

AY 2025

Operating Report

RITSUMEIKAN

OPERATING
REPORT

2025

TRUST FOR SOCIETY

CONTENTS

Greeting from the Chairperson of the Board of Trustees and the Chancellor	3
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I Institution Overview

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



II Overview of the Development and

Operation of the Internal Control System

Overview of the Development and Operation of the Internal Control System	18
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III Overview of Initiatives: R2030 Ritsumeikan Academy Vision Progress Report

1. Ritsumeikan University	19
2. Ritsumeikan Asia Pacific University	26
3. Integrated Primary and Secondary Education and the Affiliated Schools	29
3-1. Ritsumeikan Primary School	30
3-2. Ritsumeikan Junior and Senior High School	32
3-3. Ritsumeikan Uji Junior and Senior High School	34
3-4. Ritsumeikan Keisho Junior and Senior High School	36
3-5. Ritsumeikan Moriyama Junior and Senior High School	38
4. The Ritsumeikan Trust	40
5. KGI Achievement Level	42



IV Financial Overview

1. Settlement of Accounts	50
1-1. Settlement of Accounts	50
1-2. Statement of Financial Position	50
1-3. Statement of Operating Activities	51
1-4. Statement of Cash Flow	52
1-5. Statement of Cash Flow by Activity	54
1-6. Asset Inventory	54
1-7. Independent Auditor's Report	55
1-8. Audit Report by Auditors	56
2. Year-to-year Changes	57
2-1. Historical Financial Position	57
2-2. Historical Operating Activities	58
2-3. Historical Cash Flow	59
2-4. Historical Cash Flow by Activity	60
3. Financial Ratios	61
4. Segment Information	61

V Data Compendium

1. Student Numbers	62
2. Admissions Statistics	63
3. Faculty and Staff Numbers	67
4. International Exchange	68
5. Number of Degrees Granted	71
6. Number of Students Passing Difficult Examinations	71
7. Post-graduation Career Paths	72
8. Research Funds	73

VI Supplementary Schedules to the Operating Report

Supplementary Schedules to the Operating Report	74
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On the Issuance of the AY2025 Operating Report

As we publish the AY2025 Operating Report, we would like to express our sincere gratitude to our students at every level of education, their parents and guardians, our alumni, local communities, and all other stakeholders who support the education and research activities of the Ritsumeikan Academy.

AY2025 marked the final year of the first half of the R2030 Academy Vision Challenge Design period (AY2021-AY2025). It was an important milestone year in which we reviewed the initiatives undertaken to date and laid the groundwork for the second half of the plan, which begins in AY2026. Throughout the first half of the plan period, each school continued to pursue its goals despite a highly uncertain social environment.

One symbolic achievement was that both Ritsumeikan University and Ritsumeikan Asia Pacific University (APU) received the highest grade of “S” in the final evaluation of the Top Global University Project (SGU) conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The outcomes of educational reforms grounded in international collaboration and multicultural coexistence represented an important milestone in qualitatively deepening globalization across the Academy.

At Ritsumeikan University, we promoted the advancement of research, educational reform, and social collaboration in an integrated manner under the goals of realizing a next-generation research university and developing innovative and emergent talent. In research, the university worked to form cross-disciplinary research hubs and strengthen its research support systems. As a result, its research concept centered on the embodied environment was highly evaluated, and Ritsumeikan University was selected as one of only a few private universities under MEXT’s Program for Forming Japan’s Peak Research Universities (J-PEAKS). In AY2025, the Grassroots Innovation Center (GIC) and the Ritsumeikan Advanced Cross-verse Innovation Commons (CVIC) were completed at the Biwako-Kusatsu Campus and began full-scale operation as research hubs integrating research, talent development, and real-world implementation. At GIC, value creation is being advanced through entrepreneurship and commercialization support as well as industry-academia-government-community collaboration. At CVIC, advanced research based on interdisciplinary integration is being developed with the embodied environment at its core. Centered on these hubs, we are giving concrete form to mechanisms that connect research outcomes to society. In addition, centered on the Earth & Space Exploration Center (ESEC), research on lunar and planetary exploration and space technology development has advanced significantly through continued selection for projects under the Space Strategy Fund (SX). Building on these achievements, we have been developing the concept for the Graduate School of Frontier Exploration in Earth and Space (tentative name), scheduled to open in April 2028, as a new education and research hub for developing talent capable of bridging the frontiers of space and Earth. We have also advanced preparations for the establishment of the College of Arts and Design and Graduate School of Science in Arts and Design, scheduled to open in April 2026, and have been developing a concept for education and research based at Kinugasa Campus that transcends the humanities, social sciences, science and engineering, and art.

At Ritsumeikan Asia Pacific University (APU), under its 2030 Vision, “APU graduates possess the power to change our world,” the university has worked to advance educational reform and global learning based on its multicultural campus. During the first half of the plan period, a learning framework that responds to issues facing sustainable society

and local communities has taken root through academic reforms, including the establishment of the College of Sustainability and Tourism. In AY2025, APU fully launched initiatives in collaboration with the Kyushu Institute of Technology under MEXT’s Multicultural Campus Project Toward Social Impact (SI Project). Through the industry-academia collaboration program “.Knots,” APU is developing practical learning that creates social value from Kyushu to the world in collaboration with local companies and municipalities. In addition, APU has advanced initiatives to incorporate diverse perspectives into university administration through the development of the APU Connection Hub and the Future Visionary Vice President system involving APU students and high school students.

In integrated primary and secondary education and the affiliated schools, we have worked to further enhance continuous learning from primary school through junior high school, senior high school, university, and graduate school, centered on inquiry-based learning, STEAM education, and global education. By accumulating educational practices in which students formulate their own questions and deepen their learning through collaboration with others, we have cultivated the foundational abilities and attitudes that connect to the next stage of education. In addition, we advanced preparations for the establishment of the Ritsumeikan Uji Dormitory, a student dormitory for Ritsumeikan Uji Senior High School scheduled to open in April 2026. Through the development of an educational environment that integrates learning and daily life, we worked to strengthen the foundation for integrated education.

At the Ritsumeikan Trust, in response to the revised Private School Act, we worked to develop the operating frameworks of the Board of Trustees and the Board of Councilors and strengthen internal controls. Through these efforts, we have enhanced governance and upgraded Academy management while striving to improve the transparency and soundness of institutional management.

The second half of the plan, which begins in AY2026, will be a stage in which we build on the foundations developed during the first half and translate the initiatives of each school into tangible value for society. As a comprehensive Academy, the Ritsumeikan Academy will continue to make full use of its collective strengths to develop talent who will shape the future and to promote co-creation with society.

We sincerely ask for your continued understanding and support.

June 12, 2026



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 Kinmochi Saionji, one of the most prominent politicians and internationalists of Japan's modern era. Carrying forward this spirit, Kojuro

Nakagawa founded Ritsumeikan in 1900 as the Kyoto Hosei Gakko (Kyoto School of Law and Politics). Ritsumeikan upholds "Freedom and Innovation" as its founding spirit and "Peace and Democracy" as its educational philosophy.

1-1. The Ritsumeikan Charter

The Ritsumeikan Charter was established on July 21, 2006 to share and communicate—both inside and outside the Academy—the fundamental ideals and mission that form the foundation of the Ritsumeikan Academy as the Academy formulated its mid-term plan and worked to implement it. Now, nearly 20 years after the Ritsumeikan Charter's establishment, the Charter was revised on March 27, 2026 in light of the profound changes in the social landscape during

this time and the significant development of the Ritsumeikan Academy into its present form. This revision was undertaken with the aim of carrying forward the spirit of the previous Charter while clearly positioning as its central principles Ritsumeikan's goal of becoming "a next-generation research university and a next-generation inquiry-driven academy" and "respect for diversity" as the foundation for that goal, thereby expressing a new step forward toward the future.

The Ritsumeikan Charter

Ritsumeikan traces its roots to Kinmochi Saionji's private academy of the same name. It was officially founded in 1900 by Kojuro Nakagawa as the Kyoto Hosei Gakko (Kyoto School of Law and Politics), later taking 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." We who gather at Ritsumeikan uphold our founding spirit of "Freedom and Innovation" and embrace "Peace and Democracy" as our educational philosophy.

Ritsumeikan, in light of the painful experiences of World War II and sincerely looking back on history, rejects war and violence, advances democratic academy governance, and continues to pursue the ideal of peace. Ritsumeikan will continuously pursue internationalization, and as a comprehensive private academic institution, we will strive to contribute to society through the freedom to pursue new endeavors and creativity with the participation of students at every level of education, faculty, and staff as well as the support of alums, guardians, and all those involved with the academy.

Ritsumeikan respects diversity. We value the dignity that everyone equally possesses, and we honor the emergent potential that resides within every individual. While being rooted in local communities, we collaborate with a wide range of actors inside and outside of the academy as we strive for self-growth and the realization of an inclusive society through diverse activities such as research, education, culture, art, and sports.

Ritsumeikan, founded on the freedom of academic inquiry and research, will pave the way to the future. Upholding the principles of autonomy, democracy, fairness, transparency, and non-violence, we will boldly take on the challenge of intellectual creation that will bring about new values of harmonious coexistence to be shared far and wide. We will carry on the spirit of "believe in the future and live for the future," and, inscribing in our minds that our respective research and educational activities as both a research university and an inquiry-driven academy will shape the world of the future, we will devote ourselves to the creation of a sustainable society and the realization of world peace.

The Ritsumeikan Trust
Established July 21, 2006
Revised March 27, 2026

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.

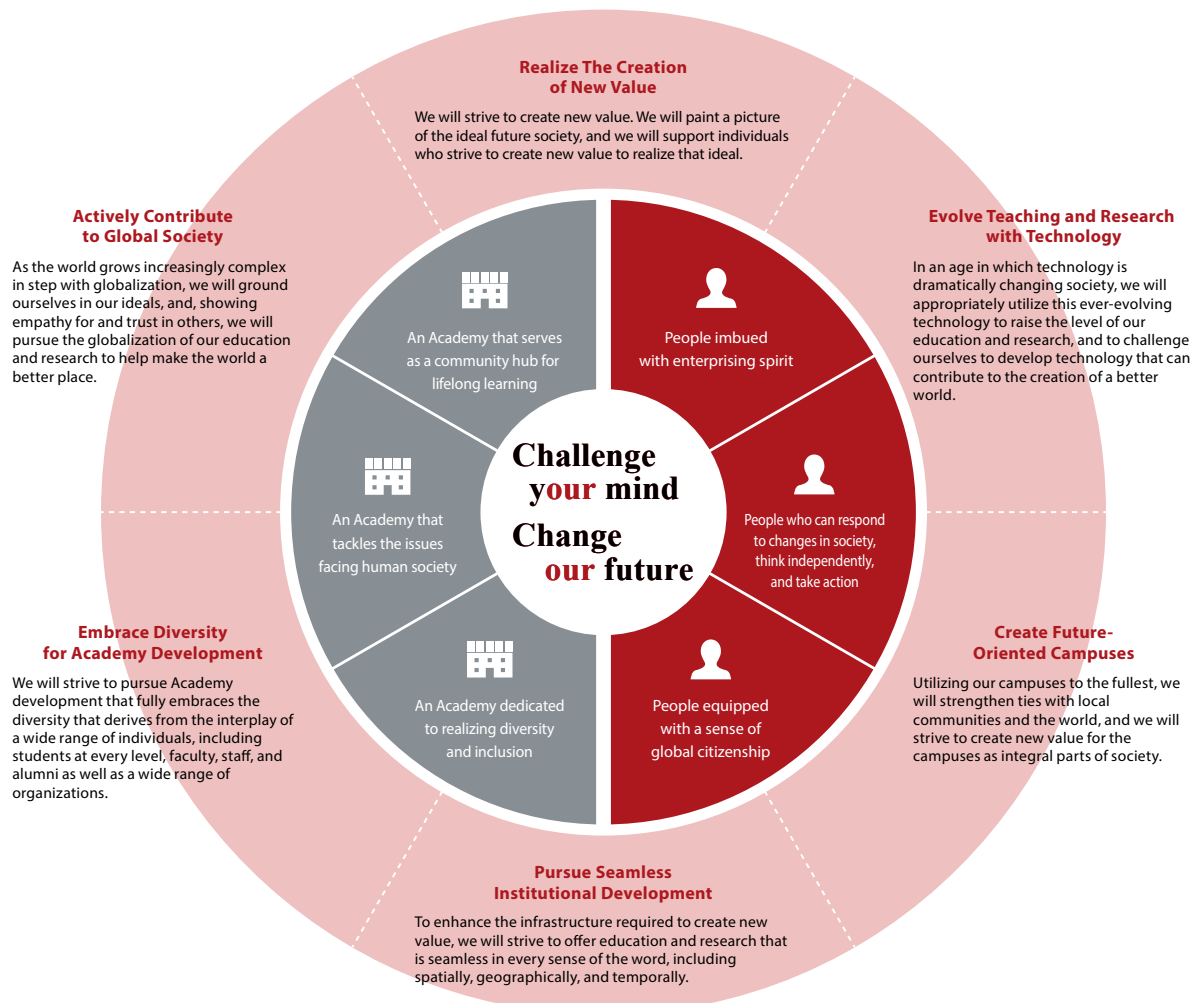
 **Ideal Qualities in Our People**

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



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

Ritsumeikan University

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

Ritsumeikan Asia Pacific University

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

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

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

2. History of the Ritsumeikan Trust (as of May 1, 2025)

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

3. Schools, Colleges, Departments, and Other Organizations of the Trust (as of May 1, 2025)

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 Hachikenyardani, Hirono-cho, Uji, Kyoto

Ritsumeikan Keisho Senior High School

640-1 Nishinopporo, Ebetsu, Hokkaido

Ritsumeikan Moriyama Senior High School

250 Miyake-cho, Moriyama, Shiga

Ritsumeikan Junior High School

1-1-1 Choshi, Nagaokakyo, Kyoto

Ritsumeikan Uji Junior High School

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

Ritsumeikan Keisho Junior High School

640-1 Nishinopporo, Ebetsu, Hokkaido

Ritsumeikan Moriyama Junior High School

250 Miyake-cho, Moriyama, Shiga

Ritsumeikan Primary School

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



4. Number of Students at Each Level

4-1. Ritsumeikan University (as of May 1, 2025)

(Unit: Number of Persons)

College	Department	Admission Capacity	Transfer Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
College of Law	Department of Law	720	—	752	2,880	3,126	
	Total	720	—	752	2,880	3,126	
College of Economics	Department of Economics	760	—	815	3,040	3,329	
	Total	760	—	815	3,040	3,329	
College of Business Administration	Department of Business Administration	650	—	634	2,600	2,805	
	Department of International Business Administration	145	—	157	580	622	
	Total	795	—	791	3,180	3,427	
College of Social Sciences	Department of Social Sciences	810	—	803	3,240	3,511	
	Total	810	—	803	3,240	3,511	
College of Letters	Department of Humanities	1,035	—	1,104	4,140	4,589	
	Total	1,035	—	1,104	4,140	4,589	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	201	640	748	
	Department of Mechanical Engineering	173	10	182	712	775	
	Department of Robotics	90	6	84	372	397	
	Department of Mathematical Sciences	97	—	110	388	414	
	Department of Physical Sciences	86	2	98	348	374	
	Department of Electronic and Computer Engineering	102	8	124	424	471	
	Department of Architecture and Urban Design	91	4	76	372	387	
	Department of Civil and Environmental Engineering	166	4	183	672	738	
	Total	959	46	1,058	3,928	4,304	
College of International Relations	Department of International Relations	335	—	323	1,340	1,448	
	American University Ritsumeikan University Joint Degree Program	25	—	26	100	75	
	Total	360	—	349	1,440	1,523	
College of Policy Science	Department of Policy Science	410	—	442	1,640	1,736	
	Total	410	—	442	1,640	1,736	
College of Information Science and Engineering	Department of Information Science and Engineering	475	40	459	1,980	2,100	
	Total	475	40	459	1,980	2,100	
College of Image Arts and Sciences	Department of Image Arts and Sciences	240	—	238	800	889	
	Total	240	—	238	800	889	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	98	600	622	
	Department of Pharmaceutical Sciences	60	—	57	240	260	
	Total	160	—	155	840	882	
College of Life Sciences	Department of Applied Chemistry	111	—	86	444	429	
	Department of Biotechnology	86	—	107	344	379	
	Department of Bioinformatics	64	—	85	256	290	
	Department of Biomedical Sciences	64	—	62	256	267	
	Total	325	—	340	1,300	1,365	
College of Sport and Health Science	Department of Sport and Health Science	235	—	247	940	1,027	
	Total	235	—	247	940	1,027	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	298	1,120	1,245	
	Total	280	—	298	1,120	1,245	
College of Gastronomy Management	Department of Gastronomy Management	320	—	342	1,280	1,407	
	Total	320	—	342	1,280	1,407	
College of Global Liberal Arts	Department of Global Liberal Arts	100	—	122	400	421	Established in April 2019
	Total	100	—	122	400	421	
	Total	7,984	86	8,315	32,148	34,881	

*Enrollee numbers are the total number of students admitted in June 2024, September 2024, and April 2025. In addition, the number of students enrolled in April 2025 does not include students who are not enrolled as of May 1st.

(Unit: Number of Persons)

Graduate School	Program	Admission Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
Graduate School of Law	Master's Program	60	26	120	48	
	Doctoral Program	10	0	30	3	
	Total	70	26	150	51	
Graduate School of Economics	Master's Program	50	44	100	95	
	Doctoral Program	5	9	15	30	
	Total	55	53	115	125	
Graduate School of Business Administration	Master's Program	60	42	120	84	
	Doctoral Program	15	7	45	22	
	Total	75	49	165	106	
Graduate School of Sociology	Master's Program	60	28	120	80	
	Doctoral Program	15	1	45	35	
	Total	75	29	165	115	
Graduate School of Letters	Master's Program	105	79	210	168	
	Doctoral Program	35	15	105	71	
	Total	140	94	315	239	
Graduate School of Science and Engineering	Master's Program	450	490	900	975	
	Doctoral Program	40	30	120	90	
	Total	490	520	1,020	1,065	
Graduate School of International Relations	Master's Program	60	62	120	138	
	Doctoral Program	10	6	30	50	
	Total	70	68	150	188	
Graduate School of Policy Science	Master's Program	40	58	80	110	
	Doctoral Program	15	15	45	36	
	Total	55	73	125	146	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	13	150	184	
	Total	30	13	150	184	
Graduate School of Language Education and Information Science	Master's Program	60	57	120	105	
	Total	60	57	120	105	
School of Law	Professional Degree Program	70	82	210	182	
	Total	70	82	210	182	
Graduate School of Technology Management	Master's Program	70	58	140	139	
	Doctoral Program	5	6	15	30	
	Total	75	64	155	169	
Graduate School of Management	Professional Degree Program	150	108	300	225	
	Total	150	108	300	225	
Graduate School of Sport and Health Science	Master's Program	25	24	50	61	
	Doctoral Program	8	11	24	46	
	Total	33	35	74	107	
Graduate School of Image Arts	Master's Program	10	12	20	20	
	Total	10	12	20	20	
Graduate School of Information Science and Engineering	Master's Program	200	236	400	455	
	Doctoral Program	15	11	45	52	
	Total	215	247	445	507	
Graduate School of Life Sciences	Master's Program	150	189	300	354	
	Doctoral Program	15	16	45	39	
	Total	165	205	345	393	
Graduate School of Pharmacy	Master's Program	20	39	40	70	Established in April 2020
	Doctoral Program	3	1	9	13	Established in April 2021
	Four-Year Doctoral Program	3	3	12	11	
	Total	26	43	61	94	
Graduate School of Professional Teacher Education	Professional Degree Program	35	38	70	83	
	Total	35	38	70	83	
Graduate School of Human Science	Master's Program	65	55	130	120	
	Doctoral Program	20	18	60	102	
	Total	85	73	190	222	
Graduate School of Gastronomy Management	Master's Program	20	22	40	43	Established in April 2021
	Doctoral Program	3	2	9	11	Established in April 2021
	Total	23	24	49	54	
	Master's Program	1,505	1,521	3,010	3,065	
	Doctoral Program	214	148	642	630	
	Five-Year Doctoral Program	30	13	150	184	
	Four-Year Doctoral Program	3	3	12	11	
	Professional Degree Program	255	228	580	490	
	Total	2,007	1,913	4,394	4,380	

* Enrollee numbers are the total number of students admitted in September 2024 and April 2025. In addition, the number of students enrolled in April 2025 does not include students who are not enrolled as of May 1st.

