	FY2024	National average
Personnel Ratio	Personnel Expenditures ÷ General Revenues	▼	50.6	50.0	49.1	48.0	47.6	50.9
Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	△	41.3	40.1	41.3	42.0	42.8	36.6
Operating Activities Balance Ratio	Net income/loss for given academic year prior to allocation to capital funds ÷ Revenue from Operating Activities	△	0.6	2.4	1.3	6.2	2.4	4.2
Revenue from Student Fees Ratio	Revenue from Student Fees ÷ Revenue from Operating Activities	▼	73.1	71.6	71.6	71.3	70.7	72.9
Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	△	0.0	2.2	1.5	2.7	2.4	3.5
Balance of Payments in General Accounts; Education and Reseach	Income/Loss of General Accounts; Education and Reseach ÷ Revenues in General Accounts; Education and Reseach	△	Δ3.3	Δ2.6	Δ2.0	Δ1.7	Δ1.0	1.2

* General Revenues = Revenues from General accounts
* Scale: △: Higher values are better　▼: Lower values are better. National averages are the figures from FY2024 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the FY2023 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. 39).

Financial Ratios for the Statement of Financial Position

(Unit:%)

Ratio	Calculation	Evaluation	FY2020	FY2021	FY2022	FY2023	FY2024	National average
Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	△	86.9	86.7	86.9	86.4	86.1	88.2
Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	▼	13.1	13.3	13.1	13.6	13.9	11.8

* Scale: △: Higher values are better　▼: Lower values are better. National averages are the figures from FY2024 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the FY2023 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. 39).

1. Student Numbers (as of May 1, 2024)

(Unit: Number of Persons)

		2020	2021	2022	2023	2024
Ritsumeikan University	No. of Undergraduate Students	32,243	32,466	33,093	34,092	34,600
	No. of Graduate Students	3,529	3,677	3,731	3,867	4,144
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,335	5,224	5,335	5,556	5,896
	No. of Graduate Students	194	213	218	240	222
Affiliated School	No. of Students	7,200	7,396	7,398	7,368	7,339
Total		48,501	48,976	49,775	51,123	52,201

Ritsumeikan University ／ No. of Undergraduate Students
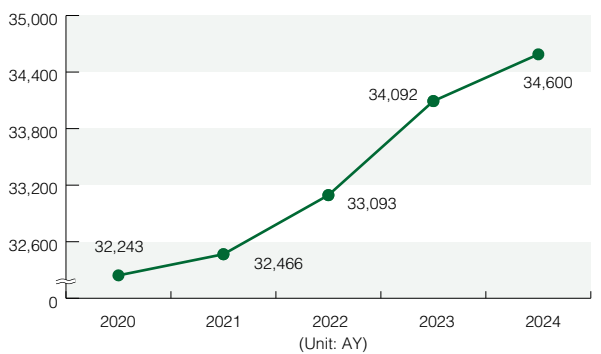
Ritsumeikan University ／ No. of Graduate Students
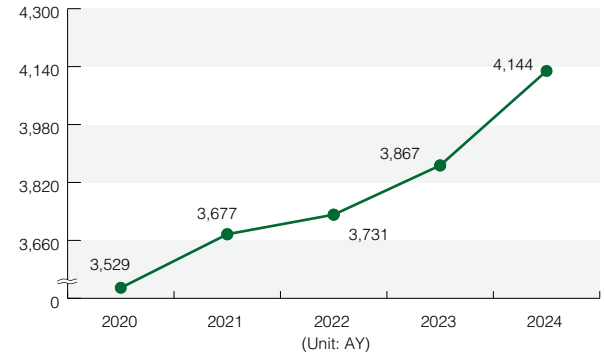
Ritsumeikan Asia Pacific University ／ No. of Undergraduate Students
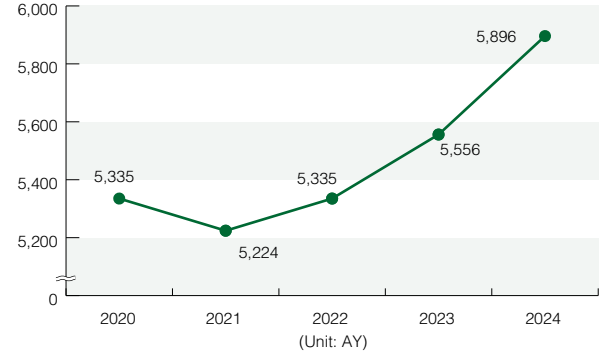
Ritsumeikan Asia Pacific University ／ No. of Graduate Students

Affiliated School ／ No. of Students

Total

2. Admissions Statistics (as of March 31, 2025)

Ritsumeikan University / Per College

(Unit: Number of persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	720	7,470	2,925
College of Economics	760	10,784	4,057
College of Business Administration	795	10,703	2,824
College of Social Sciences	810	9,953	2,558
College of Letters	1,035	10,374	3,708
College of Science and Engineering	959	17,289	7,696
College of International Relations	315	2,795	853
College of Policy Science	370	4,328	1,184
College of Information Science and Engineering	475	7,612	1,877
College of Image Arts and Sciences	240	2,570	612
College of Pharmaceutical Sciences	160	2,542	1,093
College of Life Sciences	325	7,726	3,011
College of Sport and Health Science	235	2,795	775
College of Comprehensive Psychology	280	3,536	879
College of Gastronomy Management	320	3,097	969
College of Global Liberal Arts	65	206	180
Total	7,864	103,780	35,201

*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	1,231	762
College of International Management	340	1,383	777
College of Asia Pacific Studies	240	1,151	547
Total	930	3,765	2,086

*Only for AY2025 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	72	26
	Doctoral	10	7	5
Graduate School of Management	Master's	40	28	16
Master's Program		100	100	42
Doctora Program		10	7	5
Total		110	107	47

*Does not include transfers.
*The number of applicants and number of accepted applicants include only the figures for AY2025 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)

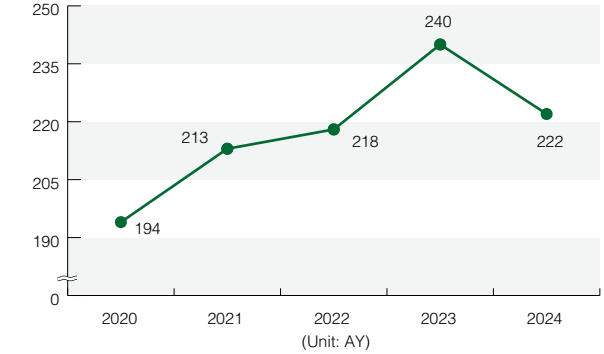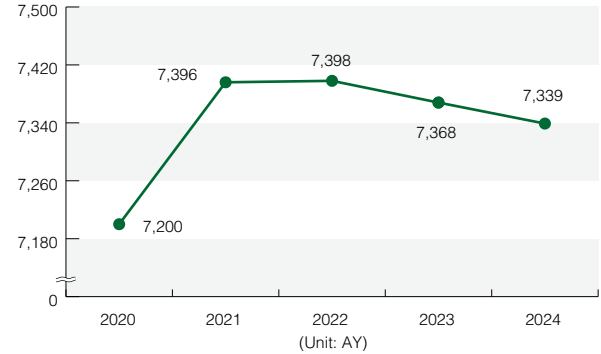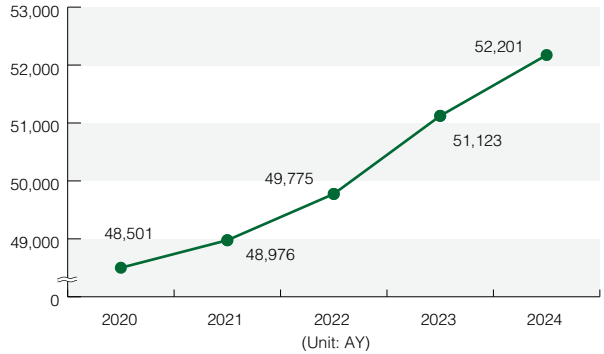| Schools	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Ritsumeikan Junior High School	215	636	240
Ritsumeikan Uji Junior High School	180	609	271
Ritsumeikan Keisho Junior High School	180	496	290
Ritsumeikan Moriyama Junior High School	160	740	372
Ritsumeikan Senior High School	360	441	292
Ritsumeikan Uji Senior High School	405	467	305
Ritsumeikan Keisho Senior High School	305	383	339
Ritsumeikan Moriyama Senior High School	320	336	275
Total	2,125	4,108	2,384