4-2. Ritsumeikan Asia Pacific University (as of May 1, 2025)

(Unit: Number of Persons)

College	Department	Admission Capacity	Second-Year Transfer Capacity	Third-Year Transfer Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
College of Asia Pacific Studies	Department of Asia Pacific Studies	510	5	5	546	2,215	2,373	
	Total	510	5	5	546	2,215	2,373	
College of International Management	Department of International Management	610	5	5	643	2,515	2,768	
	Total	610	5	5	643	2,515	2,768	
College of Sustainability and Tourism	Department of Sustainability and Tourism	350	0	0	347	1,050	1,060	
	Total	350	0	0	347	1,050	1,060	
Total		1,470	10	10	1,536	5,780	6,201	

*Enrollee numbers are the total number of students admitted in Fall 2024 and Spring 2025.

(Unit: Number of Persons)

Graduate School	Program	Admission Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
Graduate School of Asia Pacific Studies	Master's Program	60	58	120	108	
	Doctoral Program	10	6	30	25	
	Total	70	64	150	133	
Graduate School of Management	Master's Program	40	35	80	71	
	Total	40	35	80	71	
	Total	110	99	230	204	

* Enrollee numbers are the total number of students admitted in Fall 2024 and Spring 2025.

4-3. Ritsumeikan Junior and Senior High School (as of May 1, 2025)

(Unit: Number of Persons)

School	Course	Admission Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	237	645	727	
Ritsumeikan Senior High School	Full-time general course	360	363	1,080	1,073	

4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2025)

(Unit: Number of Persons)

School	Course	Admission Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	176	540	551	
Ritsumeikan Uji Senior High School	Full-time general course	405	394	1,215	1,201	

4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2025)

(Unit: Number of Persons)

School	Course	Admission Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	187	540	559	
Ritsumeikan Keisho Senior High School	Full-time general course	305	310	915	955	

4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2025)

(Unit: Number of Persons)

School	Course	Admission Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	168	480	503	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	335	960	1,022	

4-7. Ritsumeikan Primary School (as of May 1, 2025)

(Unit: Number of Persons)

School	Admission Capacity	Number of New Enrollees	Total Enrollment Capacity	Current Enrollment	Remarks
Ritsumeikan Primary School	120	116	720	714	

5. Executives (Trustees and Auditors) (as of March 31, 2026)

Fixed number of Executives: 49 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; Dean, Ritsumeikan University College of Economics	Takashi Sato	Full-time
Trustee; Chancellor; President of Ritsumeikan University; Managing Trustee	Yoshio Nakatani	Full-time	Trustee; Dean, Ritsumeikan University College of Business Administration	Akihiro Kinoshita	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University; Managing Trustee	Shigeru Takayama	Full-time	Trustee; Dean, Ritsumeikan University College of Social Sciences	Manabu Kuroda	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University; Managing Trustee	Tatsuya Sato	Full-time	Trustee; Dean, Ritsumeikan University College of Letters	Hideki Endo	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University; Managing Trustee	Sayaka Ogawa	Full-time	Trustee; Dean, Ritsumeikan University College of Science and Engineering	Yoshifumi Satofuka	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University; Managing Trustee	Hiroshi Yoneyama	Full-time	Trustee; Dean, Ritsumeikan University College of International Relations	Masashi Morioka	Full-time
Senior Executive Trustee; Managing Trustee	Hiroki Shikata	Full-time	Trustee; Dean, Ritsumeikan University College of Policy Science	Tomohiko Yoshida	Full-time
Executive Trustee of General Affairs; Managing Trustee	Katsuya Sakai	Full-time	Trustee; Dean, Ritsumeikan University College of Information Science and Engineering	Hideyuki Takada	Full-time
Executive Trustee of Financial Affairs; Managing Trustee	Kozo Toyota	Full-time	Trustee; Dean, Ritsumeikan University College of Image Arts and Sciences	Yorio Kitamura	Full-time
Executive Trustee of Planning; Managing Trustee	Norihisa Yamashita	Full-time	Trustee; Dean, Ritsumeikan University College of Pharmaceutical Sciences	Ryo Kitahara	Full-time
Executive Trustee of Integrated Educational Affairs; Managing Trustee	Keiji Terada	Full-time	Trustee; Dean, Ritsumeikan University College of Life Sciences	Mamoru Wakayama	Full-time
Executive Trustee in charge of Ritsumeikan Asia Pacific University, Vice President of Ritsumeikan Asia Pacific University; Managing Trustee	Akito Asano	Full-time	Trustee; Dean, Ritsumeikan University College of Sport and Health Science	Kiyoshi Sanada	Full-time
Trustee	Mitsuji Ando	Part-time	Trustee; Dean, Ritsumeikan University College of Comprehensive Psychology	Yuko Yato	Full-time
Trustee	Hidetaka Itsuji	Part-time	Trustee; Dean, Ritsumeikan University College of Gastronomy Management	Masayoshi Ishida	Full-time
Trustee	Kimihiko Uemura	Part-time	Trustee ; Dean, Ritsumeikan University College of Global Liberal Arts	Miki Horie	Full-time
Trustee	Masumi Okano	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	Takuro Kikkawa	Full-time
Trustee	Daisaku Kadokawa	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of International Management	Takeshi Fujimoto	Full-time
Trustee	Nobuyuki Kuno	Part-time	Trustee ; Dean, Ritsumeikan Asia Pacific University College of Sustainability and Tourism	LI Yan	Full-time
Trustee	Sachiko Hirabayashi	Part-time	Trustee ; Principal of Ritsumeikan Moriyama Junior and Senior High School	Naruhisa Iwasaki	Full-time
Trustee	Wakako Matsumoto	Part-time	Trustee ; Principal of Ritsumeikan Uji Junior and Senior High School	Hirohisa Yokozawa	Full-time
Trustee	Kenji Murakami	Part-time	Trustee ; Deputy Director-General, Ritsumeikan Asia Pacific University Administration and Student Services	Chikako Inoue	Full-time
Trustee	Mitoji Yabunaka	Part-time	Trustee ; Managing Director, Division of General Planning and Development	Takeshi Ota	Full-time
Trustee	Yasuhiro Wakebayashi	Part-time	Trustee ; Managing Director, Office of Auditing	Naruya Kida	Full-time
Trustee ; Vice President of Ritsumeikan University	Yoshifumi Noguchi	Full-time	Auditor	Yoshikazu Sagami	Full-time
Trustee; Vice President of Ritsumeikan Asia Pacific University	Hiroyuki Shinoda	Full-time	Auditor	Yasushi Yokoi	Part-time
Trustee; Dean, Ritsumeikan University College of Law	Masaharu Miyawaki	Full-time	Auditor	Masatada Rai	Part-time

Regarding limited liability contracts

In accordance with Article 64 of the current Ritsumeikan Trust Act of Endowment, we have concluded limited liability contracts as outlined below 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, Nobuyuki Kuno, Sachiko Hirabayashi, Wakako Matsumoto, Kenji Murakami, Mitoji Yabunaka, Yasuhiro Wakebayashi
Auditors: Yoshikazu Sagami, Yasushi Yokoi, Masatada Rai
- Overview of the contract
In the event that the Second Party is liable to the First Party for damages under the Private School Act, and the Second Party performed their duties in good faith and without gross negligence, the Second Party's liability shall be limited to the higher of either the amount predetermined as at least JPY 960,000, or the Second Party's minimum liability amount under Article 92 of the Private School Act.
(* First Party: Ritsumeikan Trust; Second Party: Each Non-executive Trustee and Auditor)
- The contract specifies that the limitation of liability applies only when non-executive trustees and auditors 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 28, 2025, we renewed the liability insurance policy for executives on May 1, 2025 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 and Auditors in office on or after the commencement date of the insurance period.
Limit of coverage: ¥1 billion (no deductible; no proportional reduction in 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, 2026)

Fixed number of Councilors: 51

Position	Name	Position	Name	Position	Name
Councilor (Chairman) (External)	Morihiro Ogaki	Councilor (External)	Nobuo Shibata	Councilor (Internal)	Akira Amano
Councilor (External)	Toshiyuki Iida	Councilor (External)	Xu Jiajun	Councilor (Internal)	Hiromichi Ozasa
Councilor (External)	Yasuyuki Ishizuka	Councilor (External)	Maki Sonoda	Councilor (Internal)	Kenji Kikuchi
Councilor (External)	Takehiko Izumo	Councilor (External)	Shojiro Takahashi	Councilor (Internal)	Yosuke Komokata
Councilor (External)	Norio Ibaraki	Councilor (External)	Takuji Takahashi	Councilor (Internal)	Masato Shizume
Councilor (External)	Akihiro Ota	Councilor (External)	Miho Takeda	Councilor (Internal)	Takumi Suenaga
Councilor (External)	Yoshihito Ota	Councilor (External)	Kojo Nagasawa	Councilor (Internal)	Mayu Tanaka
Councilor (External)	Katsuaki Ogawa	Councilor (External)	Kazuya Nishimura	Councilor (Internal)	Hiroyuki Tomiyama
Councilor (External)	Minako Okuno	Councilor (External)	Kei Nishimura	Councilor (Internal)	Masaru Nagata
Councilor (External)	Tomoko Ono	Councilor (External)	Shigetoshi Hasegawa	Councilor (Internal)	Tomoko Nagatomo
Councilor (External)	Yasutaka Kudo	Councilor (External)	Tadashi Hayakawa	Councilor (Internal)	Takanobu Nishiura
Councilor (External)	Fumio Goto	Councilor (External)	Toranori Fukumoto	Councilor (Internal)	Yasuhiro Higashitani
Councilor (External)	Masahiko Koyama	Councilor (External)	Eriko Horiki	Councilor (Internal)	Ryo Hirano
Councilor (External)	Osamu Saito	Councilor (External)	Masaaki Makikawa	Councilor (Internal)	Takeshi Matsuo
Councilor (External)	Shigeru Saito	Councilor (External)	Masahiro Mizuta	Councilor (Internal)	Tadasu Matsuo
Councilor (External)	Yusa Saeki	Councilor (External)	Atsushi Yasukawa	Councilor (Internal)	Koji Miyaguchi
Councilor (External)	Rikifusa Satake	Councilor (External)	Akimasa Yamashita	Councilor (Internal)	MEIRMANOV Serik

*Trustees omitted.

7. Principals (as of March 31, 2026)



President of Ritsumeikan University

Yoshio Nakatani



President of Ritsumeikan Asia Pacific University

Hiroshi Yoneyama



Principal of Ritsumeikan Primary School

Hiromichi Ozasa



Principal of Ritsumeikan Junior and Senior High School

Yasuhiro Higashitani



Principal of Ritsumeikan Uji Junior and Senior High School

Hirohisa Yokozawa



Principal of Ritsumeikan Keisho Junior and Senior High School

Kenji Kikuchi



Principal of Ritsumeikan Moriyama Junior and Senior High School

Naruhisa Iwasaki

8. Overview of Faculty and Staff (as of May 1, 2025)

(Unit: Number of Persons)

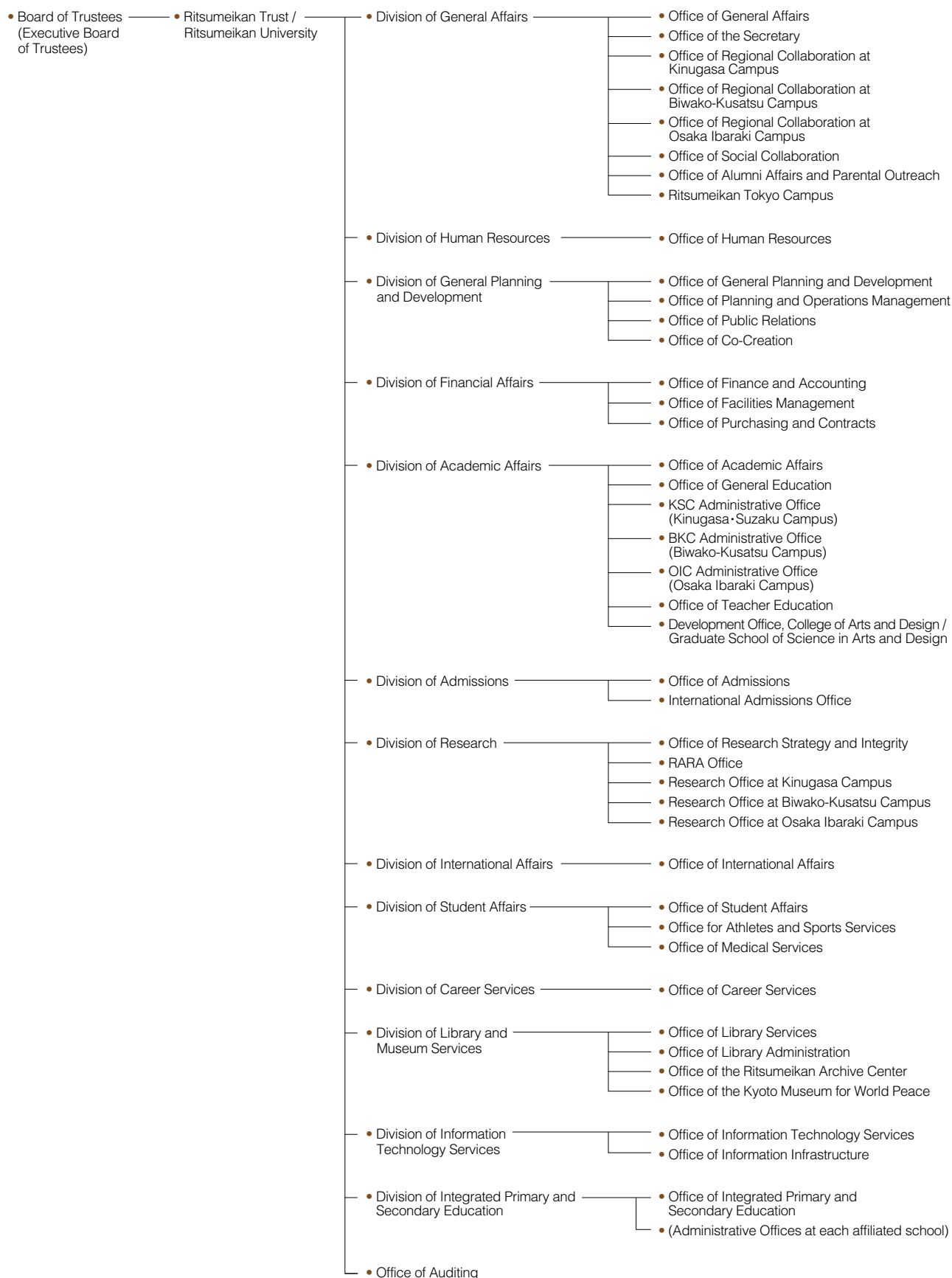
	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
The Ritsumeikan Trust	0	0	37	0
Ritsumeikan University	1,463	1,794	1,042	3,500
Ritsumeikan Asia Pacific University	212	123	225	862
Ritsumeikan Junior and Senior High School	138	42	14	9
Ritsumeikan Uji Junior and Senior High School	161	30	19	21

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
Ritsumeikan Keisho Junior and Senior High School	112	30	10	28
Ritsumeikan Moriyama Junior and Senior High School	113	24	10	31
Ritsumeikan Primary School	63	7	7	5
Total	2,262	2,050	1,364	4,456

*Faculty and staff numbers are shown by the unit that records their personnel expenses, following the rules for allocating items among units in the statements of cash receipts and disbursements and related documents under the accounting standards for incorporated educational institutions.



9. Organization Chart (as of March 31, 2026)





1. Basic Policy for the Development of the Internal Control System

In light of the partial amendment to the Private School Act, which came into effect on April 1, 2025, The Ritsumeikan Trust adopted “The Ritsumeikan Trust Basic Policy for the Development of the Internal Control System” (hereinafter, the “Basic Policy”) at the meeting of the Board of Trustees held on November 29, 2024.

Based on Article 36, Paragraph 3, Item 5 of the Private School Act, which concerns a system to ensure that trustees execute their duties in compliance with laws, regulations, and the Act of Endowment, and Article 13 of the Regulation for Enforcement of the Private School Act, which concerns a system to ensure the propriety of the operations of school corporations, the Basic Policy sets forth matters concerning: (1) the management system related to operations; (2) the risk management system; (3) the compliance management system; (4) the development of the audit environment, namely the system to ensure the propriety of auditors' audit duties; and (5) the revision or abolition of the Basic Policy. The Basic Policy has been published on the Academy's website.

2. Internal Control Promotion System

The Ritsumeikan Trust established the position of Chief Internal Control Administrator as the person with ultimate responsibility for managing the overall development and operation of the internal control system, and designated the Chairperson of the Board of Trustees for this role (Article 3 of the Ritsumeikan Trust Internal Control Regulations). In addition, the Trust established the position of General Internal Control Administrator as the person responsible for overseeing the overall development and operation of the internal control system, and designated the Executive Trustee of General Affairs for this role (Article 4 of the Ritsumeikan Trust Internal Control Regulations).

Because the Chairperson of the Board of Trustees and others are themselves subject to monitoring and supervision regarding the status of the execution of their duties within the governance and internal control framework of the school corporation, the Internal Control Committee was established under the Board of Trustees as an organization with a certain degree of independence.

The Internal Control Committee conducts monitoring from two perspectives: (1) “independent evaluation,” in which the operational status of internal control across the corporation as a whole is evaluated from a perspective independent of the operations of each division; and (2) “daily monitoring,” which is conducted as part of the operations of each division. To promote the latter, the Meeting of Department Management Officers was established under the Committee.

3. Evaluation Results Concerning the Development and Operation of the Internal Control System in AY2025

Regarding the development and operation of the internal control system in AY2025, monitoring related to independent evaluation and daily monitoring was conducted for the period from April 1, 2025 to March 31, 2026. These monitoring activities were conducted based on generally accepted internal control standards and notices issued by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Based on the results, “The Ritsumeikan Trust AY2025 Internal Control Report” was prepared and approved by the Internal Control Committee on March 27, 2026.

The evaluation of the effectiveness of internal control was conducted in light of the four objectives of internal control: effectiveness and efficiency of operations, reliability of reporting, compliance with laws and regulations related to business activities, and safeguarding of assets, as well as the six basic elements of internal control: control environment, risk assessment and response, control activities, information and communication, monitoring, and response to IT. The report concluded that no significant deficiencies were identified in the development and operation of the internal control system, and that internal control at the Ritsumeikan Trust was effective.

1. Ritsumeikan University



1 Policies to be pursued toward becoming a next-generation research university, directly enhancing research capacity and targeting a position in the 200s in world university rankings as a key benchmark

① Elaborating on the Ritsumeikan Advanced Research Academy (RARA) concept

The Ritsumeikan Advanced Research Academy (RARA) was established with the aim of creating new research fields that will allow Ritsumeikan University to contribute to the future of society as a next-generation research university. Under RARA, the university has appointed a total of 42 researchers as RARA Fellows and RARA Associate Fellows who are expected to demonstrate leadership in forming pioneering and advanced research centers at Ritsumeikan University.

Support for RARA Fellows and RARA Associate Fellows has contributed to the preparation and promotion of projects aimed at forming advanced research centers and securing large-

scale government research funding, and as a result, has led to the acquisition of multiple grants from large-scale competitive funds. In addition, the five RARA Fellows and six RARA Associate Fellows appointed in AY2023 underwent an interim evaluation of their research achievements over approximately two and a half years since their appointment, based on the RARA Guidelines, and received high evaluations from an evaluation committee that included external experts.

In the RARA Student Fellowship Program, the university has selected a cumulative total of more than 210 Student Fellows and provided support tailored to the career stages of researchers. In addition to holding RARA colloquia and symposia to promote mutual understanding among RARA Fellows, the university also promoted projects in which RARA Student Fellows participate.

With regard to the expansion of research networks, through the operation of the International Joint Research Promotion Program, the university concluded new inter-institutional agreements, selected new projects, and provided support according to the stage of each project. In addition, in anticipation of an increase in the number of projects going forward, the university began a trial initiative to strengthen the legal support system for international joint research.

Furthermore, the university steadily implemented plans to support publication in high-impact journals and to promote career paths for women researchers.

Building on these activities, the university advanced cross-divisional initiatives, with members across the university working together to realize a next-generation research university and achieve positions in the 300s in the QS World University Rankings and the 100s in the THE Impact Rankings, as set out in its KGIs (Key Goal Indicators).



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

We continued to support more than 50 international joint research projects and distributed information on external funding related to international joint research. In addition, we disseminated the outcomes of international joint research in English on the university website through the English edition of RADIANT, Ritsumeikan's research activity report, and advanced initiatives aimed at building new partnerships. We also examined the development of an international legal support system for contracts with overseas institutions, reviewed and summarized support programs based on various indicators, and organized matters toward the establishment of new support programs and support systems.

③ Elaborating on the Ritsumeikan Education and Research DX Center concept

We developed an operational structure centered on RDP (Ritsumeikan Data Platform) and Salesforce, and established stable operations. RDP is positioned as a data utilization platform, while Salesforce is positioned as a common platform for various DX tools and the development of business systems. Both are operated as platforms that support university-wide DX measures.

The student portal "moodle+R" began full-scale use in February 2026 and is operating stably. The faculty portal has continued stable operation under full-scale use, and its functions have been improved and expanded in stages based on usage status and requests. In addition, the migration of existing educational systems, including the online syllabus system, was steadily advanced while technical support was provided in cooperation with the Division of Academic Affairs.