*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	89	36
	Doctoral	10	0	0
Graduate School of Ecomonics	Master's	50	50	27
	Doctoral	5	5	5
Graduate School of Business Administration	Master's	60	198	58
	Doctoral	15	7	7
Graduate School of Sociology	Master's	60	209	39
	Doctoral	15	8	1
Graduate School of Letters	Master's	105	137	88
	Doctoral	35	23	17
Graduate School of Science and Engineering	Master's	450	560	510
	Doctoral	40	24	23
Graduate School of International Relations	Master's	60	141	42
	Doctoral	10	19	4
Graduate School of Policy Science	Master's	40	108	58
	Doctoral	15	10	9
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	30	60	18
Graduate School of Language Education and Information Science	Master's	60	159	72
School of Law	Professional Degree	70	709	184
Graduate School of Technology Management	Master's	70	140	59
	Doctoral	5	2	2
Graduate School of Management	Professional Degree	150	251	125
Graduate School of Sport and Health Science	Master's	25	35	26
	Doctoral	8	14	11
Graduate School of Image Arts	Master's	10	47	15
Graduate School of Information Science and Engineering	Master's	200	270	230
	Doctoral	15	7	7
Graduate School of Life Sciences	Master's	150	202	190
	Doctoral	15	12	12
Graduate School of Pharmacy	Master's	20	49	43
	Doctoral	3	1	1
	Four-Year Doctoral	3	3	3
Graduate School of Professional Teacher Education	Professional Degree	35	41	41
Graduate School of Human Science	Master's	65	96	62
	Doctoral	20	26	19
Graduate School of Gastronomy Management	Master's	20	39	24
	Doctoral	3	3	2
Master's Program		1,505	2,529	1,579
Doctoral Program		214	161	120
Five-Year Doctoral Program		30	60	18
Four-Year Doctoral Program		3	3	3
Professional Degree Program		255	1,001	350
Total		2,007	3,754	2,070

*The number of applicants and number of accepted applicants include only the figures for AY2025 April admissions. The graduate school enrollment capacity is not divided into spring and fall categories.
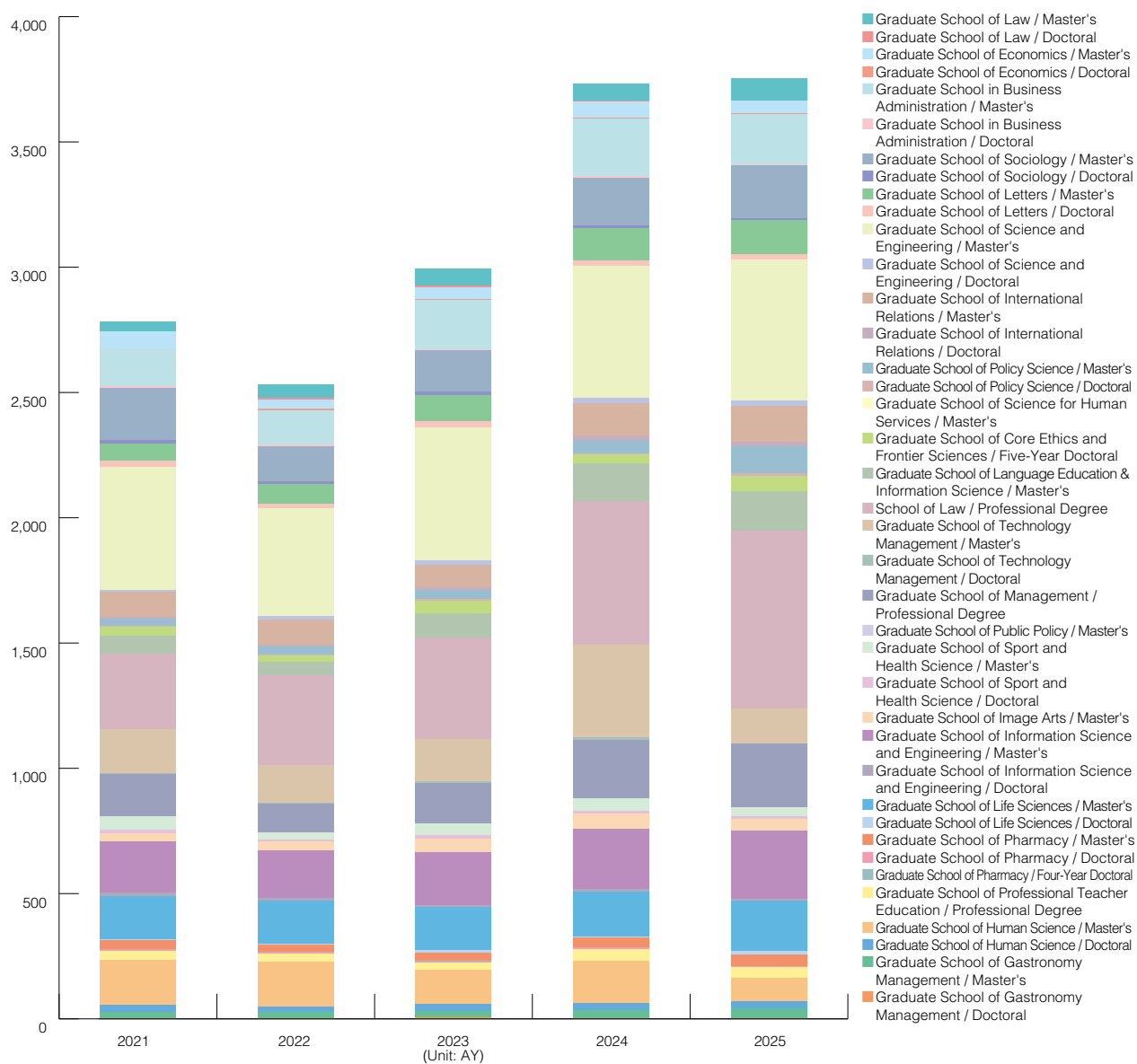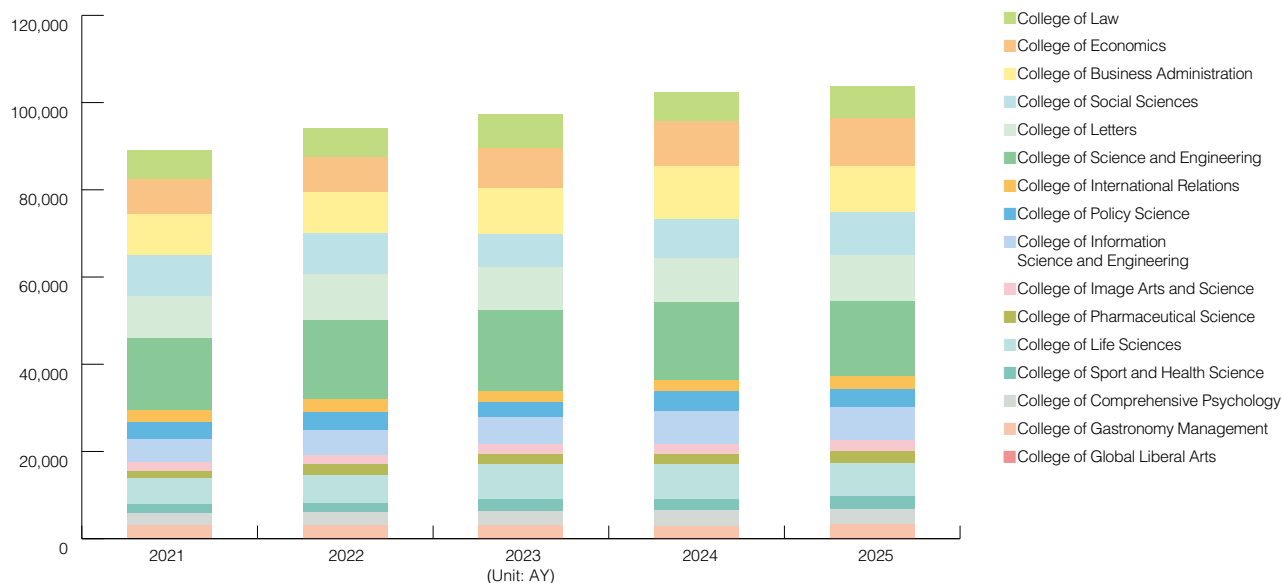*The figures do not include transfer admissions in the number of applicants and number of accepted applicants.

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

(Unit: Number of Persons)

College	2021	2022	2023	2024	2025
College of Law	6,739	6,801	7,633	6,540	7,470
College of Economics	8,093	8,035	9,316	10,237	10,784
College of Business Administration	9,501	9,292	10,439	12,294	10,703
College of Social Sciences	9,181	9,434	7,571	8,868	9,953
College of Letters	9,681	10,595	9,837	10,193	10,374
College of Science and Engineering	16,446	18,170	18,657	17,761	17,289
College of International Relations	2,834	2,984	2,415	2,579	2,795
College of Policy Science	3,860	4,079	3,479	4,616	4,328
College of Information Science and Engineering	5,200	5,698	6,297	7,494	7,612
College of Image Arts and Science	2,155	2,131	2,213	2,460	2,570
College of Pharmaceutical Science	1,636	2,487	2,345	2,337	2,542
College of Life Sciences	6,056	6,409	7,891	7,805	7,726
College of Sport and Health Science	1,931	2,124	2,773	2,613	2,795
College of Comprehensive Psychology	2,810	2,896	3,291	3,570	3,536
College of Gastronomy Management	2,821	2,878	2,940	2,798	3,097
College of Global Liberal Arts	217	216	107	132	206
Total	89,161	94,229	97,204	102,297	103,780

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

(Unit: Number of Persons)

Graduate Schools	Programs	2021	2022	2023	2024	2025
Graduate School of Law	Master's	39	55	67	67	89
	Doctoral	3	4	6	4	0
Graduate School of Economics	Master's	66	39	50	63	50
	Doctoral	1	4	1	3	5
Graduate School in Business Administration	Master's	149	139	199	231	198
	Doctoral	7	8	4	7	7
Graduate School of Sociology	Master's	211	140	164	190	209
	Doctoral	12	9	14	12	8
Graduate School of Letters	Master's	69	78	105	130	137
	Doctoral	25	18	24	18	23
Graduate School of Science and Engineering	Master's	490	431	531	530	560
	Doctoral	8	16	17	19	24
Graduate School of International Relations	Master's	101	97	90	130	141
	Doctoral	5	10	11	21	19
Graduate School of Policy Science	Master's	31	31	38	50	108
	Doctoral	2	2	4	3	10
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	36	25	52	37	60
Graduate School of Language Education & Information Science	Master's	71	57	96	150	159
School of Law	Professional Degree	304	356	404	573	709
Graduate School of Technology Management	Master's	173	150	170	371	140
	Doctoral	3	5	5	8	2
Graduate School of Management	Professional Degree	170	113	161	234	251
Graduate School of Sport and Health Science	Master's	54	31	49	51	35
	Doctoral	13	8	14	10	14
Graduate School of Image Arts	Master's	32	34	52	61	47
Graduate School of Information Science and Engineering	Master's	206	191	211	240	270
	Doctoral	15	11	7	11	7
Graduate School of Life Sciences	Master's	169	171	175	178	202
	Doctoral	6	2	9	7	12
Graduate School of Pharmacy	Master's	37	32	34	36	49
	Doctoral	5	4	4	6	1
	Four-Year Doctoral	2	0	4	3	3
Graduate School of Professional Teacher Education	Professional Degree	36	33	26	47	41
Graduate School of Human Science	Master's	176	180	136	169	96
	Doctoral	32	21	31	29	26
Graduate School of Gastronomy Management	Master's	22	24	23	29	39
	Doctoral	3	3	6	3	3
Master's Programs		2,096	1,880	2,190	2,676	2,529
Doctoral Programs		140	125	157	161	161
Five-Year Doctoral Programs		36	25	52	37	60
Four-Year Doctoral Programs		2	0	4	3	3
Professional Degree Programs		510	502	591	854	1,001
Total		2,784	2,532	2,994	3,731	3,754

Legend (top chart):
- 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

(Unit: AY)

Legend (bottom chart):
- Graduate School of Law / Master's
- Graduate School of Law / Doctoral
- Graduate School of Economics / Master's
- Graduate School of Economics / Doctoral
- Graduate School in Business Administration / Master's
- Graduate School in Business Administration / Doctoral
- Graduate School of Sociology / Master's
- Graduate School of Sociology / Doctoral
- Graduate School of Letters / Master's
- Graduate School of Letters / Doctoral
- Graduate School of Science and Engineering / Master's
- Graduate School of Science and Engineering / Doctoral
- Graduate School of International Relations / Master's
- Graduate School of International Relations / Doctoral
- Graduate School of Policy Science / Master's
- Graduate School of Policy Science / Doctoral
- Graduate School of Science for Human Services / Master's
- Graduate School of Core Ethics and Frontier Sciences / Five-Year Doctoral
- Graduate School of Language Education & Information Science / Master's
- School of Law / Professional Degree
- Graduate School of Technology Management / Master's
- Graduate School of Technology Management / Doctoral
- Graduate School of Management / Professional Degree
- Graduate School of Public Policy / Master's
- Graduate School of Sport and Health Science / Master's
- Graduate School of Sport and Health Science / Doctoral
- Graduate School of Image Arts / Master's
- Graduate School of Information Science and Engineering / Master's
- Graduate School of Information Science and Engineering / Doctoral
- Graduate School of Life Sciences / Master's
- Graduate School of Life Sciences / Doctoral
- Graduate School of Pharmacy / Master's
- Graduate School of Pharmacy / Doctoral
- Graduate School of Pharmacy / Four-Year Doctoral
- Graduate School of Professional Teacher Education / Professional Degree
- Graduate School of Human Science / Master's
- Graduate School of Human Science / Doctoral
- Graduate School of Gastronomy Management / Master's
- Graduate School of Gastronomy Management / Doctoral

(Unit: AY)

Ritsumeikan Asia Pacific University / College
Spring Enrollment

(Unit: Number of Persons)

College	2021	2022	2023	2024	2025
College of Asia Pacific Studies	2,187	1,747	1,086	1,137	1,231
College of International Management	1,755	1,642	1,028	1,288	1,383
College of Sustainability and Tourism	–	–	730	1,011	1,151
Total	3,942	3,389	2,844	3,436	3,765

(Unit: AY)

■College of Asia Pacific Studies ／■College of Asia Pacific Studies ／
■College of Sustainability and Tourism
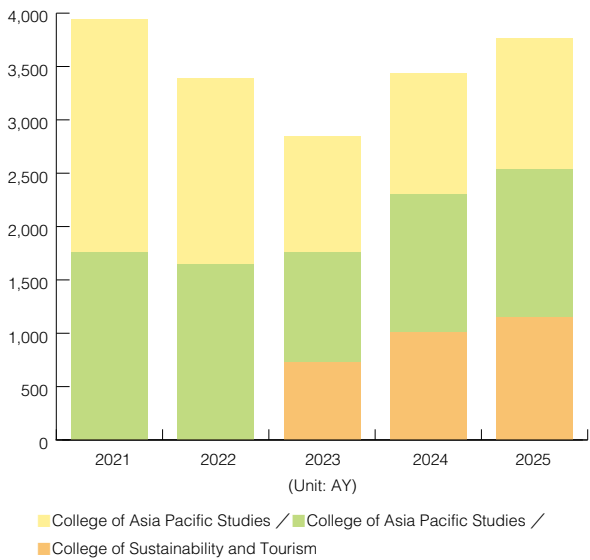
Ritsumeikan Asia Pacific University / College
Fall Enrollment