Toward the realization of enrollment management, we examined the centralized management of data on university students, junior and senior high school students, primary school students, and other stakeholders. For alumni, we expect to complete the consolidation of alumni data in the first half of the next academic year. For integrated primary and secondary education, taking into account progress in the development of systems at the affiliated schools, we will begin examining data aggregation and linkage in the next academic year. At the same time, we will continue to organize the requirements for an integrated data management and analysis environment covering students at all school levels. Based on these efforts, in AY2025 we examined the introduction of an identifier, "R-No.," that would make it possible to identify individuals from before enrollment through after graduation, and completed the development of the basic concept and data structure.

Regarding initiatives involving generative AI, we organized a policy for its use within the university on the premise of safety and appropriate controls, and promoted its use in operations with Copilot Chat in the Microsoft 365 environment as the basic tool. In addition, we developed "R-AI," an original RAG-based generative AI environment that references internal documents, and began trial operation for uses such as searching regulations. Furthermore, with a view to expanding RAG-based tools and using generative AI for operational efficiency, we conducted PoCs for Copilot Studio and Microsoft 365 Copilot and verified the possibility of practical application.

④ Development of research and education in advanced and interdisciplinary areas, centered on science and engineering

In terms of educational development in the field of frontier exploration in Earth and space, the establishment of the Graduate School of Frontier Exploration in Earth and Space (tentative name), an educational hub currently under development, was approved by the Executive Board of Trustees at the end of 2025. Following this, a personnel committee was launched in January 2026, and public recruitment for faculty positions began in late March of the same year. In April 2026, Professor Shinichi Nakasuka of the University of Tokyo Graduate School of Engineering, a leading authority in the field of microsatellites, joined Ritsumeikan University and will play a central role in realizing the concept for establishing the Graduate School of Frontier Exploration in Earth and Space. On March 23, 2026, a press conference was held and a teaser website was released to introduce the concept for the Graduate School of Frontier Exploration in Earth and Space. We are currently working to further develop the curriculum while also examining collaboration with companies and partnership programs with overseas universities and other institutions.



In terms of research development, a proposal led by Ritsumeikan University was selected under the Space Strategy Fund Phase 2 theme of "Elemental technology for lunar surface infrastructure," through which the national government supports space technology development by private companies and universities and aims to strengthen the competitiveness of Japan's space industry. This means that Ritsumeikan University has been selected as the lead institution in both Phase 1 and Phase 2. In Phase 2 of the Space Strategy Fund, three additional proposals in which Ritsumeikan University serves as a collaborating institution were also selected. In this way, the acquisition of large-scale external funding is progressing, and research development and the development of facilities related to the space environment funded by these external funds are steadily advancing.

In the Ritsumeikan Space Management Program, implemented following selection for MEXT's commissioned program for the promotion of space and aeronautical science and technology, we achieved the AY2025 targets for both the number of participants and educational effectiveness. In preparation for implementation of the program in AY2026, we concluded a comprehensive partnership agreement with related companies. We have also begun examining how the program can become self-sustaining from AY2027 onward.

② Policies to be pursued to link enhanced research capacity with more advanced education and develop emergent talent

① Development of research and education integrating health, longevity, QOL, and welfare

As part of the creation of research and education in advanced and interdisciplinary science and engineering fields that embody a next-

generation research university, we have positioned the Engineering for Human Wellbeing (EHW) area, comprising (1) Macro Survival Studies and (2) Micro Survival Engineering, and are examining the development of a concrete business strategy.

In AY2025, the Executive Board of Trustees held an exchange of opinions on the Basic Concept Plan for the Social Co-Creation Academic Program (tentative name), and approved the formation of an Establishment Committee. In addition, following Ritsumeikan University's selection for the Program for Forming Japan's Peak Research Universities (J-PEAKS), we advanced initiatives toward the creation of the embodied environment research area, including exhibiting a booth at Expo 2025 Osaka, Kansai, Japan and holding international collaborative seminars and symposia.

② Formation of a global research and education hub in the field of art

In the Design & Art Research area, preparations are being advanced by the Establishment Committee for the opening of the College of Arts and Design and the Graduate School of Science in Arts and Design. At the end of April and the end of June 2025, respectively, the establishment procedures for the graduate school master's program and the undergraduate college were carried out with MEXT. In March 2026, an application for approval to establish the doctoral program of the Graduate School of Science in Arts and Design was also submitted, and the review is currently underway.

From April 2026, at Kinugasa Campus, as a comprehensive university in Kyoto, a historic city, Ritsumeikan will pursue a new, future-oriented form of design studies while developing education and research that crosses the natural sciences and the humanities and social sciences, grounded in artistic techniques and sensibilities. Regarding the Digital & Communication area, rather than developing it as a new educational initiative, we are examining future development with the possibility of presenting it through collaboration among graduate schools.

③ Development of the Socially Connected Campus

Toward realizing the Socially Connected Campus (SCC) concept for the new development of Osaka Ibaraki Campus (OIC), we advanced initiatives aimed at promoting the "expanded recombination of research and education" at a next-generation research university and the "development of innovative and emergent talent." Centered on Building H, completed in April 2024, we worked to create "places" and "mechanisms" that support new forms of education and research for identifying and solving social

issues and generating new value. Approximately 4,500 people, including students, participated in the 66 programs held in AY2025. Specifically, in April 2024, we established the Ritsumeikan Co-Creation Initiative, which promotes and supports social co-creation across Ritsumeikan University. We also launched the Ritsumeikan Innovation Network for Co-creation (RINC) membership system as a mechanism for creating projects in which companies work together with students to solve problems. A total of 29 organizations joined RINC, and 413 students participated.

In addition, Ritsumeikan became the first educational institution in Japan to join Adobe Creative Campus, a global consortium operated by Adobe. At OIC, we held "Adobe Creative Campus DAY" and gave concrete form to a partnership aimed at developing talent capable of pioneering new value creation in globally leading digital and creative fields.

At ROOT, an information dissemination and exchange hub located in the core facility of Grand Green Osaka, which opened in September 2024 as part of the Umekita Phase 2 development, the Ritsumeikan Co-Creation Initiative developed programs that leverage the location. These included a workshop on fashion supply chains as a social issue, which was also open to students from other universities. As of March 2026, ROOT had more than 1,000 registered users, including members of the general public, and had established a foundation for promoting value creation and communication.

We will continue to expand initiatives originating at OIC to all campuses, contributing to the development of emergent talent and the creation of future university campuses in collaboration with faculty and staff across the university and diverse external stakeholders.

④ Development of global education and student support toward the post-SGU concept

Regarding study abroad, we offered outbound programs covering diverse regions, durations, and themes, and achieved a level of student dispatch exceeding that of the previous academic year. To further encourage students to travel abroad, in addition to financial support through the existing Study Abroad Challenge Scholarship, we implemented our own temporary incentive program that applies a fixed conversion rate more favorable than the current exchange rate, assuming a stronger yen, in light of rising program participation costs due to the weak yen and higher prices overseas. This reduced the financial burden on participants and encouraged participation in study abroad programs.

In addition, with the cooperation of the Ritsumeikan University Alumni Association, as in the previous academic year, we provided support of 100,000 yen per person to all participants in the university-wide study abroad program "Advanced Global Fieldwork Project."

Regarding international exchange programs, centered on BBP (Beyond Borders Plaza), a global commons, we held numerous events and other programs that provide opportunities for multicultural collaborative learning, thereby enhancing their quality. Regarding the total number of international students, including undergraduate and graduate students as well as non-degree students, we did not reach the initial target due to changes in the global situation. On the other hand, for short-term programs, we diversified means of accepting students by implementing new programs in fields with high overseas demand and through collaboration with companies and other organizations.



To achieve both quantity, in terms of the number of students accepted, and quality, in terms of program content, we developed the necessary systems and made use of outsourcing. At the same time, from the perspective of connecting opportunities for multicultural collaborative learning with student organizations and small-group classes, we worked in collaboration with other departments within the university.

In addition, in career support for international students, in addition to regular support, we strengthened collaboration with other universities and external support organizations, and achieved certain results. Going forward, we will investigate and analyze employment schedules and views on employment by country and region, as well as the Japanese-language skills required by society, and connect these findings to support tailored to the circumstances of international students.



⑤ Development of new forms of adult education

At the Academic Center of Ritsumeikan (ACR), toward realizing the “Key Policy: Adult Education Policy” and the “development of an adult education platform” in the R2030 Second-Half Plan, we began initiatives to expand and transform ACR from its conventional liberal arts courses for the general public (BtoC) into a platform that also provides advanced talent development for companies and local governments (BtoB/BtoG) and serves as a CRM foundation that contributes to expanding the population connected to the Academy as a whole.

Specifically, through the development and implementation of a recurrent education program in the GX field, a MEXT-subsidized project, we offered courses that support the real-world application of knowledge. In addition, as part of efforts to enhance added value, we offered in-person courses that take advantage of Kyoto's distinctive character as a city of history and culture, making use of the Kyoto machiya townhouse “Funahoko-cho Kaisho” and collaborating with the World Heritage Site Omuro Ninna-ji Temple.

Furthermore, we launched a project in collaboration with a private specialized organization, through which we analyzed ACR member data, conducted a large-scale needs survey targeting alumni, carried out trial operations of digital marketing, and conducted hearings on examples of corporate collaboration in other departments within the university. Through these initiatives, we established a foundation for building a new adult education ecosystem from the next academic year onward.

As a result, ACR's membership base grew to more than 18,000 people, developing into a ToC customer base unmatched by other universities.

At Ritsumeikan Saionji Juku, we operated the 12th cohort (AY2025,



19 participants), bringing the total number of graduates since the program's launch to 233. Each year, the number of graduates who assume major responsibilities as executives and in other leadership positions in companies and organizations has been increasing.

In addition to the Saionji Juku 10th anniversary project, which has continued since two academic years ago and targets members of the 1st through 11th cohorts, alumni gatherings for each cohort were held even more actively, enabling us to deepen both vertical and horizontal exchange among graduates and strengthen their networks. Furthermore, we launched “club activities” to strengthen vertical relationships among graduates and advanced preparations for their full-scale development from the next academic year onward. Going forward, we will continue to consider commemorative publications, commemorative lectures, and other initiatives aimed at enhancing the social recognition of Ritsumeikan Saionji Juku.

⑥ Multifaceted development of open innovation

The Grassroots Innovation Center (GIC), developed through METI's FY2022 “Development of Incubation and Industry-Academia Fusion Centers at Core Regional Universities (J-Innovation Hub)” project for universities and other institutions, fully opened at BKC at the end of September. Working in collaboration with Shiga Prefecture, Kusatsu City—under a memorandum based on the existing partnership agreement—and the University of Shiga Prefecture, GIC has received requests from many parties for facility use and visits since its opening. By the end of AY2025, the occupancy rate of individual rooms is expected to reach 90%. Based on this situation, GIC is beginning to fulfill its role as a network hub.

In anticipation of the opening of GIC, we also launched an “Entrepreneurship Endowed Course” funded by a donation from an alumni startup for three BKC colleges: the College of Science and Engineering, College of Economics, and College of Sport and Health Science. We also began a donation project for the creation of startups.

Centered on JST's START EDGE Prime initiative, we implemented entrepreneurship education programs at affiliated and partner schools, including Ritsumeikan Primary School. By also working to provide training for faculty and staff and develop implementation systems, we promoted entrepreneurship education at each school and in surrounding communities.

In addition, regarding the STEAM education program with Murata Manufacturing Co., Ltd., we concluded an agreement in July, formed a team consisting of teachers from the affiliated schools and others, and implemented a test program while also making use of GIC.

3 Policies from the second half of R2020 to be carried forward, further developed, and accelerated toward creating value for coexistence with society

① Fundamentally expanding graduate school academics

Toward the realization of a next-generation research university, Ritsumeikan University is positioning the diverse and advanced research projects being undertaken at the university as opportunities for developing doctoral talent and is examining the development of new degree programs.

In September 2025, existing graduate schools with extensive experience in talent development and research institutes and research centers engaged in advanced research activities through industry-academia-government collaboration and social collaboration worked together to compile the basic concept for the Doctoral Program in Co-Creative Social Innovation (tentative name) as a new degree program that makes use of the framework of inter-graduate school collaborative programs.

We are advancing initiatives to realize graduate school education that develops doctoral talent equipped with advanced capacity for social practice—namely, the capacity for real-world implementation—in addition to rich academic expertise and internationality, and that creates social co-creation value and social impact not only in academic fields but also in diverse areas such as industry and international organizations.

In addition, to support graduate students' career paths, we implemented a wide range of support programs through the Graduate School Career Path Promotion Office. These included seminars aimed at helping students acquire transferable skills such as self-reflection, interdisciplinary exchange, and presentation skills; Pre-FD seminars aimed at helping students acquire the basic knowledge and skills required of university faculty members; corporate internships; and matching programs between companies and graduate students.



② Further developing and carrying forward the Ritsumeikan Model of Learning and enhancing active learning through DX

The new academic calendar was introduced as scheduled in April 2025, after being clearly indicated in syllabi as consisting of 14 classes of 95 minutes each plus 20-minute R classes.

The next-generation LMS, "moodle+R," will enter full-scale operation in AY2026 following its parallel operation with manaba+R. To promote its use, we will implement FD programs at the university-wide level and at faculty council meetings and other venues, while also establishing a help desk and working to further promote utilization. As

for the student portal, services for announcements and notifications as well as college and graduate school pages began operation in February 2026, and all services, including various applications, class cancellation and make-up class management, and classroom change management, have been implemented. In addition, Ritsumeikan Data Platform (RDP) is scheduled to be used from AY2026 as a data analysis platform for academic IR in the "Academic Review and Next Academic Year Plan Overview."

Regarding the Ritsumeikan Academy Competency Framework, we created a special website that explains the framework and introduces episodes corresponding to each competency that were submitted by students at every level in the university-wide survey conducted in AY2024. The website was released in both Japanese and English. Furthermore, in February 2026, we held the Academic Practice Forum, where participants shared examples of using the Competency Framework and deepened discussion on how it can be used going forward. Across the diverse learning opportunities provided by the Ritsumeikan Academy, we are advancing initiatives to visualize changes and growth among learners.

Regarding liberal arts education, we offered all 11 courses in the Data Science +R Program (Basic Level) and Data Science +R Program (Applied Basic Level), which have been certified by the Minister of Education, Culture, Sports, Science and Technology under the Mathematical, Data Science, and AI Education Program Accreditation System. These courses can be taken from the first year and consist of systematic educational content that enables students to learn in stages regardless of whether they are in the humanities or sciences or whether they have prior knowledge. Several of the courses are offered remotely, providing an environment in which students can take interactive classes without being constrained by time or place.

Regarding language education, the number of undergraduate students meeting the foreign language standard, CEFR B1 or higher, reached 18,632, or 54.2%, in AY2025, continuing to achieve the target of at least 50%. In addition, curriculum reforms in existing colleges and graduate schools were advanced based on "Toward the University-Wide Deployment of English Language Education to Serve as a Bridge to Research and Major Education." In the College of Arts and Design, which will open in April 2026, Project Education in English for Ritsumeikan (PEER), one of the forms of English language education that serves as a bridge to research and major education, will be introduced.

③ Realizing new forms of learning and student support

Based on the progress achieved in AY2023 and AY2024, the Student Support Operational Reform Project, undertaken by the Division of Student Affairs, the Division of Career Services, and the Division of International Affairs, clarified the ideal form of student support and the necessary environmental improvements. In AY2025, the project focused on three pillars: developing emergent talent, cultivating self-authorship, namely the ability to organize various values and information and make decisions about one's own life, and promoting DX.

Regarding the development of emergent talent and the cultivation of self-authorship, the university organized the basic approach and future policy for initiatives. These will be implemented in stages as concrete measures from AY2026 onward. Regarding DX initiatives, the university organized the outline of the "Student Chart" as a

foundation for appropriately understanding students' growth and support histories and connecting them to higher-quality support. From AY2026 onward, the university will continue development in collaboration with the related divisions.

Regarding the integration of organizational functions, the university confirmed its policy of integrating the functions of the Division of Student Affairs, the Division of Career Services, and the Division of International Affairs in the second half of R2030 and moving to a new phase of student support. Through this, the university will begin building a consistent and comprehensive student support system that looks ahead from before enrollment through after graduation.

The progress of the Student Support Operational Reform Project was reported in March 2026 at a forum for discussing Academy-wide issues. In addition, with regard to visualizing student growth, the university will continue to collaborate with initiatives related to the Competency Framework, which are being developed mainly by the Division of Academic Affairs, and will build mechanisms that support students' learning and growth.

Regarding sports-related initiatives, from the perspective of realizing "Ritsumeikan Sports that Inspires" and forming a next-generation research university that leads the world of sports, the university compiled its sports policy for the second half of R2030, including the concept for establishing the Ritsumeikan Sports Promotion Center, and began giving it concrete shape toward 2030. Going forward, the university will develop measures that support students in pursuing new endeavors and growing proactively, based on the two pillars of high-performance policy and policy for fostering a culture of support. Regarding difficult examinations, although the targets for the National Civil Service Examination for career-track positions and the Certified Public Accountant Examination were revised upward during the year, the university ultimately achieved the targets. The results for various difficult examinations show that initiatives in the first half of R2030 have been progressing steadily.



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

The university established and began operating a mechanism through which university faculty support inquiry-based activities by students at the affiliated schools. In addition, to improve the quality of inquiry-based learning, the university conducted a survey of the faculty members who provided support. Based on these results, the advice obtained will be reflected in inquiry-based activities from the next academic year onward.

In addition, mainly in science-related colleges, the university introduced learning content to students and their guardians with a view to graduate school enrollment. As a result, in a survey of third-year high school students on high school-university partnership programs, 21.4% of respondents indicated that they were considering graduate school enrollment.

Furthermore, to accelerate STEAM education initiatives, the university developed the necessary environment at Ritsumeikan Junior and Senior High School. It will also begin developing the environment in stages at Ritsumeikan Keisho Junior and Senior High School and Ritsumeikan Primary School. In addition to visualizing students' inquiry-based learning, the university will gradually build mechanisms for using AI, linking student information across school levels, and supporting growth.

⑤ Creating value by making the campuses more distinctive

At Kinugasa Campus, the university examined the complete renovation of Igakukan Hall and improvements to the dining environment. In addition, renovation work to expand the Shared Office for Specially-Commissioned Faculty Members and renovation work on Jukokan Hall for the College of Arts and Design and the Graduate School of Science in Arts and Design were completed, and development of the new building for the college and graduate school is also progressing.

At BKC, construction work on the Grassroots Innovation Center and the Ritsumeikan Advanced Cross-verse Innovation Commons was completed, and both facilities began operation. Regarding the renovation of Union Square to improve the dining environment, construction on the second floor was completed, and construction on the first floor began. The university also examined renovations to accommodate graduate school facilities in Across Wing and the "KENSHOKU Collection" in the College of Gastronomy Management. To advance research and education following the relocation of the College of Information Science and Engineering, the university decided on plans for the use of Creation Core, including the opening of the Graduate School of Frontier Exploration in Earth and Space (tentative name) and the development of educational facilities for the College of Life Sciences and the College of Pharmaceutical Sciences. The university is also advancing design work for these renovations.

At OIC, the university implemented initiatives to embody the SCC concept in Building H. As a result, companies, local governments, and economic organizations participated in projects together with students, faculty, and staff. In addition, the university implemented career development programs and regular curricular classes with companies and organizations with which it had built relationships through participation in Expo 2025 Osaka, Kansai, Japan, and contributed to local communities and society through participation in various events held both inside and outside the university. At ROOT, the Ritsumeikan Osaka-umekita Open Innovation Terrace, an information dissemination and exchange hub located in the core facility of Grand Green Osaka, the university promoted its use as a place for communication and exchange contributing to social co-creation. Regarding campus development issues, the university gathered existing facility-related issues from each OIC office, established the OIC Facility Issues Review Working Group, and examined issues in collaboration with the related divisions and offices.

⑥ Further promotion of SDGs and carbon neutrality

To share and disseminate information externally on the status of initiatives related to SDGs and carbon neutrality and to promote behavioral change among students at every level, faculty, and staff, the university has continued to enhance the content of its SDGs website. By compiling related research and social activities across the Academy and featuring the faculty members and students engaged in these activities, the university is creating opportunities to scale individual initiatives into university-wide efforts and broaden the support they receive.

In the “Coalition of Universities and Other Institutions Contributing to the Achievement of Carbon Neutrality by 2050,” the university served, together with Okayama University and the University of Kitakyushu, as a lead university in the Regional Zero Carbon Working Group. Through this working group, the university has worked to contribute to local zero-carbon policies and related initiatives. The Universities Coalition completed its initially planned Phase 1 through Phase 4 activities in AY2025. From AY2026 onward, it is scheduled to relaunch in its next phase, and the university will continue to participate in formulating activity plans and in the working group’s activities.