(Unit: Number of Persons)

College	2020	2021	2022	2023	2024
College of Asia Pacific Studies	397	313	356	302	323
College of International Management	543	454	545	595	649
College of Sustainability and Tourism	–	–	–	207	222
Total	940	767	901	1,104	1,194

(Unit: AY)

■College of Asia Pacific Studies ／■College of Asia Pacific Studies ／
■College of Sustainability and Tourism
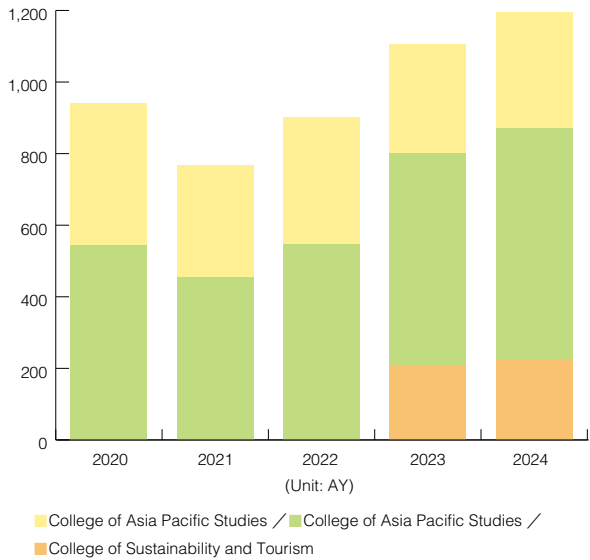
Ritsumeikan Asia Pacific University / Graduate Schools
Spring Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2021	2022	2023	2024	2025
Graduate School of Asia Pacific Studies	Master's	41	37	46	67	72
	Doctoral	5	5	5	6	7
Graduate School of Management	Master's	16	35	42	37	28
Master's Programs		57	72	88	104	100
Doctoral Programs		5	5	5	6	7
Total		62	77	93	110	107

* Only for spring admissions.

(Unit: AY)

■Graduate School of Asia Pacific Studies(Master's)
■Graduate School of Asia Pacific Studies(Doctoral)
■Graduate School of Management(Master's)
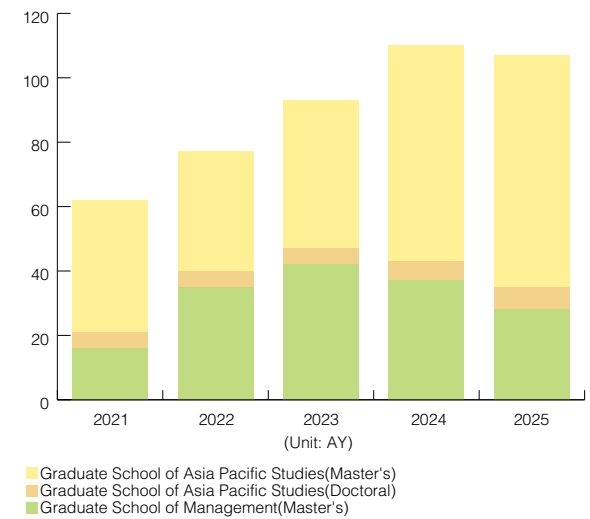
Ritsumeikan Asia Pacific University / Graduate Schools
Fall Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2020	2021	2022	2023	2024
Graduate School of Asia Pacific Studies	Master's	237	159	129	163	164
	Doctoral	11	13	11	12	21
Graduate School of Management	Master's	83	55	60	85	86
Master's Programs		320	214	189	248	250
Doctoral Programs		11	13	11	12	21
Total		331	227	200	260	271

(Unit: AY)

■Graduate School of Asia Pacific Studies(Master's)
■Graduate School of Asia Pacific Studies(Doctoral)
■Graduate School of Management(Master's)
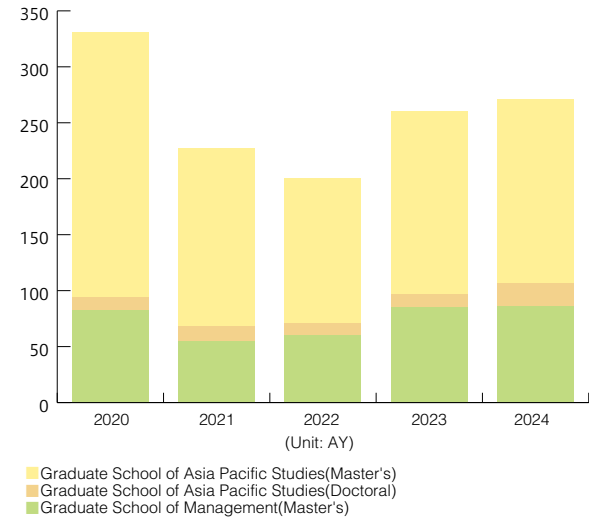
3. Faculty and Staff Numbers (as of May 1, 2024)

Faculty and Staff Numbers

(Unit: Number of Persons)

		2020	2021	2022	2023	2024
Ritsumeikan University	No. of Faculty	1,415	1,413	1,394	1,399	1,435
Ritsumeikan Asia Pacific University	No. of Faculty	167	166	175	195	199
Affiliated School	No. of Faculty	583	606	603	605	602
Ritsumeikan Trust	No. of Full-Time Staff	734	734	720	715	712
	Total	2,899	2,919	2,892	2,914	2,948

*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.

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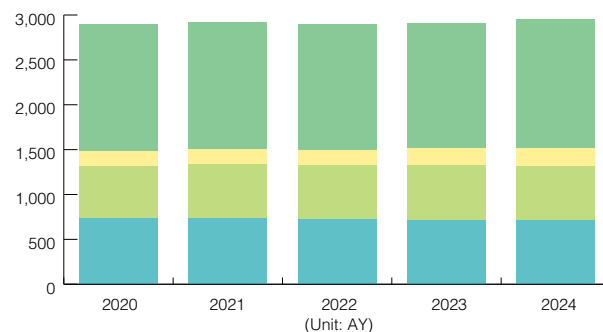
■Ritsumeikan University (No. of Faculty) ／
■Ritsumeikan Asia Pacific University (No. of Faculty) ／
■Affiliated School (No. of Faculty) ／■Ritsumeikan Trust (No. of Full-Time Staff)

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	64	48.7
College of Economics	Department of Economics	73	45.5
College of Business Administration	Department of Business Administration	61	46.1
	Department of International Business Administration	15	40.9
	Total	76	45.1
College of Social Sciences	Department of Social Sciences	99	36.4
College of Letters	Department of Humanities	128	35.4
College of Science and Engineering	Department of Electrical and Electronic Engineering	28	24.8
	Department of Mechanical Engineering	30	25.8
	Department of Robotics	18	22.4
	Department of Mathematrical Sciences	24	16.3
	Department of Physical Sciences	22	16.5
	Department of Electronic and Computer Engineering	18	26.2
	Department of Architecture and Urban Design	14	28.6
	Department of Civil and Environmental Engineering	27	27.3
	Total	181	23.4
College of International Relations	Department of International Relations	55	26.8
	American University Ritsumeikan University Joint Degree Program	18	3.3
	Total	59	26.0
College of Policy Science	Department of Policy Science	51	33.4
College of Information Science and Engineering	Department of Information Science and Engineering	98	21.4
College of Image Arts and Sciences	Department of Image Arts and Sciences	37	21.4
College of Pharmaceutical Sciences	Department of Pharmacy	49	12.3
	Department of Pharmaceutical Sciences	12	21.3
	Total	61	14.1
College of Life Sciences	Department of Applied Chemistry	23	19.7
	Department of Biotechnology	16	21.7
	Department of Bioinformatics	16	17.0
	Department of Biomediacal Sciences	18	14.5
	Total	73	18.3
College of Sport and Health Science	Department of Sport and Health Science	35	29.5
College of Comprehensive Psychology	Department of Comprehensive Psychology	41	30.3
College of Gastronomy Management	Department of Gastronomy Management	33	41.8
College of Global Liberal Arts	Department of Global Liberal Arts	16	24.3

*Eleven professors and 3 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.