Regarding Kyoto City’s selection for the Ministry of the Environment’s “Decarbonization Leading Areas” program, the university developed the “Decarbonized Campus Tour at Ritsumeikan University (Decarbonized School Trip)” through the Sustainable Tourism Working Group, chaired by the Secretary General of the Ritsumeikan SDGs Promotion Headquarters, in collaboration with Kyoto City, JTB, and other transportation and travel-related companies and organizations. The program was released in June 2025, and the university has begun accepting school excursion students from elementary and junior high schools nationwide.

In biodiversity conservation, or nature positive initiatives, “BKC Natural Green Space” obtained certification as a Nature Coexistence Site under the Act on Promotion of Activities to Enhance Regional Biodiversity. The certification recognized more than 30 years of conservation activities since the opening of BKC, the preservation of a rich natural environment, and the site’s use as a field for education and research. Going forward, the university will further promote use of the site in educational and research activities and advance regional and social collaboration with the Shiga Nature Positive Network and other organizations composed of certified Nature Coexistence Site organizations in Shiga Prefecture. In addition, in the “Fostering Satoyama Project” conducted as part of OIC’s Community Co-Creation Project, the university conducted

biological environment monitoring surveys with the aim of obtaining Nature Coexistence Site certification. The project aims to obtain certification in AY2026 or later.

⑦ Commemorative projects marking the 155th anniversary of Ritsumeikan’s founding and the Academy’s 125th anniversary, and advancement of donation policy

In 2025, Ritsumeikan marked the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy. The period from AY2023 to around AY2026 was positioned as the “Around 125th Anniversary Commemorative Projects,” and various projects based on the R2030 Academy Vision Challenge Design were promoted in an integrated manner with the anniversary projects.

Through these initiatives, the Academy has communicated Ritsumeikan’s spirit of initiative and dynamism to society, as embodied in “Challenge your mind, Change our future.” In AY2025, the year of the 125th anniversary, the Academy held the Kinugasa Art Village Festival in Kyoto, the “Kinmochi Saionji’s Thought and Ritsumeikan” exhibition, and a special symposium in Tokyo. In addition, on October 18, the Academy held the 125th Anniversary Commemorative Ceremony and Event at the Kyoto International Conference Center.

Anniversary projects were also implemented at schools celebrating anniversaries, including APU, Ritsumeikan Primary School, Ritsumeikan Junior and Senior High School, Ritsumeikan Uji Junior and Senior High School, and Ritsumeikan Keisho Junior and Senior High School, as well as in colleges and graduate schools, including the College of Law, the College of Social Sciences, and the Graduate School of Technology Management. Through these initiatives, the Academy worked to expand its network, including alumni, and communicated the Academy’s R2030 Academy Vision Challenge Design initiatives to society, including its aim to become a next-generation research university and a next-generation inquiry-driven academy, thereby enhancing the presence of the Academy as a whole.

Regarding donation policy, the Academy began full-scale fundraising for the “125th Anniversary Commemorative Project Social Impact Donations” in conjunction with the anniversary projects, receiving more than JPY 1.0 billion in support in a single academic year. Toward AY2026, the Academy will strengthen links with individual donations, including those from alumni, and advance donation policies that support the R2030 Academy Vision Challenge Design.



2. Ritsumeikan Asia Pacific University



1 From Diversity/a Multicultural Environment 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

Following the establishment of the College of Sustainability and Tourism in AY2023 and the academic reforms in the College of Asia Pacific Studies and the College of International Management, specialized courses began in earnest in AY2025 as the new curriculum progressed by year level. Building on this, APU has advanced initiatives under the APU Model for Education, including renewing the content of the Multicultural Cooperative Workshop, a required course for all new students; developing diverse off-campus programs; creating on-demand classes; and formulating guidelines on the use of AI in education and learning.

Regarding graduate schools, APU decided to implement curriculum reform in the Graduate School of Asia Pacific Studies in AY2027. At the same time, university-wide discussions are underway toward reform of the Graduate School of Management in AY2028.

Furthermore, APU was selected for MEXT's Multicultural Campus Project Toward Social Impact, and is implementing and examining collaborative educational programs with the Kyushu Institute of Technology based on multicultural collaborative learning and the integration of the humanities and sciences.

② Admissions strategy

In international student recruitment, APU promoted the acceptance of students from a diverse range of countries and regions without relying on overseas offices by strengthening digital marketing and

collaboration with overseas agents. As a result, more than half of its international students are from countries and regions where APU does not have overseas offices. Through these initiatives, the countries and regions represented by

current students reached a record high of 119, including Japan, and APU has maintained a high level of student diversity.

In domestic student recruitment, APU concluded new high school-university partnership agreements with two high schools in AY2025. In addition, to strengthen links with partner schools, APU formulated a new partner school policy, which is scheduled to begin in AY2026.



③ Raising the level of learning and student support

At the University Council meeting in June 2025, the proposal for comprehensive student support was approved, and the Comprehensive Student Support Strategy Council—equivalent to the proposed Center for Learning and Student Support—was established. The Council held its first meeting in July and held a total of seven meetings during the academic year.

At the Council, APU consolidated student support initiatives being implemented by each division and conducted a university-wide student needs survey on student support. Based on the survey results, APU is currently examining necessary future student support measures at each college, graduate school, center, and other unit.

2 Promoting internationally applicable research that contributes to society and the community

① Formulating and implementing research enhancement policies and plans

In line with the APU Research Enhancement Plan formulated at the end of AY2024, APU is moving forward with the concrete implementation of each measure. Regarding the formation of new research centers that will lead to the selection of priority research areas, APU compiled an overview and application guidelines in the second half of AY2025 and began accepting applications in March 2026.

Regarding the promotion of international joint research through a new internal grant program, APU supported a total of 10 projects over the two years of AY2024 and AY2025, producing outcomes that led to selection for KAKENHI funding under the Fund for the Promotion of Joint International Research: Fostering Joint International Research. In addition, to secure large-scale external funding, mainly with a view to obtaining KAKENHI Scientific Research (A) and (B) grants, APU decided to hire a URA from AY2026. The development of young researchers and the acceptance of postdoctoral researchers are being positioned within the measures for forming research centers.

Through these measures, APU is promoting initiatives based on the five pillars set forth in the Research Enhancement Plan: (1) securing research funding, (2) establishing research implementation systems, (3) securing research time, (4) creating social impact, and (5) strengthening research infrastructure.

3 Contributing to the growth of local communities around the world (Creating a new public-private-academic model for regional development centered on universities)

① Establishing centers and hubs to integrate and strengthen external collaboration

Centered on the APU Connection Hub, APU promoted regional and social collaboration. As a partner in promoting D&I, APU concluded a comprehensive agreement with Social Welfare Corporation Taiyo no Ie. To develop talent capable of solving social issues, APU also concluded partnership agreements with The Breakthrough Company GO and ORIX Hotel Management Corporation.

In conjunction with the Multicultural Campus Project Toward Social Impact, APU promoted initiatives to solve issues faced by local communities and companies by leveraging the strengths of its faculty, staff, students, and multicultural and multinational campus. At the same time, APU worked to standardize test marketing and



collaborative projects, thereby advancing both the real-world implementation of solutions and the development of the necessary systems.

Through these initiatives, APU has made progress in building an issue-solving ecosystem centered on the university and will connect this to full-scale implementation from the next academic year onward.

4 Strengthening diverse lifelong career pathways for graduates who can succeed and contribute globally

① Strengthening pathways to international organizations and overseas graduate schools

In AY2025, APU further developed graduate school advancement support programs in collaboration with its colleges and strengthened a system in which the colleges take the lead in providing guidance on graduate school advancement. As part of graduate school advancement support, APU newly released a dedicated webpage for students wishing to advance to graduate school. Based on interviews, the page visualizes model cases showing the process from students' activities during their time at APU through to their decision to advance to graduate schools in Japan and overseas, thereby developing an environment in which students can form concrete images of their future paths.

In addition, each college continued to hold graduate school advancement seminars involving students accepted to graduate schools and alumni, thereby fostering awareness and encouraging action toward graduate school advancement.

For students interested in international organizations, APU implemented initiatives to promote understanding of the importance of obtaining a master's degree or higher and deepening specialized expertise. The APU International Affairs Network (Neo SAIA), a community that connects alumni, current students, faculty, and staff engaged in the field of international affairs, had reached 220 participants as of March 2025. This represented steady growth from 165 in the previous year and from the previous peak of 102 under the former SNS-based format.

Furthermore, APU conducted additional interviews to enhance the website that presents the career paths of alumni active in the field of international cooperation, and released it in April 2025 as a foundation for students to examine their future paths more concretely.

In the fall semester, with the cooperation of faculty members, APU held an event inviting representatives from the World



Bank, providing students with an opportunity to deepen their understanding of careers in the field of international cooperation. Through these initiatives, more than 400 students participated in related events over the course of the year, confirming the steady expansion of the group of students interested in this field. Furthermore, through the Comprehensive Student Support Strategy Council, APU examined increasingly diverse forms of career support from a comprehensive perspective and organized the future direction of support.

② Strengthening entrepreneurship support

APU reviewed its approach to entrepreneurship support based on interviews with students and various support organizations and implemented comprehensive measures tailored to students' stage of preparation for entrepreneurship.

Specifically, for students at the basic and interest stages who were beginning to consider entrepreneurship, APU held workshops and other programs aimed at helping them acquire basic knowledge and skills. For students who were already engaged in activities, APU provided more advanced programs, introduced support systems offered by entrepreneurship support organizations with alumni involvement and by local governments, and shared information on pitch contests inside and outside the prefecture, thereby providing support that also made use of external resources.



⑤ Enhancing alumni organizations and alumni networks to develop graduates who can change the world as global leaders

① Strengthening alumni policy

In AY2025, with the aim of understanding and updating alumni profile information and revitalizing communities, APU worked to strengthen face-to-face networks through initiatives such as having faculty and staff participate in domestic and overseas alumni events, including "Jumbo Parties," in addition to maintaining connections centered on LinkedIn. At the same time, the use of LinkedIn's management functions has helped advance the visualization of alumni activities and skills.

In addition, APU continued from the previous academic year to promote issue-solving projects using the APU Alumni Association Mirai Creation Donation Fund, and advanced collaboration through which alumni active in relevant fields provide current students with ongoing, hands-on support.

Going forward, APU will move beyond simply creating online groups



and explore mechanisms for sustained engagement by developing forms of collaboration that offer tangible benefits to alumni.

⑥ Building the organizations and foundations that support the Global Learning University

① Governance reform

At the University Council meeting held on October 14, 2025, APU approved "Toward Building a New Governance Structure at APU (Final Version)," and, based on this, advanced revisions to the related regulations and other measures. In addition, APU completed the governance reforms that had been scheduled for implementation in AY2026, and will continue organizing and giving concrete shape to the measures scheduled for implementation in AY2027.

Regarding reform of the staff organization, based on a review conducted one year after the administrative organization restructuring implemented in the first half of AY2025, APU advanced the integration of teams in the Academic Office, college and graduate school offices, and other offices.

Regarding the promotion of D&I, APU implemented university-wide training programs, including the APU D&I Seminar "Barrier Value: Transforming Disability into Value," attended by 60 staff members, and the Universal Manners Certification (Level 3) for all staff members, with a participation rate of 95.9%. In addition, APU completed the permanent installation of menstrual product dispensers by the end of AY2025, thereby advancing the development of the D&I environment on campus.

② Review of the financial structure

In AY2025, with the aim of examining and giving concrete shape to financial policies for realizing the R2030 Second-Half Plan, APU established the Financial Policy Review Committee under the University Council. The Committee examined matters such as tuition revisions from AY2027 onward and reductions in scholarship expenditures, and formulated a new medium- to long-term financial plan.

Although APU was not selected for the Comprehensive Support Program for Private University Reform in AY2025, it has been steadily moving closer to the selection criteria for Type 2, and will continue its efforts toward selection in the next academic year.

In addition, APU received many donations from companies, alumni, and others in AY2025, the milestone year of the 25th anniversary of APU's opening. From the next academic year onward, APU will further diversify its revenue sources and work to establish a stable financial structure.

3. Integrated Primary and Secondary Education and the Affiliated Schools

1 From “affiliated schools” to “integrated education schools”: Integrated education in which primary school, junior high schools, senior high schools, universities, and graduate schools “nurture students together”

① Developing integrated education from primary school through graduate school

Through repeated discussions and consultations between the affiliated schools and the colleges, we launched a framework for further deepening inquiry-based learning through high school-university collaboration and advanced related initiatives. University faculty members who supported inquiry-based learning also provided extensive feedback on more effective approaches to guidance. We will use this feedback to further enhance the initiatives for the next academic year. Going forward, we will deepen collaboration with the Division of Academic Affairs and begin examining when and how inquiry-based learning can be connected to university education within first-year education.

② Developing 12-year integrated education from primary school through senior high school

Through joint faculty training between Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School, we are advancing the sharing of information on students' learning and growth trajectories. At the same time, we have newly established a Primary, Junior High, and Senior High School Collaboration Project and will examine education that supports children's growth through the integrated efforts of Ritsumeikan Primary School, Ritsumeikan Junior High School, and Ritsumeikan Senior High School, while envisioning a model of education and schools that extends across primary, junior high, and senior high school. In addition, Ritsumeikan Keisho Junior High School began accepting students from Tanaka Gakuen Ritsumeikan Keisho Primary School, realizing a smooth transition from primary to junior high school.

2 Designing diverse learning venues: Developing leaders for a multicultural collaborative society

① Ensuring diversity in learning venues and developing new forms of learning in Japan and overseas

Drawing on the experience of developing online education at the affiliated schools, we are promoting exchanges with students at overseas schools and international joint inquiry-based research. Going forward, with a view to developing new forms of education that make use of online tools, we will examine how DX can

contribute to further promoting individually optimized learning and creating mechanisms for further deepening inquiry-based learning. We will also begin examining the development of a learning platform equipped with these functions.



3 Learning created by students: Developing the Ritsumeikan version of the “Future Classroom”

① Developing hybrid education to realize the Future Classroom

With a view to promoting individually optimized learning for each student, enhancing school life, visualizing growth trajectories, and linking data to university education, we are preparing for the development of an online platform to support these efforts by organizing functional requirements and examining possible uses in collaboration with the relevant divisions and offices.

② Growth through extracurricular activities

Club activities are an important part of educational activities and have a significant impact on students' satisfaction with school life and their sense of growth. In addition, as public schools move forward with the transition of club activities to local communities, expectations for club activities at private schools have also become one of the motivations for students to choose a school.

Going forward, we will continue to examine the ideal form of club activities, including activity hours and activity content. At the same time, we will position junior and senior high school students' club activities within the Academy's sports policy and deepen discussion on how to develop them as a comprehensive Academy that includes primary schools, junior high schools, high schools, universities, and graduate schools.

③ Organizing the educational foundation and developing faculty capacity

We are working in collaboration with the university to further advance inquiry-based learning at the affiliated schools. In addition, we conducted a survey of university faculty members who provided ongoing support for students' inquiry-based activities and obtained many suggestions regarding issues and improvements. Going forward, the Academy as a whole will continue examining measures to further enrich students' learning.



3-1. Ritsumeikan Primary School



1 Major implemented measures for Ritsumeikan Primary School in the first half of the R2030 Challenge Design period

① Establishment of the Ritsumeikan Primary School model for inquiry-based learning: Cross-curricular inquiry projects

At Ritsumeikan Primary School, we have continued to examine three frameworks toward establishing a model for "inquiry-based learning": "organization and group building," "subject-based learning," and "Community Time."

In "organization and group building," we introduced the Peaceful School Program, based on Peter M. Senge's concept of the "learning organization," from the lower grades, and developed learning through which students solve issues on their own.

In "subject-based learning," we set "dialogue and collaboration" as the research theme, and each subject has advanced lesson

design with attention to both "individually optimized learning" and "collaborative learning."

Furthermore, in "Community Time," we classified and organized cross-curricular inquiry-based learning into three types: "core subject-derived," "school event-centered," and "abstract concept-based." In doing so, we have designed learning collaboratively while identifying connections among subjects.

These initiatives were also communicated externally through open classes held under the title "RITS Learning Community Fest," and received high evaluations from many participants. Going forward, we will further examine systematic learning and mechanisms that enable students to engage proactively in learning.

② New developments in global education: The International Class concept and embedding collaborative learning with the world in everyday school life

Based on "New Developments in Global Education as Part of Future School Development: Toward Comprehensive School Internationalization," Ritsumeikan Primary School has developed educational activities using both real and virtual approaches, and has created more opportunities for international exchange.

At the same time, the school has begun accepting student teachers and interns from overseas. By increasing opportunities for everyday international exchange, the school is continuously creating opportunities for students to learn with diverse people across differences in culture and language.

In addition, the school is working to develop international exchange programs through STEAM education, including art and



programming, rather than limiting exchange to the acquisition of English-language ability and intercultural understanding. As part of these initiatives, a music exchange with a school in Switzerland has been scheduled for AY2026, and students are also scheduled to participate in a world competition in the field of robotics. We will further invigorate international exchange through these student activities going forward.

③ Developing free learning styles using EdTech

As innovative technological development advances, Ritsumeikan Primary School is also developing a cutting-edge ICT environment. The school replaced the ICT environment in all classrooms, including electronic lecterns, and installed 3D printers and laser cutters on the fourth floor.

The school is also actively using online tools for exchange, including cultural exchange with students overseas and lectures by corporate personnel, among other purposes.

In addition, the school has continued to examine services and applications that enable students to engage in individually optimized learning, as well as tools that can realize digital adaptive learning. At the same time, the school is enhancing digital citizenship education for students, who are members of the digital native generation, and is implementing education that cultivates the ability to live in a highly information-oriented society.

④ New educational venture initiatives: Providing learning opportunities designed by Ritsumeikan Primary School

The school reviewed the operations related to its after-school programs and outsourced part of the work. The EARTH programs "RITS World," "RITS Plus," and "RITS Academy" have achieved high levels of participant satisfaction, and have served as opportunities to communicate the high quality of the school's educational resources.

These initiatives have contributed to improving public recognition of Ritsumeikan Primary School and have also been connected to admissions publicity. Going forward, the school will work in collaboration with the Office of Social Co-Creation to prepare for new developments.



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

In examining a new form of 12-year integrated education for a new era, the Academy established the Committee to Examine the Ideal Form of Integrated Education at the Ritsumeikan Academy for the Development of Emergent Talent. Under this committee, the Working Group to Examine the Future Vision of Ritsumeikan Primary School was launched, and the process has moved into a phase of Academy-wide examination.

While this working group has advanced discussions from a macro perspective, for the more specific micro-level perspective, the Academy decided to launch a Primary, Junior High, and Senior High School Collaboration Project and conduct further examination through this project.

At the same time, we will deepen examination of an educational curriculum that is seamless across the three axes of "global," "STEAM," and "ownership," as well as approaches to supporting the growth of students. Through this, we aim to reduce gaps among schools and realize education that connects them seamlessly.

Furthermore, by invigorating exchange and strengthening collaboration not only with Ritsumeikan Junior and Senior High School but also with the other affiliated schools, KKC, BKC, OIC, and APU, we will aim to systematize 18-year integrated education extending from primary school through junior high school, senior high school, university, and graduate school.



3-2. Ritsumeikan Junior and Senior High School



1 Major measures implemented by Ritsumeikan Junior and Senior High School in the first half of the R2030 Challenge Design period

① Education for self-reliance: Nurturing diverse individuality and the capacity for self-development needed to contribute to a sustainable society

To develop talent who will support the next-generation inquiry-driven academy, Ritsumeikan Junior and Senior High School introduced a new curriculum in AY2022 for both junior high school and senior high school that emphasizes the development of inquiry skills. AY2025 marked the fourth year of this curriculum. In the junior high school, proactive and collaborative learning has expanded through project-based learning and hands-on manufacturing in “Basic Inquiry I/II.” In the senior high school, students conducted regional inquiry in collaboration with Nagaokakyo City in “Problem-based Research I” in their first year and deepened their inquiry through presentation sessions in “Problem-based Research II/III” in their second and third years.

In AY2025, the school also began implementing the Overseas Challenge Program (AA Training) for all third-year junior high school students, contributing to the development of a global mindset and the spirit of self-reliance. Cross-cultural experiences have helped broaden students’ perspectives and have also generated synergies with inquiry-based education.

In addition, starting with students entering the senior high school in AY2025, the school has newly established “Introduction to STEAM,” “Data Science,” and “Mathematics Seminar” as elective courses for second-year senior high school students, with the aim of strengthening inquiry skills in science and mathematics fields. The “Saturday Box,” an initiative held on Saturdays to

support students’ inquiry-based learning and independent activities, has also entered its fourth year. The program has seen greater diversity among instructors and expanded participation from the local community, and is becoming established as part of the school culture.