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	38	30.3
College of International Management	Graduate School of International Management	34	34.9
College of Sustainability and Tourism	Graduate School of Sustainability and Tourism	29	8.5

4. International Exchange

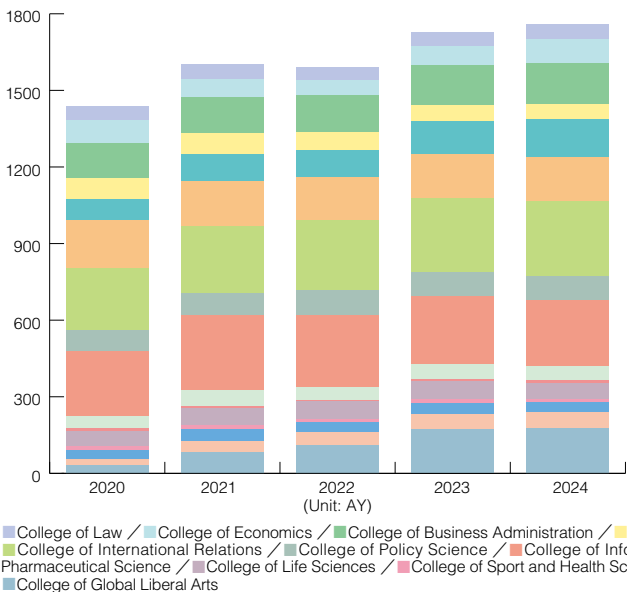## Number of Students Sent Overseas (AY2024, total no. of students)(as of March 31, 2025)

(Unit: Number of Persons)

College etc	Number of Students Sent Overseas
College of Law	82
College of Economics	118
College of Business Administration	168
College of Social Sciences	146
College of Letters	336
College of Science and Engineering	104

(Unit: Number of Persons)

College etc	Number of Students Sent Overseas
College of International Relations	166
College of Policy Science	105
College of Information Science and Engineering	39
College of Image Arts and Science	20
College of Pharmaceutical Science	15
College of Life Sciences	41

(Unit: Number of Persons)

College etc	Number of Students Sent Overseas
College of Sport and Health Science	33
College of Comprehensive Psychology	55
College of Gastronomy Management	103
College of Global Liberal Arts	111
Graduate Schools	73
Total	1,715

* 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).
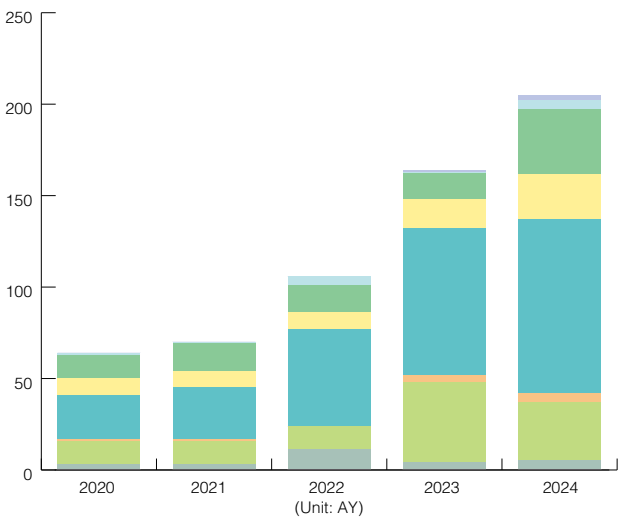
Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2024)

Ritsumeikan University / College

(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
College of Law	52	61	52	55	62	0	0	0	1	3
College of Economics	93	67	59	71	91	1	1	5	1	5
College of Business Administration	136	141	146	158	160	13	15	15	14	35
College of Social Sciences	82	83	68	62	61	9	9	9	16	25
College of Letters	84	105	108	132	147	24	28	53	80	95
College of Science and Engineering	186	178	165	173	172	1	1	0	4	5
College of International Relations	241	260	277	286	295	13	13	13	44	32
College of Policy Science	86	88	96	95	94	3	3	11	4	5
College of Information Science and Engineering	253	296	282	268	258	0	0	0	0	0
College of Image Arts and Sciences	49	59	51	57	57	0	0	0	0	0
College of Pharmaceutical Sciences	10	10	7	7	8	0	0	0	0	0
College of Life Sciences	60	67	67	73	66	0	0	0	0	0
College of Sport and Health Science	12	14	13	14	11	0	0	0	0	0
College of Comprehensive Psychology	39	45	40	44	40	0	0	0	0	0
College of Gastronomy Management	21	43	50	59	61	0	0	0	0	0
College of Global Liberal Arts	33	85	110	172	177	0	0	0	0	0
Total	1,437	1,602	1,591	1,726	1,760	64	70	106	164	205

Number of Regularly-Enrolled International Students

(Unit: AY)

Number of Short-Term Exchange Students

(Unit: AY)

■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
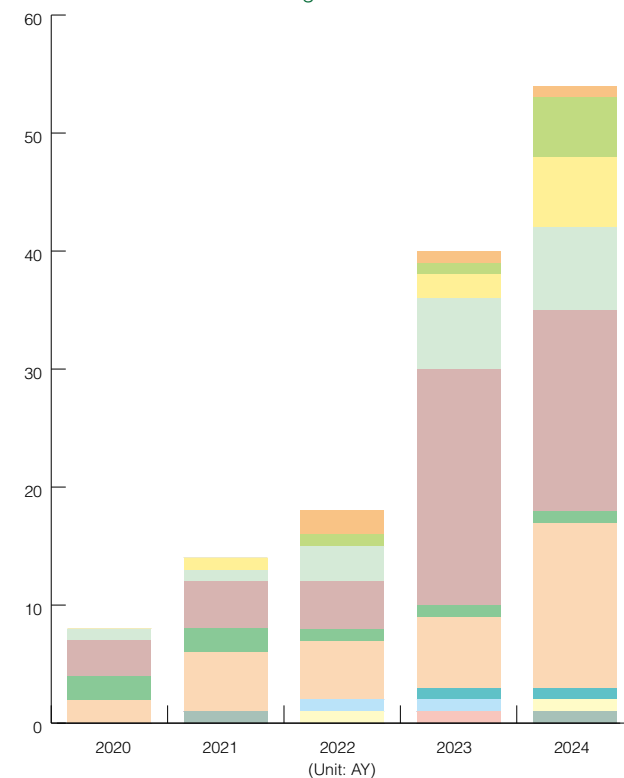
Ritsumeikan University / Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Graduate School of Law	6	6	6	7	12	0	0	2	1	1
Graduate School of Economics	95	78	81	89	88	0	0	1	1	5
Graduate School of Business Administration	66	92	87	67	66	0	1	0	2	6
Graduate School of Sociology	39	50	40	30	45	1	1	3	6	7
Graduate School of Letters	59	57	49	46	50	3	4	4	20	17
Graduate School of Science and Engineering	96	105	116	124	135	2	2	1	1	1
Graduate School of International Relations	145	144	135	154	162	2	5	5	6	14
Graduate School of Policy Science	44	46	57	67	79	0	0	0	1	1
Graduate School of Core Ethics and Frontier Sciences	23	27	29	37	46	0	0	0	0	0
Graduate School of Language Education and Information Science	55	41	43	48	51	0	0	1	1	0
School of Law	0	0	0	1	3	0	0	0	0	0
Graduate School of Technology Management	79	105	91	97	121	0	0	1	0	1
Graduate School of Management	58	55	54	67	95	0	0	0	0	0
Graduate School of Sport and Health Science	4	4	6	7	6	0	0	0	0	0
Graduate School of Image Arts	9	13	10	15	15	0	0	0	0	0
Graduate School of Information Science and Engineering	112	129	141	167	172	0	0	0	1	0
Graduate School of Life Sciences	30	24	24	27	36	0	1	0	0	1
Graduate School of Pharmacy	0	2	3	3	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	21	30	27	29	35	0	0	0	0	0
Graduate School of Gastronomy Management	–	10	14	16	19	–	0	0	0	0
Total	941	1,008	1,013	1,098	1,239	8	14	18	40	54

Number of Regularly-Enrolled International Students
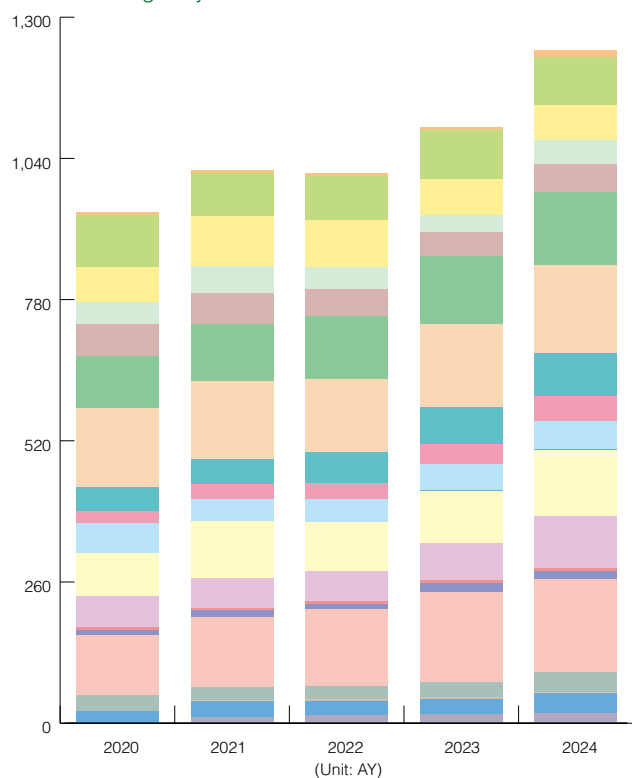
Number of Short-Term Exchange Students

■Graduate School of Law／■Graduate School of Economics／■Graduate School of Business Administration／■Graduate School of Sociology／■Graduate School of Letters／■Graduate School of Science and Engineering／■Graduate School of International Relations／■Graduate School of Policy Science／■Graduate School of Core Ethics and Frontier Sciences／■Graduate School of Language Education and Information Science／■School of Law／■Graduate School of Technology Management／■Graduate School of Management／■Graduate School of Sport and Health Science／■Graduate School of Image Arts／■Graduate School of Information Science and Engineering／■Graduate School of Life Sciences／■Graduate School of Pharmacy／■Graduate School of Professional Teacher Education／■Graduate School of Human Science／■Graduate School of Gastronomy Management
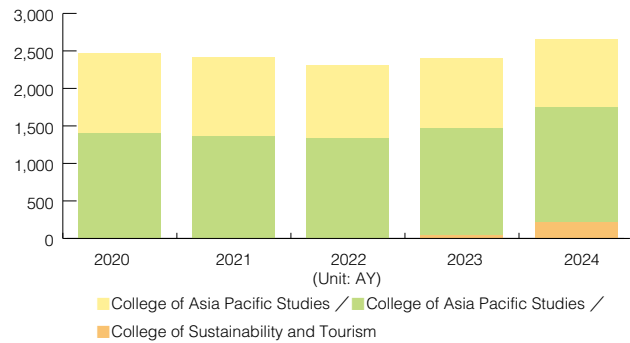
## Ritsumeikan Asia Pacific University / College

(Unit: Number of Persons)　　(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
College of Asia Pacific Studies	1,069	1,052	967	933	899	12	23	24	61	83
College of International Management	1,398	1,370	1,341	1,422	1,542	19	15	21	74	132
College of Sustainability and Tourism	–	–	–	51	212	–	–	–	0	0
Total	2,467	2,422	2,308	2,406	2,653	31	38	45	135	215

Number of Regularly-Enrolled International Students

(Unit: AY)

■ College of Asia Pacific Studies ／ ■ College of Asia Pacific Studies ／
■ College of Sustainability and Tourism

Number of Short-Term Exchange Students

(Unit: AY)

■ College of Asia Pacific Studies ／ ■ College of Asia Pacific Studies ／
■ College of Sustainability and Tourism
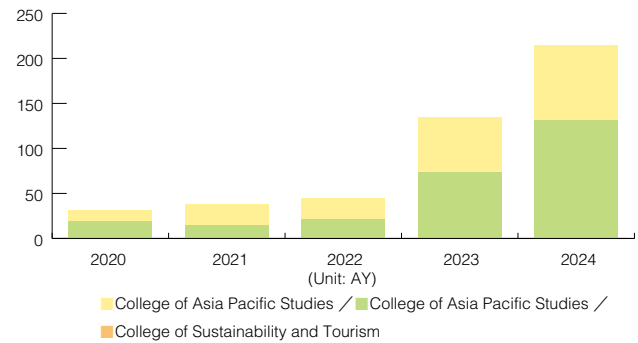
Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2020	2021	2022	2023	2024
Graduate School of Asia Pacific Studies	139	134	148	154	137
Graduate School of Management	53	57	66	82	78
Total	192	191	214	236	215

* In terms of international student intake, in accordance with the standards for the Basic School Survey, 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.

(Unit: AY)
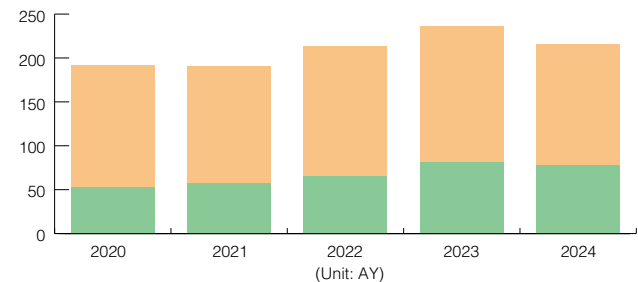
■ Graduate School of Asia Pacific Studies ／ ■ Graduate School of Management

Ritsumeikan University International Students

(Unit: Number of Persons)

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Gruduate		
China	961	916	58	1,935
South Korea	502	25	43	570
Indonesia	48	37	2	87
Taiwan	35	36	4	75
Vietnam	27	24	0	51
India	16	16	0	32
Malaysia	24	5	0	29
Myanmar	18	3	1	22
Hong Kong	14	7	1	22
Thailand	6	14	1	21
Bangladesh	9	10	0	19
Philippines	3	4	4	11
Cambodia	1	9	1	11
Singapore	6	1	2	9
Mongolia	5	2	0	7
Pakistan	1	6	0	7
Laos	0	7	0	7
Nepal	1	4	0	5
Sri Lanka	1	3	0	4
Bhutan	0	3	0	3
Brunei	0	0	1	1
Asia Subtotal	1,678	1,132	118	2,928
Turkey	1	5	1	7
Afghanistan	0	3	1	4
Israel	0	2	0	2
Saudi Arabia	1	0	0	1
Bahrain	0	1	0	1
Kuwait	0	1	0	1
Oman	0	1	0	1
Iran	0	1	0	1
Middle East Subtotal	2	14	2	18