Through these initiatives, the school has promoted the development of an inquiry mindset throughout the entire school. Furthermore, in November 2025, as a project to commemorate the 120th anniversary of the school’s founding, the school hosted the 30th National Educational Research Conference of Private University-Affiliated and Associated Junior and Senior High Schools (Affiliated School Summit), through which it disseminated its educational practices nationwide.

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

With the school-sponsored Japan Super Science Fair (JSSF) and Rits Super Global Forum (RSGF) as its two flagship initiatives, opportunities for experiential global education were further enhanced. The number of overseas educational partner schools expanded to 20 in total. For outbound programs from the school, a total of 795 students participated across 38 programs, and 12 students undertook long-term study abroad. The school also

accepted 363 students from overseas, and two-way exchange has developed actively.

Furthermore, in international joint research in which the school plays a leading role, 25 schools in Japan and 18 schools overseas participated, and an online presentation session in English was held in January. In AY2025, in addition to its designation by MEXT as a Super Science High School (SSH) in the Progressive Reform Category Phase II (24th year in total), the school was also designated as a Science and Technology Human Resources Development Core School.

As an initiative to disseminate and expand these outcomes, the school hosted the 17th Symposium on the Internationalization of Science Education in February 2026, which was attended by many educators from across Japan. In addition, in the graduation survey administered to third-year senior high school students, more than half of graduating students expressed interest in undertaking long- or short-term study abroad at university, indicating that students continue to maintain a strong global orientation after advancing to university.

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

To further enhance STEAM education, Ritsumeikan Junior and Senior High School established the Division of STEAM Education in AY2024. Subsequently, in the fall of 2025, as part of the project commemorating the 120th anniversary of the school's founding, the school opened MiLABO, the Next Generation Multipurpose Lab, consisting of four zones on campus. MiLABO has begun to be used as a hub for "making" that supports inquiry-based learning, problem-based research, high school-university collaboration, and initiatives that integrate the humanities and sciences.

Prior to the opening of the lab, the school introduced digital fabrication equipment, including 3D printers, and implemented advanced learning activities such as workshops in entrepreneurship education. The school is also developing students skilled in operating digital equipment as leaders and promoting initiatives in which they take the initiative in various settings where MiLABO is used.

Furthermore, for students entering the senior high school from AY2025 onward, the school has newly established "Introduction to STEAM," an elective course that uses MiLABO, and MiLABO is expected to be used in a wide range of settings, including regular



classes, club activities, and extracurricular activities. MiLABO aims to support students' learning as a venue for "making" and entrepreneurship education, while also serving as a hub for deepening collaboration with the local community.

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

Continuing from the previous academic year, the school held information sessions and guided tours at Nagaokakyo Campus for guardians of Ritsumeikan Primary School students. By having them see the school's educational content and facilities, these sessions provided an opportunity to deepen their understanding of integrated education.

The school has also worked to further promote collaboration with Ritsumeikan University and APU and enhance career guidance. It has actively provided information on opportunities such as the "Lab Stay" program hosted by the College of Science and Engineering at Ritsumeikan University and participation in summer schools offered by various colleges, and participating students have shown extremely high levels of satisfaction. Opportunities to present the outcomes of inquiry-based learning have also expanded, and the number of students participating in research presentation sessions in Japan and overseas is increasing. In particular, the number of students giving presentations in English at overseas science fairs has increased year by year, and students are steadily developing the ability to succeed in global settings.

In the field of sports as well, the outcomes of integrated education are evident, with students selected for age-group national teams and students winning national championships, among other achievements across a wide range of fields. In addition, as initiatives unique to the school, diverse exchanges that draw on the strengths of the comprehensive Academy are progressing, including opportunities for junior high school students to interact with graduate students and learn about the appeal of research, and initiatives in which senior high school students visit the primary school to provide learning support.

The College of Arts and Design is scheduled to be newly established at Ritsumeikan University in April 2026, and going forward, high school-university collaboration is expected to further expand students' learning in the fields of design and art.



3-3. Ritsumeikan Uji Junior and Senior High School



1 Major measures implemented by Ritsumeikan Uji Junior and Senior High School in the first half of the R2030 Challenge Design period

① Creating a vibrant school that students and guardians can take pride in: Invigorating a variety of activities

With regard to extracurricular activities, the high school American football team won the 54th Kansai High School American Football Championship, marking its first spring tournament victory in 12 years. In addition, the high school track and field team placed third in the girls' 3,000 meters at the Inter-High School Championships, recording the seventh-fastest time in Japanese high school history. In this way, students' self-directed activities have led to notable achievements across a wide range of sports and cultural fields.

At Kofusai, the school's cultural festival, many Core Inquiry project presentations and sales activities were held. This provided an opportunity to communicate the outcomes of student-led learning and also contributed to fostering a sense of unity across the school. The activities of the AL Network also expanded, with the network growing to include 19 partner schools in Japan, 12 partner schools

overseas, five partner universities overseas, and 14 partner companies and other organizations. Through initiatives such as Model United Nations and the international high school conference "SURVIVE," opportunities for international inquiry-based activities and collaborative learning have continued to be provided.

Furthermore, at the event commemorating the 20th anniversary of SAP, the Scholar-Athlete Project, and SA, the Scholar Athlete & Artist Program, the school held commemorative events and exchange programs with the cooperation of KYOTO PURPLE SANGA CO., LTD. and others. This provided an opportunity to share the school's educational activities with a diverse range of stakeholders, including current students, graduates, and guardians. In addition, the Hououkai Alumni Association has also worked to strengthen the alumni network through alumni business networking events and other initiatives. Through collaboration with graduates active around the world, the school is developing a foundation to support its international and inquiry-based educational activities.

Through these initiatives, the school is steadily developing an environment in which students can participate proactively in a diverse range of activities, while also fostering a sense of unity as a school.

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

Through the development of the educational environment and educational practices using the DX High School Project, the school has steadily deepened ICT-based inquiry-based learning across the entire school. In the library, the installation of large LCD monitors led to increased use in classes, and the library is becoming established



as a venue for collaborative learning, including research activities, presentations, and group work.

In addition, by developing a remote communication environment using the telepresence system "Mado," the school implemented online exchanges with other schools and universities, as well as classes and inquiry-based activities through high school-university collaboration. In collaboration with the College of Business Administration at Ritsumeikan University, learning opportunities were created in which university seminar students and high school students worked together on corporate issues and explored solutions to social issues.

In the high school Core Inquiry program, many student-led project teams were active. At Kofusai, students presented their inquiry outcomes and conducted sales activities, developing practical learning connected to society. Furthermore, as part of the DX High School Project, the school worked to develop learning environments that make use of new forms of expression and digital technology. These included video production courses and a video contest to communicate the appeal of the school, the creation of a digital campus in a metaverse space, and examination of how it could be used by a student-led management team.

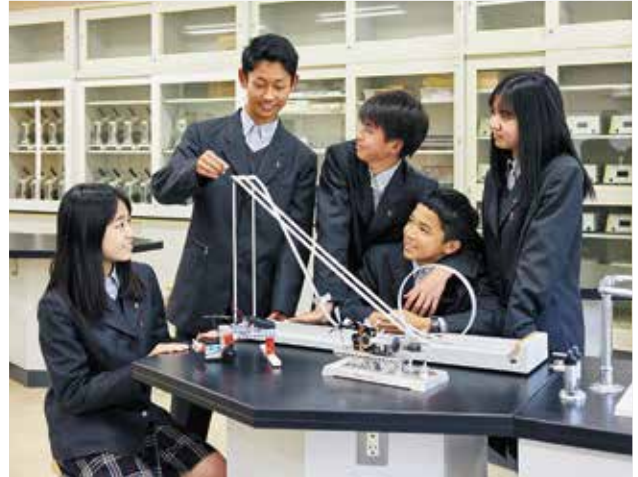
In addition, programming courses and drone programming courses were conducted in collaboration with external experts, contributing to the development of ICT skills and logical thinking. Through the Teaching Ability Improvement Project, the school also established a mechanism for research lessons in which teachers observe one another's classes, and worked to enhance teacher expertise through exchange with other affiliated schools, other schools, and university faculty members.

Through these initiatives, the school is developing a foundation for educational DX in which ICT is used not merely as a learning support tool, but in connection with inquiry-based activities, career education, and school management.

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

The junior high school IP Course has remained stable, with approximately 30 students enrolled in each grade, and the six-year integrated IB education framework leading to the high school IB Course is functioning steadily. In the high school IB Course, the two-class structure has now been completed for each grade, and the curriculum is being systematized as enrollment stabilizes.

In this year's IBDP final examination, the school achieved its best results to date, significantly exceeding the world average. As a result, outcomes in international career path formation are steadily



expanding, including students being accepted to a diverse range of overseas universities. In addition, advancement to overseas universities has also expanded in the IM Course, and the formation of internationally oriented career paths is progressing across the school as a whole.

In terms of educational activities, the school continued to implement programs in collaboration with educational institutions in Japan and overseas, including Model United Nations and the international high school conference "SURVIVE," and was able to expand opportunities to communicate inquiry-based learning on international issues. Furthermore, the Career Education Division, International Center, Department of Foreign Languages, and other divisions are working together to promote global education and inquiry-based education, further strengthening the school's foundation as a hub for educational practice in the Society 5.0 era.

④ Creating a vibrant and rewarding workplace grounded in organizational understanding

This year, the school again designated open class weeks and implemented initiatives to promote cross-subject class exchange in addition to sharing teaching practices within each subject area. This expanded opportunities for teachers to learn from one another's classroom practices, and class improvement aimed at proactive, interactive, and deep learning is being advanced across the school as a whole.

The school also held internal discussions on reviewing course organization in preparation for mixed classes in the high school IG Course, which are scheduled to begin in AY2027. On the other hand, sufficient discussion on curriculum reform could not be completed during the academic year, and the school will begin examining this again from AY2026.

Furthermore, from the fall onward, teacher interviews were conducted, and preparations were advanced for the next academic year's allocation of school duties. In this way, the school also worked to improve organizational management based on teachers' opinions.

Through these initiatives, the school is developing an environment in which teachers can proactively participate in educational improvement, while also developing the foundation for the next curriculum.



3-4. Ritsumeikan Keisho Junior and Senior High School



1 Major measures implemented by Ritsumeikan Keisho Junior and Senior High School in the first half of the R2030 Challenge Design period

① GL concept: New developments in global education

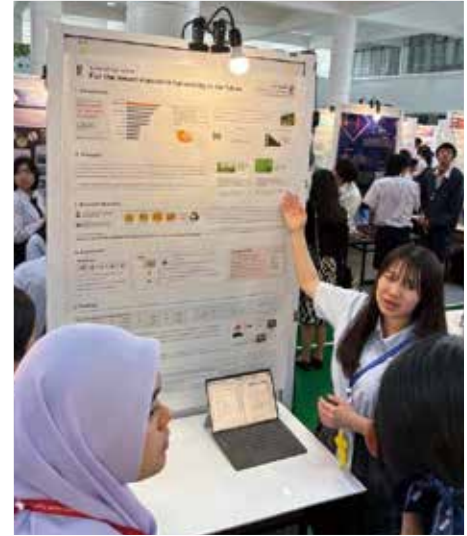
Based on discussions by the GL Concept Elaboration Committee, Ritsumeikan Keisho Junior and Senior High School invigorated internal discussion through faculty meetings and training opportunities held in July and August. The school communicated the achievements of industry-academia-government collaboration, which forms the foundation of the GL Concept, through anniversary projects and the first-ever R-EXPO, providing an opportunity to fully demonstrate the school's potential.

Similarly, with regard to the expansion of overseas sister schools, which is essential to the GL Concept, active initiatives have been advanced mainly by the International Department and the SSH Promotion Organization, leading to an increase in opportunities

for both sending and receiving students. In addition, initiatives such as a fieldwork program in the Republic of Moldova and international joint research with high schools in India and Türkiye have already received social recognition for their distinctiveness, the depth of the exchanges, and the high caliber of the participating students.

As preparation for expanding opportunities to support future advancement to overseas universities, the school has established regular opportunities for exchanges of views with a private company with which it has long exchanged information on education and is considering launching some initiatives ahead of the AY2027 target. Regarding the allocation of school duties, the school has also developed a structure within the Career Guidance Department that enables centralized management of information on students seeking pathways in Japan and overseas and has completed preparations for AY2026.





② SP concept: Developing leaders who create new value and bring about change in society

Beginning in AY2025, in conjunction with SSH Phase III, the school changed its curriculum so that students in the SP Course can continue to take science and mathematics inquiry classes from their second year onward. Although only a small number of students took these classes in the first year, an increase in the number of students taking them in the next academic year has already been confirmed, and further expansion of research activities among students enrolled in the SP Course is expected. Students in the SP Course are also actively participating in international joint research conducted through SSH and in the Incubation Lab, which is mainly offered after school and supports students' high-level intellectual curiosity as well as their participation in contests and academic conference presentations. Among these students, some have achieved results both inside and outside the school, particularly in contests in science-related fields, and have become positive role models for younger students. Through these initiatives, students who combine high academic ability with inquiry skills and who can serve as models for the next-generation inquiry-driven Academy advocated by Ritsumeikan are gradually being developed.

Regarding organizational and operational arrangements for career guidance, the school has begun preparing a career

guidance roadmap spanning the six years of junior and senior high school. It has also reorganized the Career Guidance Department into a tactical planning section and an administrative operations section, thereby enhancing the specialization of each. The development of teachers who can provide guidance for the SP Course is also being advanced mainly by the Career Guidance Department, and the school will continue these efforts internally. Regarding collaboration among faculty and staff involved in the SP Course, the school will make use of SP staff meetings, expand the requirement to participate in external training to include junior high school staff, and work to develop teachers with specialized expertise. Furthermore, in addition to the after-school study sessions on career paths that have been held to date, the school will examine the development of an environment in which senior students can provide advice to junior students on a daily basis as a mechanism for enabling students in the SP Course to interact across grade levels.

③ Integrated education from primary school through graduate school in partnership with the partner primary school

Events held in AY2025 for students enrolled at Tanaka Gakuen and their guardians showed high levels of participant satisfaction in post-event surveys for all sessions. "Ritsumei Japanese" and "Ritsumei Math," which are classes dispatched from Ritsumeikan Keisho Junior High School to Tanaka Gakuen, continued to be implemented this academic year and are functioning as initiatives that connect the two schools.

Bringing the advancement rate from Tanaka Gakuen to Ritsumeikan Keisho Junior High School as close as possible to 100% is an important issue. The school will further strengthen primary-junior high school collaboration through initiatives such as faculty training conducted this academic year by dispatching members of the school's management team to Tanaka Gakuen.

At the same time, while drawing on the activities of current Ritsumeikan Keisho Junior High School students who graduated from Tanaka Gakuen to enhance outreach to Tanaka Gakuen students and their guardians, the school will give concrete shape to more careful and attentive transition support.



3-5. Ritsumeikan Moriyama Junior and Senior High School



1 Major measures implemented by Ritsumeikan Moriyama Junior and Senior High School in the first half of the R2030 Challenge Design period

① Curriculum reform

The Educational System Working Group was reorganized and further developed as the Working Group on the Future of Learning. A team that included members selected through an open call prepared a draft proposal while visiting leading schools. From this academic year, the Educational Policy Committee, established within the School Administration Committee, has continued discussions based on this draft. In addition, seven joint “dialogue meetings on the next curriculum” were held throughout the year for all faculty and staff.

Regarding generative AI, following the school’s selection for METI’s “Future Classroom” Demonstration Project, the school began experimentally introducing generative AI into inquiry-

based activities in the second half of the previous academic year, and its use is now rapidly expanding across educational activities as a whole. To date, the school has reviewed its approach to assessment, reduced the weight placed on regular examinations, and placed greater emphasis on reports and presentations. However, with the spread of generative AI, situations have arisen in which it is becoming relatively more difficult to ensure the effectiveness of these assessment methods. In light of this situation, as an immediate response, the school has introduced Turnitin on a trial basis. At the same time, it has begun consciously engaging in analog learning activities, such as “graphic recording,” that require students to obtain an overview of information as a whole and decide what to select and what to discard.

In addition, as a symbolic outcome of the school’s science education, known as “Science Ritsumori,” members of the Sci-Tech Club placed third in the world at the RoboCupJunior World Championship in Brazil.

② Reorganization of departments and courses

The school introduced staggered timetables in both junior high school and senior high school and revised the daily schedule to six 50-minute classes. This substantially improved access-related issues, including congestion at JR Moriyama Station. As a result, commuting to and from school has become smoother, and the range of facility use within the school has also expanded significantly. In addition, in preparation for the possible future introduction of a credit-based system and for shortages in bus services, the school began full-scale operation of the rental bicycle system that had been introduced experimentally in the



previous academic year.

In junior high school admissions, the name change to the Advanced Course has taken root, and the school secured the highest number of students in its history. The academic profile of incoming students also reached a record high. Regarding the examination of the credit-based system and semester system in the senior high school, the discussions of the former Educational System Working Group have been carried over to the Working Group on the Future of Learning, and active discussions are being held across the entire school. The school is currently deepening its examination with the aim of completing the plan in AY2026.

③ Advancing student self-governance and extracurricular activities

As a new form of student self-governance in the post-COVID era, both the junior high school and senior high school engaged proactively in “rulemaking,” referring to the Student Guidance Guidelines and the Convention on the Rights of the Child.

Following the previous academic year, the junior high school decided to introduce casual uniform items. In the senior high school, the School Council and PTA held a total of 10 rounds of discussions with the Student Council, resulting in active exchanges of views. Furthermore, as an innovative initiative, the school promoted “Student Council DX.” In addition to introducing a digital platform that makes it possible to collect opinions from all students at any time, the school also introduced an electronic voting system for Student Council elections.

In event management as well, the school festival again drew a record number of visitors this year, with approximately 13,000 people attending and creating a vibrant festival atmosphere.

In overseas exchange, eight students were dispatched through “Tobitate! Study Abroad JAPAN,” and students also participated in programs such as the AIG High School Diplomat Program. The total number of participants in various programs exceeded 619.

④ Reorganizing the faculty organization and the roles of faculty members

Based on the concept of the “adult staffing ratio,” the school has expanded the number of non-teaching professional and administrative staff, including staff for club activities, so that teachers can concentrate on their core duties and further enhance educational activities. At present, teachers account for 61% of the

adults involved with students at the school, and a diverse range of staff members support students' school life.

In the health room, where professional staff were increased, the “Digital Health Room”

initiative was selected for the first Ritsumeikan Award. This initiative indicates one possible path toward addressing the difficult task of both ensuring students' diverse activities and enabling teachers to focus on their core duties.

In addition, overtime hours have been reduced by more than 20% compared with AY2021, the first year of work style reform, and the system for supporting school duties, including club activity-related work, has been significantly strengthened. This academic year, the school was newly certified under the DX High School Global category, and is moving forward with further streamlining of operations.

From AY2026 onward, the school will examine the formulation of financial policies and the further development of education, taking into account social conditions, including the introduction of new measures and rising prices.

⑤ Reconstructing the form of learning spaces

Following the introduction of a two-device model in which senior high school students use both PCs and tablets, the school replaced desks and chairs in regular classrooms and completed the installation of hybrid systems throughout the entire school building. During severe weather, outbreaks of infectious diseases, and other situations, the school has actively used online classes, which have proven effective as a mechanism for continuing learning without interruption.

In the learning commons developed in Junior High School Building No. 1 to support new forms of learning, the space is being used in a variety of ways. The school also reviewed some of the furniture in order to achieve greater educational effectiveness.

Furthermore, the school reviewed the second action plan for facilities and equipment under the future vision and confirmed priorities for development from AY2026 onward.



4. The Ritsumeikan Trust



1 Organizational reforms and improvements to frameworks

① Considering and giving concrete shape to organizational and governance reforms

As issues related to organizational reforms and improvements to frameworks, we have worked on a group of measures in three areas: (1) the ratio of female faculty and staff, (2) promotion of employment of persons with disabilities, and (3) elaboration of staff policy.

Regarding (1) the ratio of female faculty and staff, we set numerical targets and managed progress. For faculty members, by exchanging views with each college and other units every academic year on the status of progress, awareness in recruitment and appointment processes has steadily increased. For university faculty, it will be necessary to take a long-term approach to building a pipeline of women researchers whose expertise matches the relevant fields. In numerical terms, however, targets were achieved for almost all items. For school teachers, we shared a basic recognition of issues that need to be addressed in future personnel system reforms in order to realize improvements in wage design. For staff, there are cases in which appointments to managerial and other positions cannot proceed as planned due to the impact of life events, but this can also be seen as evidence that workplace systems support flexible working arrangements. More staff members have also shown a positive willingness to contribute in ways suited to their circumstances, regardless of gender or individual circumstances, while balancing work with childcare, nursing care, and other responsibilities.

Regarding (2) promotion of employment of persons with

disabilities, with the launch of the new purchasing system in the Division of Finance, the Academy created its first work duties specifically designed for employees with disabilities. We promoted workplace collaboration with employees with disabilities from the perspective of DE&I, while developing support systems and working to ensure that these duties became firmly established. As a result, despite stricter statutory standards for the employment rate of persons with disabilities, the Academy as a whole achieved an improvement in the employment rate.

Regarding (3) elaboration of staff policy, a trial of the evaluation cycle began in the second half of AY2025. In AY2026, we plan to implement the second evaluation cycle and ensure a smooth transition to the new system. The rate of staff members holding master's degrees, which was established as an indicator of enhanced staff capabilities, achieved its target ahead of schedule. In addition, although the organizational satisfaction indicator based on the survey did not reach the target of 90%, it remained at approximately 80%, indicating increased motivation in response to the presentation of new staff roles.

Regarding the operation of the Trust under the new governance structure introduced in response to the amended Private School Act, we operated in accordance with the "Basic Policy for the Development of the Internal Control System" and conducted monitoring of the operational status through the Internal Control Committee. The monitoring results for AY2025 were reported on an interim basis to the Board of Trustees and Board of Councilors on January 23, 2026, and will be reported in final form to the Board of Trustees and the Regular Meeting of the Board of Councilors on June 26, 2026. In addition, the status of compliance with the Private University Governance Code

in AY2025 will be inspected based on the Private University Governance Code [Version 2.1], reported to the Board of Trustees and the Regular Meeting of the Board of Councilors in June 2026, and then disclosed publicly.

② Reviewing and giving concrete shape to staff policy

In deliberating and elaborating upon staff policy, based on the direction indicated in the preceding organizational and governance reforms, we focused on the concrete implementation of staff policy, including personnel systems and capacity development, and on verifying its operation.

Regarding the improvement of the ratio of female faculty and staff and the promotion of employment of persons with disabilities, we worked in coordination with the group of measures for organizational and governance reforms. Through progress management for numerical targets, the development of operational systems, and other efforts, we promoted the institutionalization of systems and changes in awareness from the perspective of staff policy. As a result, these efforts led to outcomes such as improvements in the ratio of female faculty and staff and the securing of the statutory employment rate for persons with disabilities amid stricter standards.

Regarding staff policy, in the second half of AY2025, we began trials of the grade system and evaluation system under the new personnel system. The percentage of staff members holding master's degrees, which had been recommended as an indicator for advancing the staff organization, exceeded the target ahead of schedule. Although workplace satisfaction has not reached the target value, it has remained at around 80%. In addition to the high level of job fulfillment within the organization, this suggests that the clarification of roles required under the new personnel system has begun to take root among staff members.

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

① Establishing a budget structure that secures a positive balance in educational activities

As measures under the medium-term plan, we have been working to review operations and costs through the enhancement of operational infrastructure and DX, as well as to thoroughly reduce expenses, while formulating Operating Plans and budgets using a zero-based approach. At the same time, initiatives to strengthen the revenue base have also progressed, including the steady implementation of Ritsumeikan University's tuition policy and the active acquisition of donations and subsidies.

Through these initiatives, we have been gradually improving the revenue and expenditure structure identified as an issue in the R2030 Basic Policy on Financial Operations. Even amid growing pressure from rising costs, we have been able to take additional budgetary measures for necessary expenditures and maintain and enhance the level of education and research activities.

② Maintaining, strengthening, and diversifying the revenue base

As part of the Around 125th Anniversary projects, we proactively conducted fundraising and other activities. Against the backdrop of broader social understanding and recognition of the R2030

Challenge Design, progress was made in acquiring donations and other support for the Academy's diverse and distinctive curricular and extracurricular activities. In addition, large-scale subsidies and commissioned research funding for advanced research in fields such as space were also awarded, further diversifying revenue sources other than student fees.

Regarding financial assets, we managed and operated them as planned, while diversifying risk in line with the portfolio determined based on the investment policy.

③ Promoting operational efficiency and cost reduction through DX and other measures

In formulating the AY2026 budget, we reduced costs by approximately 200 million yen through operational reviews, specification reviews, and other measures implemented through the enhancement of operational infrastructure and DX. On that basis, in order to formulate Operating Plans and budget plans that reflect actual operational conditions, we built them up from a zero base and adopted the basic principle that new expenditure budgets would be addressed through the review of existing expenditure budgets.

In addition, each division has continued demonstration experiments for improving operational efficiency using generative AI. From the next academic year onward, we aim to connect these efforts to further automation of operations and expense reductions.

④ Building assets through advanced asset management and administration

Regarding the development of methods for facility performance evaluation and for understanding facility utilization rates, we prepared facility evaluation sheets that provide an overview of the performance and other attributes of all buildings at Ritsumeikan University. At the same time, based on data from TriR, the facility reservation system, we extracted utilization rates for classrooms and other facilities and reflected them in the facility evaluation sheets for each building.

Regarding fund management, we diversified risk based on the medium-term portfolio and secured stable income even amid uncertain economic and financial conditions. We also formulated a medium-term portfolio for AY2026 and beyond, covering AY2026 to AY2030.

⑤ Building understanding through initiatives to make budgets and financial results more visible

On the financial disclosure website, we publish financial information related to budgets and settlement of accounts, as well as the underlying approach to financial operations, thereby working to foster broad understanding. In addition, to further broaden understanding of Academy finances, we held multiple discussions throughout the year with the Student Government and the Graduate Student Council regarding the content and methods of information disclosure.

Furthermore, regarding fund management, which is becoming increasingly important in financial operations, we announced our acceptance of the Asset Owner Principles and disclosed their content on the website.

5. KGI Achievement Level

Policy Objective		No.	KGI	Actual Performance	Target Standard
				AY2025	
1. Ritsumeikan University					
(1)	Policies directly linked to enhancing research capabilities and aimed at achieving a position in the 200s in a major world university ranking as part of realizing a next-generation research university	1	Overall rank in the QS World University Rankings	680	301–400
		2	Overall rank in the THE Impact Rankings	201–300	101–200
		3	Number of top 10% internationally co-authored papers (per year)	61 articles	160 articles
		4	Number of Grants-in-Aid for Scientific Research / large-scale grants awarded (Scientific Research (A) or higher) (per year)	4	10
		5	Amount of external funding secured (per year)	JPY 7.99 billion	JPY 5 billion
		6	DX Promotion Indicators (formulated by METI)	Level 2	Level 5
(2)	Policies for connecting enhanced research capabilities with advanced education and developing emergent talent	7	Establishment of degree programs (Undergraduate)	100% progress	At least one program
		8	Establishment of degree programs (Graduate)	100% progress	At least one program
		9	Satisfaction with career pathway / employment (Undergraduate)	Calculation in progress	At least 90% (maintained)
		10	Satisfaction with career pathway / employment (Graduate)	Calculation in progress	At least 90% (maintained)
		11	Job placement rate ^{*1}	97.2%	At least 95% (maintained)
		12	Advancement rate ^{*2}	90.1%	At least 85% (maintained)
		13	Career pathway status confirmation rate	98.5%	At least 98% (maintained)
		14	Number of current graduate students	4,380	5,000
		15	Graduate school advancement rate (Science and engineering)	54.8%	70%
		16	Graduate school advancement rate (Humanities)	6.2%	10%
		17	Number of international students in the graduate schools	1,556	1,300
		18	Number of doctoral degrees granted	144	150
		19	Number of people who experience learning at RU (excluding undergraduate and graduate students)	32,481	500,000
		20	Number of people involved in entrepreneurship and commercialization	6,704	4,000
		21	Total value/valuation of companies supported through entrepreneurship and commercialization support	JPY 53.5 billion	At least JPY 30 billion
		22	Number of startups created through diversified commercialization initiatives	190 companies	150 companies
(3)	Policies for advancing and accelerating initiatives carried forward from the second half of R2020, with a view to creating value for coexistence with society	23	Number of international students in undergraduate colleges	2,353	2,100
		24	Bar Examination pass rate among examinees in the first year after completing Law School	14.8%	40%
		25	Number passing the Certified Public Accountant essay examination	50	55
		26	Number passing the National Civil Service Examination (career-track)	62	60
		27	Number receiving offers for career-track national public service positions	23	10
		28	CO2 emissions	-14.6%	-18%
		29	Achievement of educational objectives ^{*3}	87.0%	86%
		30	Internal advancement rate	74.5%	77%
		31	Percentage of affiliated school graduates who are satisfied with having chosen RU/APU	92.8%	90%

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

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

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

Policy Objective		No.	KGI	Actual Performance	Target Standard
				AY2025	
2. Ritsumeikan Asia Pacific University					
(1)	From Diversity/a Multicultural Environment to Diversity & Inclusion: Pursuing new growth and creating internationally competitive approaches to education at APU	32	Withdrawal rate (Undergraduate)	2.00% (withdrawals only) 3.03% (including expulsion)	Under 1%
		33	International student ratio	49.9%	50%
		34	Number of countries and regions represented by current students	119	100
		35	Sense of student growth (at graduation)	94.7%	95%
		36	Percentage of students studying for at least two hours on weekdays	43.6%	70%
(2)	Promoting internationally applicable research that contributes to society and the community	37	QS World University Rankings: Institution Classification / Research Intensity	Low	High
		38	Amount of external funding received	JPY 74 million	JPY 125 million
(3)	Contributing to the Growth of Local Communities around the World (Creating a New Public-Private-Academic Model for Regional Development Centered on Universities)	39	Overall rank in the THE Impact Rankings	1500+	201–300
		40	Number of external partner institutions	86	80
		41	Number of academic programs offered with external partners (Curricular)	29	20
(4)	Strengthening Diverse Lifelong Career Pathways for Graduates Who Can Succeed and Contribute Globally	42	Level of satisfaction with career pathway at graduation (Students whose post-graduation pathway has been determined)	91.0%	90%
		43	Percentage of students entering nontraditional employment or career pathways	7.3%	10%
(5)	Enhancing Alumni Organizations and Alumni Networks to Develop Graduates Who Can Change the World as Global Leaders	44	Number of alumni who maintain ties to APU after graduation (Cumulative annual total)	1,800	2,500
(6)	Building the organizations and foundations that support the Global Learning Community	45	Percentage of non-Japanese permanent staff members	9.0%	8%
		46	Number of nationalities of permanent staff members (excluding Japan)	7 countries	4–6 countries
		47	Percentage of permanent staff members holding a master's degree or higher	27%	20%
		48	Student Fees Ratio	76.8%	75%
3. Integrated Primary and Secondary Education and the Affiliated Schools					
(1)	From "Affiliated Schools" to "Integrated Education Schools": Integrated Education in Which Primary School, Junior High Schools, Senior High Schools, Universities, and Graduate Schools "Nurture Students Together"	49	Internal advancement rate	74.5%	77%
		50	Percentage of students with diverse backgrounds	100%	10%
(2)	Designing Diverse Learning Venues: Developing Leaders for a Multicultural Collaborative Society	51	Percentage of students engaged in inquiry-based learning	90%	80%
		52	Student sense of growth/satisfaction	90.1%	95%
(3)	Learning Created by Students: Developing the Ritsumeikan Version of the "Future Classroom"	53	Satisfaction with learning tailored to individual interests (individually optimized learning)	72.1%	90%
3-1. Ritsumeikan Primary School					
(1)	Major policies for Ritsumeikan Primary School in the first half of the R2030 Challenge Design period	54	Student satisfaction / Guardian satisfaction	98%	98%
		55	Number of overseas partner schools	12 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	95%	95%
		57	Internal advancement rate	81%	80%
		58	Level of satisfaction with inquiry-based learning	85%	90%
		59	Faculty organization reforms: Female teacher ratio among full-time teachers	31%	45%
		60	Faculty organization reforms: Female teacher ratio among teachers in management positions	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	96%	97%
		62	Internal advancement rate	84%	88%
		63	Number of students advancing to overseas universities	28	25
		64	Students with international backgrounds	334	400
		65	Percentage of students surpassing 430 on TOEFL in 3rd year of IG Course	73%	70%

Policy Objective		No.	KGI		Actual Performance	Target Standard
					AY2025	
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		92.2%	95%
		67	Internal advancement rate		46%	50%
		68	Number of students accepted to the University of Tokyo / Kyoto University / medical schools		35	50
		69	Number of students accepted to the University of Tokyo / Kyoto University / medical schools while still enrolled		29	30
		70	Number of students accepted to overseas universities		0	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)*		7.1	7.0
		72	Level of guardian satisfaction		78.1%	80%
		73	Internal advancement rate		85%	90%
		74	Faculty organization reforms: Female teacher ratio among full-time teachers		27.3%	45%
		75	Faculty organization reforms: Female teacher ratio among teachers in management positions		9%	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 real-world implementations)		11	14
		79	Game changer indicator (Number of new endeavors)		500	1,440
		80	Enhancing and diversifying on-site extracurricular activities: Number of designated clubs advancing to national competitions		4 clubs	All clubs
		81	Enhancing and diversifying on-site extracurricular activities: Number of activity groups		50 groups	100 groups
4. The Ritsumeikan Trust						
(1)	Organizational reforms and improvements to frameworks	82	Female faculty ratio (including fixed-term faculty)	RU	26.3%	At least 26.7%
				APU	36.2%	At least 35%
			Female teacher ratio (including fixed-term teachers)	Affiliated schools and integrated education-management positions	12.9%	At least 30%
		83	Female manager ratio (Assistant Manager and above)		26.0%	At least 30%
		84	Ratio of employees with disabilities (entire Ritsumeikan group)		2.95%	2.86%
		85	Staff sense of fulfillment with work		78.4%	At least 90%
		86	Percentage of staff members holding a master's degree or higher		21.8%	At least 15%
(2)	Financial operations in accordance with the Basic Policy on Financial Operations	87	Ordinary Income/Loss Ratio		5.4%	At least 0%
		88	Student Fees Ratio		65.9%	75% or lower
		89	Educational activities balance ratio ⁵		+0.0%	At least 0%
		90	Percentage of Specified Assets I held		100%	100%
		91	Percentage of Specified Assets II held		60.0%	50%–100%
		92	Liquidity ratio		100%	At least 100%
		93	Net asset ratio		85.9%	At least 85%

*4: Score out of 10 points

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

Glossary

■ Numbers

[18-Year Integrated Education] One of the educational concepts used within the Ritsumeikan Academy. It refers to an approach to education that views the 18 years from primary school through junior high school, senior high school, university, and graduate school as an integrated whole.

■ A

[ACR] Academic Center of Ritsumeikan. An educational hub that plays a central role in adult education and recurrent education within the Ritsumeikan Academy. It offers a wide range of adult education programs, from liberal arts courses for the general public to highly specialized educational programs developed in collaboration with companies and local governments.

[Advanced Global Fieldwork Project] A project-based learning (PBL) study abroad program based on the theme of "Tackling the SDGs on the world stage." Students from different colleges form small groups, launch projects based on specific SDGs-related issues, and carry them out overseas.

[AIG High School Diplomats Program] An international exchange program launched by AIG General Insurance Company, Ltd. (formerly AIU Insurance Company) as part of its social contribution activities with the aim of developing talent who can play leadership roles in the international community. In this program, high school student diplomats from Japan and the United States interact across linguistic and cultural barriers.

[APU] Ritsumeikan Asia Pacific University.

■ B

[BBP] Beyond Borders Plaza. A venue established at Ritsumeikan University for activities related to multicultural cooperative learning and international exchange. Exchange programs, events, and other activities involving Japanese and international students are held there, providing opportunities for students to interact with one another.

[BKC] Biwako-Kusatsu Campus.

■ C

[Carbon Neutrality] A state in which greenhouse gas emissions and absorption are balanced.

[CEFR] Common European Framework of Reference for Languages. The framework expresses language proficiency in six levels, A1, A2, B1, B2, C1, and C2, and indicates what a person can specifically do using the language in question.

■ D

[D&I] Diversity & Inclusion. A concept that involves respecting and recognizing each individual and making the most of their strengths, regardless of external attributes such as gender, age, disability, or nationality, or internal attributes such as lifestyle, career background, or values.

[DE&I] Diversity, Equity & Inclusion. A concept that adds the idea of equity to Diversity & Inclusion.

[DX] Digital Transformation. Initiatives that aim to transform operations, organizations, processes, organizational culture, and other elements by using data and digital technologies to provide new services, build new business models, and achieve other forms of transformation.

[DX High School] MEXT's High School DX Acceleration Promotion Project. This project supports schools that implement curricula emphasizing information, mathematics, and related fields, and strengthen inquiry-based, cross-disciplinary, and practical learning using ICT through the use of external specialists and collaboration with universities and other institutions.

■ E

[EdTech] A general term for services and mechanisms that bring transformation to education by using digital technologies such as AI and big data.

[Enrollment Management] An approach that views relationships with students in an integrated manner, from before enrollment through their time as students and even after graduation, and comprehensively designs education, student support, and career support. It does not treat course registration, learning, extracurricular activities, career development, and other matters in a fragmented way, but instead takes an overall view of students' growth.

[Entrepreneurship Education] Education that develops people with entrepreneurial spirit, including initiative, creativity, and a spirit of inquiry, as well as entrepreneurial qualities and abilities such as information gathering and analysis, judgment, execution, leadership, and communication skills.

■ G

[Generative AI] Technology that automatically generates digital content such as text, images, music, and video similar to content created by humans, making full use of deep learning, machine learning, and other methods.

[GIC] Grassroots Innovation Center. A facility located at BKC for the promotion of industry-academia-government collaboration and open innovation. It is positioned as a venue that promotes the real-world application of research outcomes and exchange among diverse actors.

[Global Youth Forum SURVIVE] An international conference for high school students, based on the concept of “Bringing Social Issues Closer to Home,” in which students take the lead in planning and operation.

■ I

[IB] International Baccalaureate. An international educational program offered by the International Baccalaureate Organization. It was established to provide an internationally recognized university entrance qualification and to secure pathways to university enrollment.

[IB Course] A course at Ritsumeikan Uji Senior High School based on the International Baccalaureate Diploma Programme (IBDP), which enables students to obtain qualifications for applying to and entering universities around the world. From the first year, students study all subjects except Japanese language in English, and through world-class inquiry-based learning, they develop the English-language proficiency, intellectual capacity, and spirit of inquiry needed to undertake academic study at overseas universities.

[ICT] Information and communications technology.

[Inquiry-Based Learning] A form of learning in which learners deepen their learning by posing their own questions and engaging in research, reflection, and expression. In addition to acquiring knowledge, it emphasizes the development of thinking skills, collaborative skills, and expressive skills.

[Interdisciplinary Program] A degree program that transcends organizational boundaries among colleges, graduate schools, and other units, allowing the university to flexibly deploy internal resources at its discretion to provide cross-disciplinary education.

[Internal Control System] A system that school corporations are required to develop under the 2024 amendment to

the Private School Act in order to operate their activities soundly and efficiently.

■ J

[Japan Super Science Fair] A venue where students from overseas schools with a focus on science and mathematics education and from Super Science High Schools in Japan gather to exchange their research and aspirations and build friendships through 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 Takatsuki Bunko, as the curator responsible for selecting materials, after which full-scale collection efforts began. Today, with more than 200,000 items, the collection is regarded as a library specializing in food.

[KKC] Kyoto Kinugasa Campus.

■ L

[LinkedIn] A business-focused social networking service designed for building business networks. The service was launched in 2003, and today it is used by more than one billion people worldwide.

[LMS] Learning management system. A learning support system used to promote and support learning in classes, provide a venue for communication between faculty and students and among students, and support out-of-class learning.

■ M

[Multicultural Campus Project Toward Social Impact] A program that aims to create a virtuous cycle in which further promotion of university internationalization, the dispatch of Japanese students overseas, and the acceptance and retention of outstanding international students mutually reinforce one another, through the development of systems for international collaborative learning in Japan and overseas.

[Multicultural Cooperative Learning] An educational practice in which students with different cultural backgrounds and nationalities learn together by participating in the same learning activities. Rather than being simply international exchange, it involves

sharing the learning content itself and deepening mutual understanding and collaboration on the premise of differences in values and ways of thinking.

■ O

[OIC] Osaka Ibaraki Campus.

■ P

[PEER] Project Education in English for Ritsumeikan. An initiative that positions English language education as a venue for cultivating fundamental academic skills, including the four skills of researching, organizing, interacting, and presenting, and that aims to provide a flexible bridge to major education in the upper years.

[Private University Governance Code] A set of guidelines established to strengthen governance and improve soundness based on the autonomy and diversity of school corporations.

[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 aims to promote the formation of a group of research universities that will drive the development of Japan's overall research capacity by supporting the development of environments in which core universities in each region and universities with strengths in specific research fields strengthen their research capacity through the international expansion of research activities and the acceleration of real-world implementation, while collaborating with other universities under strategic management centered on their strengths and distinctive research capabilities.

■ Q

[QS World University Rankings] An international university ranking that comprehensively evaluates universities around the world using multiple indicators, including research capability, educational reputation, global engagement, and graduate reputation. It is used as a reference indicator for understanding universities' international research presence and trends in their evaluation.