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Gruduate		
Maldives	0	5	0	5
Ghana	0	4	0	4
Ethiopia	0	3	0	3
Egypt	0	3	0	3
Nigeria	0	2	0	2
Uganda	0	1	1	2
South Africa	0	1	0	1
Mozambique	0	1	0	1
Burkina Faso	0	1	0	1
Algeria	0	1	0	1
Morocco	0	0	1	1
Africa Subtotal	0	22	2	24
U.S.A	37	15	32	84
Canada	4	0	7	11
Mexico	2	2	5	9
Peru	2	0	0	2
Brazil	0	0	2	2
Honduras	0	1	0	1
Belize	0	1	0	1
Colombia	0	1	0	1
Guatemala	0	1	0	1
Cuba	0	1	0	1
North America & Latin America and the Caribbean Subtotal	45	22	46	113
Australia	17	0	7	24
Solomon Islands	0	1	0	1
Oceania Subtotal	17	1	7	25
France	2	1	16	19
U.K.	3	1	10	14
Germany	1	2	11	14
Spain	1	0	11	12

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Gruduate		
Kyrgyz	0	12	0	12
Italy	0	3	8	11
Uzbekistan	3	7	0	10
Norway	1	2	6	9
Tajikistan	0	8	0	8
Switzerland	2	0	5	7
Hungary	0	2	4	6
Russian	1	3	0	4
Sweden	0	1	2	3
Denmark	0	0	3	3
Ukraine	2	0	0	2
Lithuania	1	0	1	2
Poland	0	1	1	2
Bulgaria	0	1	1	2
Finland	0	0	2	2
Ireland	0	0	2	2
Kazakhstan	1	0	0	1
Romania	0	1	0	1
Belarus	0	1	0	1
Slovenia	0	1	0	1
Albania	0	1	0	1
Czech	0	0	1	1
Europe Subtotal	18	48	84	150
Total	1,760	1,239	259	3,258
Kinugasa Campus	565	366	194	1,125
Biwako-Kusatsu Campus	409	287	17	713
Osaka Ibaraki Campus	786	583	48	1,417
Suzaku Campus	0	3	0	3

* 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	Total
Indonesia	378	17	3	398
China	343	21	17	381
Myanmar	327	8	0	335
South Korea	322	3	3	328
Thailand	231	5	2	238
Vietnam	207	11	0	218
Bangladesh	150	19	0	169
Mongolia	83	3	0	86
Taiwan	79	0	5	84
India	73	9	0	82
Sri Lanka	45	9	0	54
Nepal	45	2	0	47
Malaysia	28	0	4	32
Philippines	29	2	0	31
Cambodia	17	3	0	20
Pakistan	13	5	0	18
Singapore	9	0	2	11
Laos	2	3	0	5
Bhutan	2	0	0	2
East-Timor	0	2	0	2
Brunei	0	0	1	1
Asia Subtotal	2,383	122	37	2,542
Iran	2	3	0	5
Jordan	0	2	0	2
Israel	1	0	0	1
Iraq	1	0	0	1
Syrian	1	0	0	1
Bahrain	1	0	0	1
Afghanistan	0	1	0	1
Middle East Subtotal	6	6	0	12
Tanzania	4	10	0	14
Kenya	10	2	0	12
Nigeria	4	6	0	10
Liberia	8	1	0	9
South Africa	6	1	0	7
Egypt	4	2	1	7
Ethiopia	3	3	0	6
Ghana	3	3	0	6
Rwanda	5	0	0	5
Morocco	4	0	0	4

Country / Area	Under graduate	Graduate	Non-Degree Students	Total
Uganda	2	2	0	4
Gambia	2	2	0	4
Somalia	2	2	0	4
Malawi	1	3	0	4
Mozambique	1	3	0	4
Zimbabwe	2	1	0	3
Tunisia	0	0	3	3
Cote d'Ivoire	2	0	0	2
Eswatini	0	2	0	2
Zambia	1	0	0	1
Sierra Leone	1	0	0	1
Sudan	1	0	0	1
Burkina Faso	1	0	0	1
Botswana	1	0	0	1
Lesotho	1	0	0	1
Cabonese	0	1	0	1
Djibouti	0	1	0	1
Senegal	0	1	0	1
Namibia	0	1	0	1
Africa Subtotal	69	47	4	120
U.S.A	40	5	10	55
Canada	6	0	10	16
Mexico	7	1	0	8
Brazil	6	0	0	6
Colombia	3	0	0	3
Argentine	0	1	2	3
Ecuador	2	0	0	2
Bolivia	2	0	0	2
Chile	1	1	0	2
Peru	1	1	0	2
Costa Rica	1	0	0	1
Haiti	1	0	0	1
Panama	1	0	0	1
Paraguay	1	0	0	1
Venezuela	1	0	0	1
North America & South America Subtotal	73	9	22	104
Samoa	4	2	0	6
Fiji	2	3	0	5
Palau	3	0	0	3
Solomon Islands	2	1	0	3

Country / Area	Under graduate	Graduate	Non-Degree Students	Total
Papua New Guinea	2	1	0	3
Australia	2	0	1	3
Tonga	1	1	0	2
Micronesia	1	0	0	1
Oceania Subtotal	17	8	1	26
France	26	2	16	44
Uzbekistan	27	3	0	30
Germany	6	1	8	15
U.K.	6	0	5	11
Italy	3	3	3	9
Finland	5	0	1	6
Netherlands	4	1	1	6
Tajikistan	0	6	0	6
Kyrgyz	1	4	0	5
Ukraine	4	0	0	4
Kazakhstan	3	1	0	4
Sweden	3	0	1	4
Denmark	3	0	1	4
Norway	2	0	1	3
Switzerland	0	1	2	3
Austria	2	0	0	2
Czech	2	0	0	2
Latvia	2	0	0	2
Russia	2	0	0	2
Bulgaria	1	0	1	2
Poland	0	0	2	2
Turkmenistan	1	0	0	1
Belarus	1	0	0	1
Belgium	1	0	0	1
Romania	0	1	0	1
Azerbaijan	0	0	1	1
Estonia	0	0	1	1
Croatia	0	0	1	1
Lithuania	0	0	1	1
Europe Subtotal	105	23	46	174
International Students	2,653	215	110	2,978
Domestic Students	3,243	7	24	3,274
Total	5,896	222	134	6,252

* 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, 2025)

Ritsumeikan University Graduate School	Degree	Number
	Doctoral	129
	Master's	1,322
	Professional	145

Ritsumeikan Asia Pacific University Graduate School	Degree	Number
	Doctoral	2
	Master's	109

6. Number of Students Passing Difficult Examinations (as of 2024)

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	189
2	Kyoto University	120
3	**Ritsumeikan University**	**84**
4	Tohoku University	73
5	Waseda University	72
6	Chiba University	63
7	Hokkaido University	58
7	Osaka University	58
9	Hiroshima University	55
10	Keio University	51

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	Keio University	146
2	Waseda University	139
2	University of Tokyo	121
4	Kyoto University	107
5	Chuo University	83
6	Osaka University	72
7	Hitotsubashi University	60
8	Kobe University	51
9	Doshisha University	41
10	Kyushu University	37
12	**Ritsumeikan University**	**29**

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

| Rank	University	Number
1	Keio University	171
2	Waseda University	131
3	Meiji University	81
4	Chuo University	63
5	University of Tokyo	60
6	Kyoto University	55
7	Kobe University	54
8	Doshisha University	52
9	**Ritsumeikan University**	**50**
9	Hitotsubashi University	50

(Mitakai survey of CPAs)

7. Post-graduation Career Paths (as of March 31, 2025)

Ritsumeikan University / Advancement Rate (Unit: %)

	2020	2021	2022	2023	2024
Humanities Colleges	85.8	87.3	88.8	88.9	89.4
Science Colleges	94.4	93.3	94.4	94.3	95.8
Humanities Graduate Schools	67.8	69.3	77.1	71.8	72.9
Science Graduate Schools	92.4	90.2	91.8	92.8	94.3