■ R

[RAG] Retrieval-augmented generation. A technology that supports generative AI in producing accurate and up-to-date responses by referencing external information

in response to questions.

[RARA Fellow] Advanced researchers who serve as "nodes" linking a diverse array of researchers, and who use their research capabilities to pioneer the future of Ritsumeikan University without being bound by precedent. Researchers who are accumulating achievements with a view to stepping up to become RARA Fellows are called RARA Associate Fellows.

[RINC] Ritsumeikan Innovation Network for Co-creation. A co-creation network in which companies, local governments, university-related parties, and students participate with the aim of expanding points of contact between education and research activities and society. Through project-based collaboration, it creates opportunities for diverse actors inside and outside the university to work together.

[Rits Super Global Forum] An international forum for high school students hosted by Ritsumeikan Senior High School where high school students from dozens of countries around the world gather, hold discussions in English, and give presentations in groups.

[Ritsumeikan Academy Competency Framework] A framework that clarifies the qualities and abilities to be developed across primary school, junior high school, senior high school, university, and graduate school in a form appropriate to the R2030 Academy Vision Challenge Design.

[Ritsumeikan Saionji Juku] A 21st-century global leader development program named after Kinmochi Saionji, the founder of Ritsumeikan. Through lectures by a diverse range of instructors, the program develops leaders who will drive the creation of new value for the future.

[ROOT] Ritsumeikan Osaka-umekita Open Innovation Terrace. An open innovation hub that communicates distinctive research and entrepreneurial seeds to society and co-creates solutions to social issues and new businesses through multilayered exchange among companies, local governments, universities, and other actors.

[RU] Ritsumeikan University.

■ S

[Saturday Box] A completely voluntary Saturday program in which teachers offer courses that they "want to try" without being bound by subjects or courses, and students who find them exciting register to participate.

[Science and Technology Human Resources Development Core School] A category under which additional support is provided when a school undertakes further initiatives related to the development of science and technology talent, in addition to initiatives under the SSH Basic Category and the Basic Category for Interdisciplinary Integration of the Humanities and Sciences.

[SDGs] Sustainable Development Goals. As the successor to the Millennium Development Goals (MDGs), which were established in 2001, the SDGs are a set of international goals for the years from 2016 to 2030 that were set forth in the 2030 Agenda for Sustainable Development, adopted at the United Nations Summit in September 2015. Comprising 17 goals and 169 targets for realizing a sustainable world, they pledge to “leave no one behind.”

[SGU] Top Global University Project (Note: The abbreviation is based on the Japanese title.) A MEXT project that aims to enhance the international competitiveness of Japan's higher education by providing priority support, in combination with institutional reforms, to two categories of universities: top universities that provide world-class education and research by thoroughly promoting internationalization through collaboration with outstanding overseas universities and university reform, and global universities that lead internationalization.

[Social Co-Creation] An approach in which universities and schools open their education and research activities to society and work with companies, local governments, and communities to solve issues and create value.

[Socially Connected Campus] A concept that aims to create value for coexistence with society and solve various social issues by connecting seamlessly, both physically and digitally, with people, companies, and organizations in local communities and around the world.

[SP Concept] A talent development concept at Ritsumeikan Keisho Junior and Senior High School for developing individuals with strong character and high academic ability who will become leaders capable of “creating new value” and “bringing major change to society” after entering the workforce.

[SP Course] A course at Ritsumeikan Keisho Junior and Senior High School that aims to prepare students to advance to the most highly selective universities through an educational program incorporating PBL and active learning.

[SSH] Super Science High School. A system under which MEXT designates high schools that place particular emphasis on science and technology as well as science and mathematics education.

[STEAM] Science, Technology, Engineering, Art & Mathematics. An educational philosophy that integrates creativity and the arts into science and mathematics education across the five named fields. It is cross-disciplinary learning that creates a cycle between knowing (inquiry) and making (creation).

T

[THE Impact Rankings] An international ranking that evaluates the social impact of universities, centered on their contributions to the United Nations Sustainable Development Goals (SDGs). In addition to education and research, the ranking also evaluates social contribution activities and governance initiatives.

U

[URA] University Research Administrator. A specialist who supports university researchers from institutional and operational perspectives. URAs provide support for research grant applications, manage research projects, coordinate industry-academia-government collaboration, and help create an environment in which researchers can concentrate on their research.

Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions

Incorporated Educational Institutions

An incorporated educational institution refers to a 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 purpose of generating profit, incorporated educational institutions are not profit-making entities. Their purpose is to conduct education and research activities and to give the outcomes of those activities back to society. Based on their own unique founding spirit and educational and research philosophies and objectives, incorporated educational institutions are positioned as management entities that carry out education and research activities with an extremely high degree of public character, while also being highly autonomous.

Accounting Standards for Incorporated Educational Institutions

Private schools have an extremely high degree of public character and are expected to ensure stability and continuity. At the same time, as financial foundations that support the continuity of education and research activities, they are required to maintain a balance between revenues and expenditures from a medium- to long-term perspective. In light of these characteristics of private schools, the Accounting Standards for Incorporated Educational Institutions were established as a unified set of accounting standards to enable incorporated educational institutions that receive private school subsidies to carry out proper accounting treatment.

Previously, these standards were provided for in the Private School Promotion Subsidy Act mainly for the purpose of ensuring the proper allocation of subsidies. However, from April 2025, from the perspective of strengthening governance, they were positioned under the Private School Act as standards mainly intended for information disclosure, pursuant to the Act for Partial Amendment of the Private School Act, which came into effect on April 1, 2025, and the Ministerial Ordinance Partially Amending the Accounting Standards for Incorporated Educational Institutions, which came into effect on the same date.

* The revised Accounting Standards for Incorporated Educational Institutions apply beginning with the settlement of accounts for FY2025.

Differences between Accounting for Incorporated Educational Institutions and Corporate Accounting

Financially speaking, companies are producing entities that manufacture and sell goods, recover invested capital, generate profits, and then use those profits to make new capital investments and renovate existing facilities. By contrast, incorporated educational institutions are consuming entities. Although they can secure their primary revenue base through tuition and other fees paid when students enroll, it is difficult for them to increase revenue in proportion to increases in expenditure.

Accordingly, while the purpose of corporate accounting is to disclose to stakeholders the results of profit-making business activities and the financial position of a company, the purpose of accounting for incorporated educational institutions is to measure and disclose, from a financial perspective, the soundness of education and research activities in school management.

Financial Ratios

The following financial ratios are provided as indicators of the overall financial position, including the balance between revenues and expenditures and financial soundness (p. 61).

Ratios for the Statement of Financial Position

Ratios that demonstrate financial stability and soundness: Net Asset Ratio; Total Liabilities Ratio

Ratios for the Statement of Operating Activities

Ratios that show the relationship of major expenditure items to ordinary revenues: Personnel Expenditure Ratio; Education and Research Expenditure Ratio

Ratio indicating revenue composition: Student Fees Ratio

Ratios that show the balance between revenues and expenditures: Educational Activities Balance Ratio; Ordinary Income/Loss Ratio; Operating Activities Balance Ratio

1. Settlement of Accounts

1-1. Settlement of Accounts for FY2025

In financial operations during the first half of R2030 (FY2021–FY2025), the Academy worked to diversify revenues and reduce expenses, with the aim of improving the soundness of the revenue and expenditure structure that supports the promotion of the R2030 Academy Vision Challenge Design and the sustainable maintenance and improvement of educational conditions.

On the revenue side, in addition to increases in student fees resulting from tuition policy and growth in student numbers, progress was made in securing large-scale research funding, advancing asset management through diversified investment from a medium- to long-term perspective, and developing donation policies linked to anniversary projects. As total revenues increased, the proportion of revenues accounted for by student fees has declined over time.

In terms of operating activities, net income/loss from educational activities improved in stages, from a deficit of JPY 2.1 billion in FY2021 to a deficit of JPY 0.1 billion in FY2025. Including net income/loss from non-educational activities, such as interest and dividend income, ordinary income/loss for FY2025 was a surplus of JPY 5.6 billion.

Against a backdrop of global inflation, rising raw material costs, and the prolonged depreciation of the yen, upward pressure on expenditures has remained strong. Even under these circumstances, in order to steadily implement the mid-term plan for the second half of R2030 (AY2026–AY2030) and sustainably enhance social value through the education and research activities of each school, college, and other unit, it will be an important issue in financial operations to maintain the soundness of the revenue and expenditure structure and to improve ratios related to the Statement of Financial Position through the accumulation of assets and other measures as the financial foundation supporting these efforts.

1-2. Statement of Financial Position as of the End of FY2025

Assets

The Assets section shows the form in which assets are held as of the end of the fiscal year.

Tangible fixed assets, including land, buildings, equipment, and books, increased by JPY 2.1 billion from the end of the previous fiscal year to JPY 244.1 billion, owing to campus development projects and other factors.

Specified assets, which include assets allocated to the reserve for retirement benefits under fixed liabilities and assets set aside for future facility and equipment development, increased by JPY 1.2 billion from the end of the previous fiscal year to JPY 125.0 billion.

Liabilities and Net Assets

The Liabilities and Net Assets section shows the sources used to acquire the assets held. Liabilities accounted for 14.1% of total assets, while net assets accounted for 85.9%.

Total liabilities amounted to JPY 57.1 billion.

Net assets increased by JPY 5.6 billion from the end of the previous fiscal year to JPY 348.3 billion, due to an increase in capital funds resulting from the acquisition of assets subject to allocation to capital funds, including buildings, equipment for education and research, and books.

Unit: JPY 100 million

Item	End of FY2025	End of FY2024	Change
Assets			
Fixed Assets	3,699	3,667	32
Tangible Fixed Assets	2,441	2,421	21
(Land)	702	702	0
(Buildings and Structures)	1,438	1,407	31
(Equipment for Education and Research)	118	102	16
(Books)	165	162	2
Specified Assets	1,250	1,238	12
(Reserve Assets for Type 3 Capital Fund)	139	139	0
(Reserve Assets for Type 4 Capital Fund)	67	64	3
(Reserve Assets for Retirement Benefits)	145	141	4
(Reserve Assets)	899	894	5
Other Fixed Assets	8	9	△1
Current Assets	356	312	45
(Cash and Deposits)	331	281	50
Assets: Total	4,055	3,979	76
Liabilities			
Fixed Liabilities	215	240	△25
(Long-term Loans Payable and School Bonds)	64	93	△30
(Reserve for Retirement Benefits)	145	141	4
Current Liabilities	356	311	45
(Short-term Loans Payable and School Bonds)	70	41	30
(Advances Received)	131	131	△0
(Deposits Received)	61	57	4
(Allowance for Bonuses)	23	0	23
Liabilities: Total	571	551	20
Net Assets			
Capital Funds	4,001	3,906	96
(Type 1 Capital Fund)	3,795	3,702	93
(Type 3 Capital Fund)	139	139	0
(Type 4 Capital Fund)	67	64	3
Carryforward Income/Loss	△518	△478	△40
Net Assets: Total	3,483	3,427	56
Liabilities and Net Assets: Total	4,055	3,979	76

*Due to rounding to the nearest JPY 100 million, totals may not match the sum of individual items.

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

***Change* is calculated by subtracting the end of FY2024 amount from the end of FY2025 amount.

1-3. Statement of Operating Activities for FY2025

Educational Activity Revenues and Expenditures

"Educational activity revenues and expenditures" show revenues and expenditures from educational and research activities among ordinary revenues and expenditures.

Revenues totaled JPY 97.9 billion, including student fees, fees, donations, ordinary expense subsidies, and other revenues. Student fees, which include tuition and entrance fees paid by students at every level, totaled JPY 68.3 billion. Fees, consisting mainly of application fees, totaled JPY 3.4 billion. Ordinary expense subsidies totaled JPY 17.0 billion, including private university ordinary expense subsidies, operating subsidies for the affiliated schools, support under MEXT's higher education study support system, and grants under the Program for Forming Japan's Peak Research Universities (J-PEAKS).

Expenditures totaled JPY 98.0 billion, including personnel expenses, education and research expenses, and administrative expenses. Personnel expenses totaled JPY 44.8 billion, as the Academy worked to strengthen faculty systems in order to improve the quality of education at its universities and affiliated schools.

Education and research expenses totaled JPY 45.9 billion, and administrative expenses totaled JPY 7.3 billion. These included expenses related to the implementation of the Challenge Design, maintenance costs for each campus, outsourcing expenses, scholarships, and other items, and were affected by rising prices and the depreciation of the yen. Depreciation included in education and research expenses and administrative expenses totaled JPY 7.8 billion. As a result, net income/loss from educational activities for FY2025 was a deficit of JPY 0.1 billion.

Non-Educational Activity Revenues and Expenditures

"Non-educational activity revenues and expenditures" show revenues and expenditures from financial activities among ordinary revenues and expenditures.

Revenues totaled JPY 5.8 billion, consisting of interest and dividend income and other revenues, while expenditures totaled JPY 0.1 billion. As a result, net income/loss from non-educational activities for FY2025 was a surplus of JPY 5.7 billion.

Ordinary Income/Loss

Ordinary income/loss, the sum of net income/loss from educational activities and net income/loss from non-educational activities, was a surplus of JPY 5.6 billion.

Special Activity Revenues and Expenditures

"Special activity revenues and expenditures" show temporary revenues and expenditures.

Revenues totaled JPY 2.7 billion, due to factors including in-kind donations of assets associated with the development of the new student dormitory at Ritsumeikan Uji Senior High School.

Expenditures totaled JPY 2.8 billion, due to factors including a special provision for the allowance for bonuses in conjunction with the partial amendment of the Accounting Standards for Incorporated Educational Institutions. As a result, net income/loss from special activities was a deficit of less than JPY 0.1 billion.

Net Income/Loss for the Fiscal Year

After deducting JPY 9.6 billion allocated to capital funds from net income/loss before allocation to capital funds—the total of net income/loss from educational, non-educational, and special activities—net income/loss for FY2025 was a deficit of JPY 4.0 billion.

Unit: JPY 100 million

Item	Budget	Actual	Change
Educational Activities			
Student Fees	672	683	11
Fees	32	34	2
Donations	15	12	△3
Ordinary Expense Subsidies	144	170	25
Income from Ancillary Business	53	52	△2
Miscellaneous Revenues	27	29	2
Revenues: Total	944	979	35
Personnel Expenses	455	448	△8
Education and Research Expenses	432	459	27
(Depreciation)	71	70	△1
Administrative Expenses	72	73	1
(Depreciation)	8	8	△0
Uncollectible Amounts and Other Items	0	0	0
Expenditures: Total	959	980	21
Income/Loss	△16	△1	15

Non-Educational Activities

Interest and Dividend Income	25	52	27
Other Non-Educational Activity Revenues	0	6	6
Revenues: Total	25	58	33
Interest on Loans and Other Liabilities	1	0	△0
Other Non-Educational Activity Expenditures	0	0	0
Expenditures: Total	1	1	△0
Income/Loss	24	57	33
Ordinary Income/Loss	9	56	48

Special Activities

Gains on Sale of Assets	0	0	0
Other Special Revenues	24	27	3
Revenues: Total	24	27	4
Losses on Disposal of Assets	3	5	2
Other Special Expenditures	22	22	0
Expenditures: Total	25	28	2
Income/Loss	△2	△0	1
Contingency	8		△8
Net Income/Loss before Allocation to Capital Funds	△1	56	57
Amount Allocated to Capital Funds	△97	△96	1
Net Income/Loss for the Fiscal Year	△98	△40	58
Net Income/Loss Brought Forward from the Previous Fiscal Year	△478	△478	
Amount Reversed from Capital Funds	0	0	
Net Income/Loss to Be Carried Forward to the Next Fiscal Year	△576	△518	
Operating Activity Revenues: Total	992	1,064	72
Operating Activity Expenditures: Total	993	1,008	15

*Due to rounding to the nearest JPY 100 million, totals may not match the sum of individual items.

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

**"Change" is calculated by subtracting the budget amount from the actual amount.

*Operating activity revenues [expenditures] = Total educational activity revenues [expenditures] + total non-educational activity revenues [expenditures] + total special activity revenues [expenditures]. Operating activity expenditures include contingency.

1-4. Statement of Cash Flow for FY2025

Cash Revenues

After excluding the balance carried forward from the previous fiscal year from the Revenues section total of JPY 159.3 billion, cash revenues for FY2025 came to JPY 131.1 billion.

Of other revenues, JPY 22.0 billion resulted from the reversal of specified assets set aside as reserves. These funds were allocated to campus development projects in FY2025 and budgets for advancing the R2030 Challenge Design.

Cash Expenditures

After excluding the balance carried forward to the next fiscal year from the Expenditures section total of JPY 159.3 billion, cash expenditures for FY2025 came to JPY 126.2 billion.

Facility-related expenditures amounted to JPY 4.4 billion, and equipment-related expenditures amounted to JPY 3.4 billion. In FY2025, the Academy implemented initiatives including facility development at Kinugasa Campus in connection with the establishment of Ritsumeikan University's College of Arts and Design and Graduate School of Science in Arts and Design, as well as improvements to the ICT environment and lifecycle and energy-efficiency projects.

Unit: JPY 100 million

Item	Budget	Actual	Difference
Revenues			
Revenue from Student Fees	672	683	11
Revenue from Processing Fees	32	34	2
Donation Revenue	15	12	△3
Subsidy Revenue	146	171	25
(National Government Subsidy Revenue)	124	148	24
(Local Government Subsidy Revenue)	22	23	1
Revenue from Sales of Assets	0	0	0
Revenue from Ancillary and Profit-Making Activities	53	52	△2
Income from Interest and Dividends	25	52	27
Miscellaneous Revenue	27	35	8
Revenue from Borrowings	41	41	0
Revenue from Advances Received	127	131	4
Other Revenues	203	249	46
Revenue Adjustments	△151	△148	3
Carryover from Previous Year	281	281	△0
Total: Revenues	1,471	1,593	121

Expenditures

Personnel Expenditures	453	442	△10
Education and Research Expenditures	361	389	28
Administrative Expenditures	64	66	2
Loan Interest Expenditures	1	0	△0
Loan Repayment Expenditures	41	41	0
Facility-related Expenditures	56	44	△12
Equipment-related Expenditures	27	34	8
Asset Management Expenditures	155	234	78
Other Expenditures	86	88	2
Contingency	8		△8
Expenditure Adjustments	△77	△76	0
Carryover into Next Year	297	331	34
Total: Expenditures	1,471	1,593	121

*Due to rounding to the nearest JPY 100 million, totals may not match the sum of individual items.

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

**"Difference" is calculated by subtracting the budget amount from the actual amount.

Statement of Financial Position

The Statement of Financial Position clarifies the content and amounts of assets, liabilities, and net assets (capital funds and carryforward income/loss) at a specific point in time, namely the settlement date, and thereby shows the financial position of an incorporated educational institution.

【Assets】

This section shows the form in which assets are held as of the settlement date.

【Liabilities and Net Assets】

This section shows the sources used to acquire the assets held. The total of liabilities and net assets matches the total of assets. The liabilities section, which records borrowings, the reserve for retirement benefits, and other items, represents amounts funded by external capital, while the net assets section (capital funds plus carryforward income/loss) represents amounts funded by the institution's own capital.

Statement of Operating Activities

The Statement of Operating Activities classifies operating revenues and expenditures for the fiscal year into three categories: (1) educational activities, (2) non-educational activities, and (3) special activities. It clarifies the balance of revenues and expenditures in each category and calculates changes in the net assets of the incorporated educational institution (capital funds and carryforward income/loss).

While the statement of cash flow covers all movements of funds, the statement of operating activities is intended to show changes in net assets. Therefore, it does not include revenues and expenditures that have the nature of liabilities, such as borrowings and deposits received, but it does include revenues and expenditures that do not involve cash transactions, such as in-kind donations and depreciation.

【Classification of Activities】

- Educational Activities:
Revenues and expenditures from educational and research activities among ordinary revenues and expenditures.
- Non-Educational Activities:
Revenues and expenditures from activities other than educational and research activities, mainly financial activities, among ordinary revenues and expenditures.
- Special Activities:
Temporary revenues and expenditures, such as sales of assets and disposal of assets.

【Amount Allocated to Capital Funds】

In order for an incorporated educational institution to conduct education and research activities, it must hold assets such as land, buildings, equipment, fixtures, books, and cash and deposits, and maintain them on a permanent basis. Under the Accounting Standards for Incorporated Educational Institutions,

an amount equivalent to the acquisition cost of these assets in the fiscal year is allocated to capital funds. The Accounting Standards for Incorporated Educational Institutions classify and prescribe the following four categories of capital funds.

- Type 1 Capital Fund:
Acquisition cost of tangible fixed assets such as land, buildings, equipment, fixtures, and books.
- Type 2 Capital Fund:
Amount of deposits and other assets set aside for the purpose of acquiring fixed assets in the future.
- Type 3 Capital Fund:
Amount of assets such as scholarship funds and research funds.
- Type 4 Capital Fund:
Amount of working capital necessary for operations, as determined by the Minister of Education, Culture, Sports, Science and Technology.