*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.
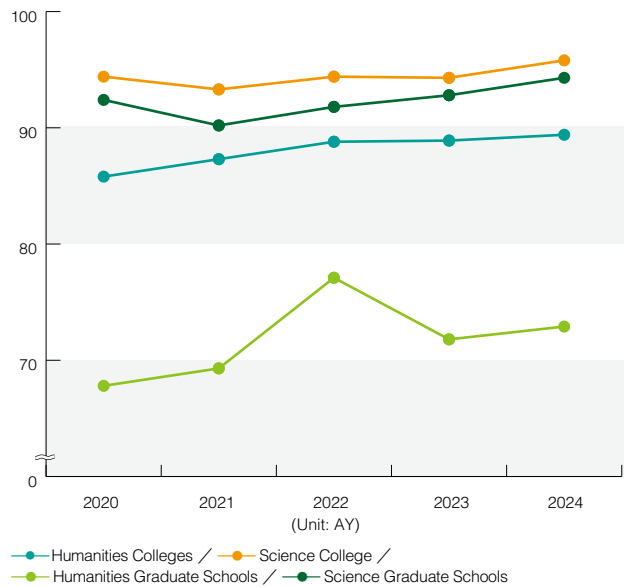
Ritsumeikan University / Known Advancement Rate (Unit: %)

|	2020	2021	2022	2023	2024
Humanities Colleges	97.5	97.9	98.2	98.3	98.5
Science Colleges	99.7	99.3	99.0	99.1	99.5
Humanities Graduate Schools	98.6	98.7	98.8	98.3	98.2
Science Graduate Schools	99.6	99.5	98.7	99.2	99.0

*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.

Humanities Colleges ／ Science College ／
Humanities Graduate Schools ／ Science Graduate Schools

Humanities Colleges ／ Science College ／
Humanities Graduate Schools ／ Science Graduate Schools
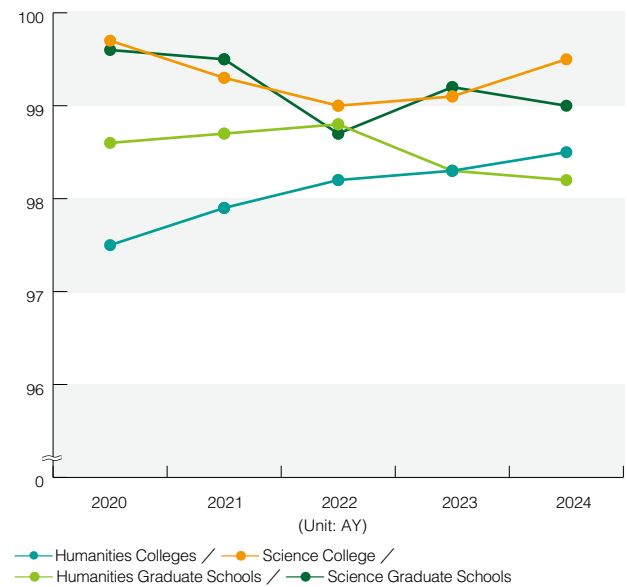
Ritsumeikan Asia Pacific University / Job Placement Rate (Unit: %)

	2023	2024
Overall	89.8	92.4
Domestic Students	95.1	95.1
International Students	82.6	88.5

*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.

Overall ／ Domestic Students ／ International Students
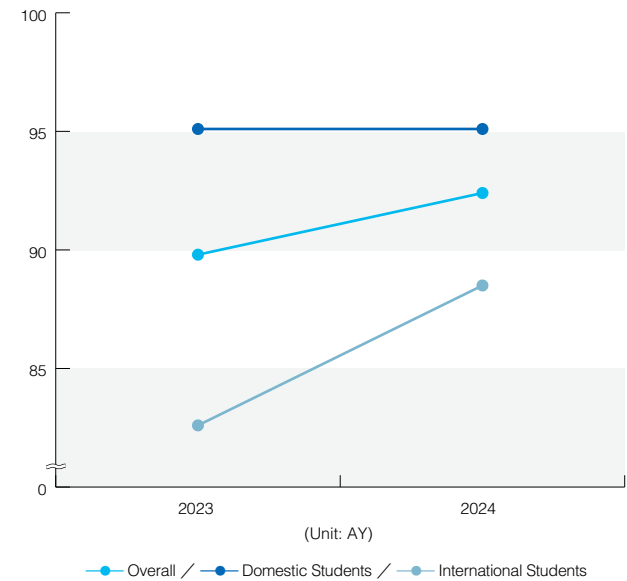
Ritsumeikan University / Job placement statistics by industry

Industry	Ratio
Manufacturing	24.7%
Distribution	10.9%
Finance	11.1%
Service	39.4%
Mass Communication	3.4%
Public Servant	7.5%
Faculty Member	1.4%
Others	1.6%

*Includes September 2024 and March 2025 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%.
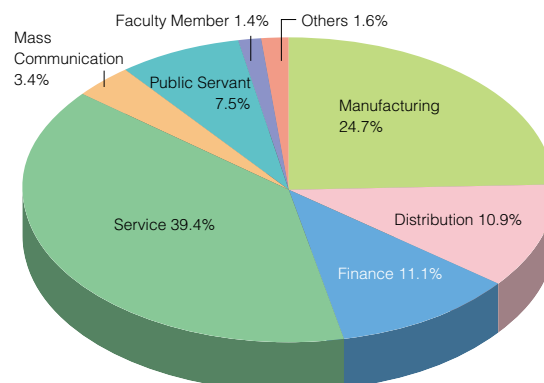
Ritsumeikan Asia Pacific University / Job placement statistics by industry

| Industry	Ratio
Manufacturing	17.4%
Distribution	12.7%
Finance	5.4%
Service (Include telecommunication industry and Mass communication.)	47.1%
Public Servant	5.0%
Others	12.4%

*Includes September 2024 and March 2025 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%.
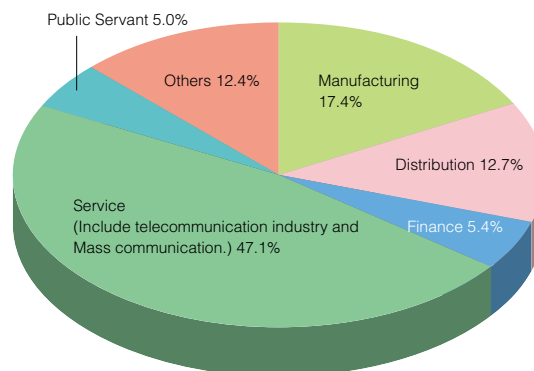
8. Research Funds (as of March 31, 2025)

Ritsumeikan University

2024 Academic Year		Number	Amount(JPY)
Public Research Funding	Grants-in-Aid for Scientific Research (MEXT / JSPS) [1]	758	1,811,171,723
	Other Public Research Funding [2]	148	2,379,480,235
Research Funding for Industry-Academia Cooperation	Contracted Research and commissioned projects	210	309,005,476
	Joint research	107	265,065,696
	Grants and Subsidies etc.	112	106,822,184
	Private Research Founding	88	172,974,000
	Revenue from Patents etc [3]	18	6,424,124
	Other revenue [4]	217	15,217,300
Total		1,658	5,066,160,738

*1: Including Grant-in-Aid for JSPS Fellows and fund for the Promotion of Joint International Research (Fostering Joint International Research).
*2: Includes subsidy projects such as the following: Open Access Acceleration Project (MEXT), Support for Pioneering Research Initiated by the Next Generation (JST), Program to Support the
    Employment of Young Researchers for the Enhancement of Research Environments (JSPS), Project for Strengthening the Environment for Innovation Creation at Core Regional Universities
    (Cabinet Office), and Broadening Opportunities for Outstanding young researchers and doctoral students in Strategic areas (JST).
*3: Royalties, Licensing and Transfer Fees.
*4: Revenue from Research Consortium Membership Dues, Rental Fee for SR Center by Non-university Personnel.