【Income/Loss】

- Ordinary Income/Loss (net income/loss from educational activities + net income/loss from non-educational activities):
Shows the balance of ordinary revenues and expenditures for the fiscal year.
- Net Income/Loss before Allocation to Capital Funds (ordinary income/loss + net income/loss from special activities):
Shows the balance of revenues and expenditures for the fiscal year, including temporary revenues and expenditures. This income/loss represents the amount of change in the net assets of the incorporated educational institution for the fiscal year.
- Net Income/Loss for the Fiscal Year, Net Income/Loss Brought Forward from the Previous Fiscal Year, and Net Income/Loss to Be Carried Forward to the Next Fiscal Year:
These are income/loss amounts after allocation to capital funds and show the long-term balance of revenues and expenditures.

Statement of Cash Flow

The Statement of Cash Flow clarifies the details of all cash revenues and expenditures related to education and research activities for the fiscal year, as well as the resulting inflows and outflows of payment funds.

1-5. Statement of Cash Flow by Activity for FY2025

Unit: JPY 100 million

Category	Item	Amount
Cash Flow from Educational Activities	Total Cash Revenues	979
	Total Cash Expenditures	897
	Difference	82
	Adjustments and Other Items	△0
	Net Cash Flow	82
Cash Flow from Facility and Equipment Activities	Total Cash Revenues	1
	Total Cash Expenditures	78
	Difference	△76
	Adjustments and Other Items	△7
	Net Cash Flow	△83
Subtotal (Educational Activities Net Cash Flow + Facility and Equipment Activities Net Cash Flow)		△2
Cash Flow from Other Activities	Total Cash Revenues	327
	Total Cash Expenditures	275
	Difference	51
	Adjustments and Other Items	△0
	Net Cash Flow	51
Increase/Decrease in Payment Funds (Subtotal + Other Activities Net Cash Flow)		50
Payment Funds Brought Forward from the Previous Fiscal Year		281
Payment Funds Carried Forward to the Next Fiscal Year		331

*Due to rounding to the nearest JPY 100 million, totals may not match the sum of individual items.

1-6. Asset Inventory

Total Assets	¥ 405,494,834,134	Total Liabilities	¥ 57,145,424,731
of which: Endowment	¥ 244,800,073,672	of which: Fixed Liabilities	¥ 21,540,908,885
Operating Assets	¥ 160,694,760,462	Current Liabilities	¥ 35,604,515,846
		Net Assets (Total Assets - Total Liabilities)	¥ 348,349,409,403

Item	End of FY2025	
1. Assets		
1 Endowment		
1 Land	2,301,036.87 m²	¥ 70,195,594,360
2 Buildings	897,002.59 m²	¥ 133,842,814,737
3 Structures	2,073 items	¥ 9,932,175,203
4 Equipment and Supplies	17,487 items	¥ 12,553,652,390
5 Books	3,326,419 volumes	¥ 16,471,293,131
6 Construction in Progress		¥ 1,134,406,866
7 Other (vehicles, vessels, etc.)		¥ 670,136,985
2 Operating Assets		
1 Cash and Deposits		¥ 33,091,819,310
2 Reserve Funds		¥ 124,967,793,790
3 Securities		¥ 120,177,698
4 Accounts Receivable		¥ 1,737,124,502
5 Assets Held for School Trips		¥ 207,230,368
6 Advance Payments		¥ 543,441,961
7 Other (loans, advances, etc.)		¥ 27,172,833
Total Assets	¥ 405,494,834,134	

Item	End of FY2025	
2. Liabilities		
1 Fixed Liabilities		
1 Long-term Debt		¥ 6,000,000,000
2 School Bonds		¥ 350,000,000
3 Long-term Accounts Payable		¥ 729,273,879
4 Reserve for Retirement Benefits		¥ 14,461,635,006
2 Current Liabilities		
1 Short-term Debt		¥ 7,000,000,000
2 Accounts Payable		¥ 7,117,707,741
3 Advances Received		¥ 13,075,328,466
4 Deposits		¥ 5,881,178,040
5 Cash Held for School Trips		¥ 207,230,368
6 Funds Received on Loan		¥ 15,287,641
7 Allowance for Bonuses		¥ 2,307,783,590
Total Liabilities	¥ 57,145,424,731	

Net Assets		¥ 348,349,409,403
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1-7. Independent Auditor's Report

Independent Auditor's Report

May 26, 2026

To: The Board of Trustees of The Ritsumeikan Trust
 From: Gravitas Audit Corporation Kyoto, Japan
 Designated Partner, Engagement Partner Certified Public Accountant:
 KIDA Minoru
 Designated Partner, Engagement Partner Certified Public Accountant:
 FUJIMOTO Ryoji

<Audit of the Accounting-Related Documents>

Audit Opinion on the Accounting-Related Documents

Pursuant to Article 104, Paragraph 2 of the Private School Act, we have audited the accounting-related documents of The Ritsumeikan Trust for FY2025, from April 1, 2025 to March 31, 2026. These accounting-related documents mean the financial statements, namely the Statement of Financial Position, Statement of Operating Activities, Statement of Cash Flow, Statement of Cash Flow by Activity, significant accounting policies, other notes, and related supplementary schedules.

In our opinion, the above accounting-related documents present fairly, in all material respects, the status of assets and revenues and expenditures for the period covered by those accounting-related documents, in conformity with the accounting standards for incorporated educational institutions generally accepted in Japan.

Basis for the Audit Opinion on the Accounting-Related Documents

We conducted our audit in accordance with auditing standards generally accepted in Japan. Our responsibilities under those auditing standards are described in "Auditor's Responsibilities in the Audit of the Accounting-Related Documents." We are independent of the Trust in accordance with the provisions on professional ethics in Japan, and we have fulfilled our other ethical responsibilities as auditors. We believe that we have obtained sufficient and appropriate audit evidence to provide a basis for our opinion.

Other Information

Other information consists of the Operating Report and the Supplementary Schedules thereto, as well as those parts of the Asset Inventory that are not subject to our opinion. Management is responsible for preparing and disclosing the other information. The statutory auditors are responsible for monitoring the execution of duties by the trustees in developing and operating the reporting process for the other information. Our audit opinion on the accounting-related documents does not cover the other information, and we do not express an opinion on the other information.

Our responsibility in the audit of the accounting-related documents is to read the other information and, in doing so, consider whether there are material inconsistencies between the other information and the accounting-related documents or the knowledge we obtained in the course of the audit, and to pay attention to whether there are indications of material errors in the other information other than such material inconsistencies.

If, based on the work performed, we determine that there is a material error in the other information, we are required to report that fact.

There are no matters to be reported by us with respect to the other information.

Responsibilities of Management and the Statutory Auditors for the Accounting-Related Documents

Management is responsible for preparing and fairly presenting the accounting-related documents in conformity with the accounting standards for incorporated educational institutions generally accepted in Japan. This includes developing and operating internal control that management determines is necessary to prepare and fairly present accounting-related documents that are free from material misstatement, whether due to fraud or error.

In preparing the accounting-related documents, management is responsible for assessing whether it is appropriate to prepare the accounting-related documents on a going-concern basis and, when disclosure of matters related to going concern is required under the accounting standards for incorporated educational institutions generally accepted in Japan, for disclosing such matters.

The statutory auditors are responsible for monitoring the execution of duties by the trustees in the development and operation of the financial reporting process.

Auditor's Responsibilities in the Audit of the Accounting-Related Documents

Our responsibility is to obtain reasonable assurance about whether

the accounting-related documents as a whole are free from material misstatement, whether due to fraud or error, based on the audit we conducted, and to express an opinion on the accounting-related documents from an independent standpoint in our auditor's report. Misstatements may arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of users of the accounting-related documents.

In accordance with auditing standards generally accepted in Japan, we exercise professional judgment and maintain professional skepticism throughout the audit. We also perform the following:

- Identify and assess the risks of material misstatement, whether due to fraud or error, and design and perform audit procedures responsive to those risks. The selection and application of audit procedures are based on the auditor's judgment. We also obtain sufficient and appropriate audit evidence to provide a basis for our opinion.
- Although the purpose of an audit of accounting-related documents is not to express an opinion on the effectiveness of internal control, in performing risk assessment, we consider internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances.
- Evaluate the appropriateness of accounting policies adopted by management and the method of their application, as well as the reasonableness of accounting estimates made by management and the appropriateness of related notes.
- Conclude whether it is appropriate for management to prepare the accounting-related documents on a going-concern basis and, based on the audit evidence obtained, whether a material uncertainty exists regarding events or conditions that may cast significant doubt on the going-concern basis. If we conclude that a material uncertainty exists regarding the going-concern basis, we are required to draw attention in our auditor's report to the notes to the accounting-related documents or, if the notes to the accounting-related documents concerning the material uncertainty are inadequate, to express a modified opinion on the accounting-related documents. Our conclusions are based on the audit evidence obtained up to the date of the auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.
- Evaluate whether the presentation and notes of the accounting-related documents conform to the accounting standards for incorporated educational institutions generally accepted in Japan, and evaluate the presentation, structure, and content of the accounting-related documents, including related notes, and whether the accounting-related documents fairly present the underlying transactions and accounting events.

We report to the statutory auditors on the planned scope and timing of the audit, significant audit findings identified in the course of the audit, including significant deficiencies in internal control, and other matters required by auditing standards.

<Opinion on the Asset Inventory>

Audit Opinion on the Asset Inventory

Pursuant to Article 86, Paragraph 1 of the Private School Act and Article 24 of the Regulation for Enforcement of the Private School Act, we have audited the Asset Inventory of The Ritsumeikan Trust as of March 31, 2026 for FY2025, from April 1, 2025 to March 31, 2026. The Asset Inventory is limited to items corresponding to the Statement of Financial Position.

In our opinion, the above Asset Inventory conforms, in all material respects, to the accounting standards for incorporated educational institutions generally accepted in Japan and has been prepared consistently with the Statement of Financial Position.

Responsibilities of Management and the Statutory Auditors for the Asset Inventory

Management is responsible for preparing the Asset Inventory in conformity with the accounting standards for incorporated educational institutions generally accepted in Japan and consistently with the Statement of Financial Position.

The statutory auditors are responsible for monitoring the execution of duties by the trustees in the preparation of the Asset Inventory.

Auditor's Responsibilities in the Audit of the Asset Inventory

Our responsibility is to express an opinion on whether the Asset Inventory conforms to the accounting standards for incorporated educational institutions generally accepted in Japan and is consistent with the Statement of Financial Position.

Interest

There are no interests between the Trust and our audit corporation or the engagement partners that are required to be disclosed under the Certified Public Accountants Act.

End

Audit Report by Auditors

June 2, 2026

To The Board of Trustees and Board of Councilors of The Ritsumeikan Trust
From: The Ritsumeikan Trust
Full-time Auditor: SAGAMI Yoshikazu
Auditor: YOKOI Yasushi
Auditor: RAI Masatada

We, the auditors, have audited the operations and status of property of The Ritsumeikan Trust, and the status of the execution of duties by the trustees, for FY2025, from April 1, 2025 to March 31, 2026, pursuant to Article 52, Paragraph 1, Item 1 of the Private School Act, which came into effect on April 1, 2025, and Article 32, Paragraph 1, Item 1 of The Ritsumeikan Trust Act of Endowment. We hereby report the methods and results of the audit as follows.

1. Audit Methods and Details

In conducting the audit, we attended meetings of the Board of Trustees, the Board of Councilors, and other important meetings, received reports from trustees, staff members, and others, expressed opinions as necessary, inspected important approval documents and other materials, and investigated the status of operations and property.

In addition, with regard to the systems described in the Operating Report as necessary to ensure that the execution of duties by trustees complies with laws and regulations and the Act of Endowment, and otherwise to ensure the propriety of the operations of the school corporation, we received reports from trustees, staff members, and others on the status of development and operation of the systems prescribed in the items of Article 13 of the Regulation for Enforcement of the Private School Act, which were developed based on the resolution of the Board of Trustees concerning the development of such systems, namely the internal control system, and expressed opinions as necessary.

With respect to the accounting-related documents and the Asset Inventory, we received notification from the accounting auditor that it had developed a system to ensure that its duties are performed properly, as set forth in Article 37, Item 3 of the Regulation for Enforcement of the Private School Act, and received reports on the status of execution of its duties.

2. Audit Results

(1) Audit results concerning the Operating Report and related documents

We recognize that the Operating Report properly presents the status of the Trust in accordance with laws and regulations and the Act of Endowment.

With regard to the execution of duties by the trustees, we found no wrongful acts or material facts in violation of laws and regulations or the Act of Endowment.

The content of the resolution of the Board of Trustees concerning the internal control system is appropriate, and there are no matters to be pointed out with respect to the descriptions in the Operating Report concerning the internal control system or the execution of duties by the trustees.

(2) Audit results concerning the accounting-related documents and the Asset Inventory

We recognize that the audit methods and results of the accounting auditor, Gravitas Audit Corporation, are appropriate.

End

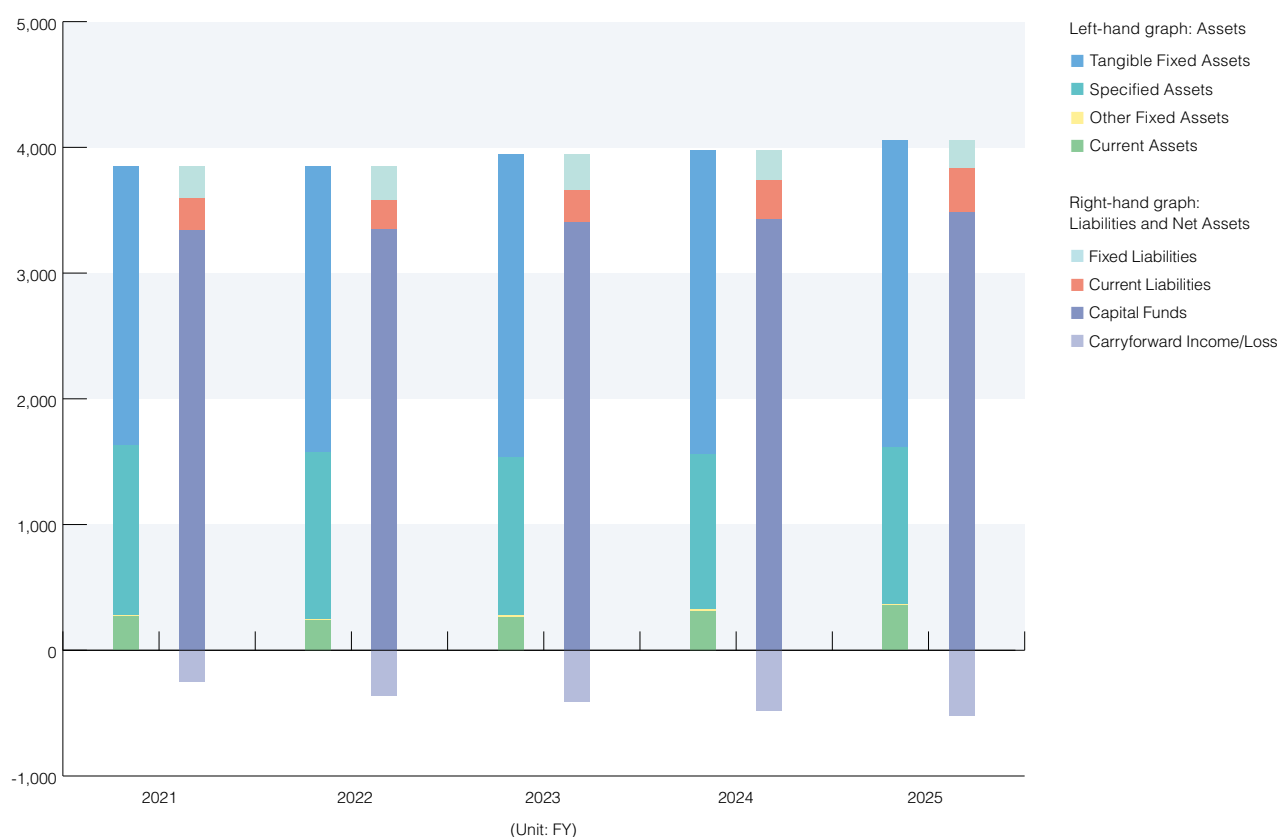
2. Year-to-year Changes

2-1. Historical Financial Position (End of FY2021–End of FY2025)

Unit: JPY 100 million

Item	End of FY2021	End of FY2022	End of FY2023	End of FY2024	End of FY2025
Assets					
Fixed Assets	3,579	3,611	3,677	3,667	3,699
Tangible Fixed Assets	2,219	2,281	2,407	2,421	2,441
Specified Assets	1,352	1,323	1,261	1,238	1,250
Other Fixed Assets	9	8	9	9	8
Current Assets	268	240	266	312	356
Assets: Total	3,848	3,851	3,942	3,979	4,055
Liabilities					
Fixed Liabilities	252	273	279	240	215
Current Liabilities	260	231	259	311	356
Liabilities: Total	512	504	538	551	571
Net Assets					
Capital Funds	3,589	3,712	3,815	3,906	4,001
Type 1 Capital Fund	3,343	3,451	3,616	3,702	3,795
Type 2 Capital Fund	50	65	—	—	—
Type 3 Capital Fund	137	137	137	139	139
Type 4 Capital Fund	59	60	62	64	67
Carryforward Income/Loss	△253	△365	△411	△478	△518
Net Assets: Total	3,336	3,347	3,405	3,427	3,483
Liabilities and Net Assets: Total	3,848	3,851	3,942	3,979	4,055

*Due to rounding to the nearest JPY 100 million, totals may not match the sum of individual items.



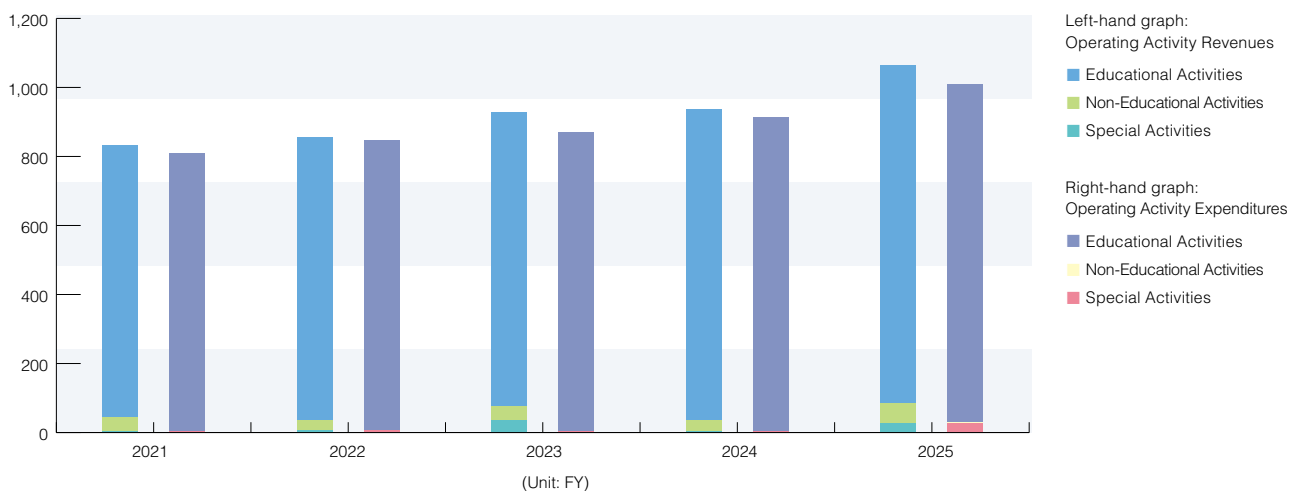
2-2. Historical Operating Activities (FY2021–FY2025)

Unit: JPY 100 million

Item	FY2021	FY2022	FY2023	FY2024	FY2025
Educational Activities					
Student Fees	591	610	634	660	683
Fees	29	30	32	32	34
Donations	5	5	7	12	12
Ordinary Expense Subsidies	103	109	109	116	170
Income from Ancillary Business	32	40	43	48	52
Miscellaneous Revenues	26	29	26	32	29
Revenues: Total	786	822	851	900	979
Personnel Expenses	412	418	427	444	448
Education and Research Expenses	330	352	373	399	459
Administrative Expenses	63	69	65	66	73
Uncollectible Amounts and Other Items	0	0	0	0	0
Expenditures: Total	806	839	865	909	980
Income/Loss	△21	△17	△15	△9	△1
Non-Educational Activities					
Interest and Dividend Income	33	22	31	30	52
Other Non-Educational Activity Revenues	7	7	8	3	6
Revenues: Total	40	29	39	32	58
Interest on Loans and Other Liabilities	0	0	0	0	0
Other Non-Educational Activity Expenditures	1	0	0	1	0
Expenditures: Total	1	0	0	1	1
Income/Loss	39	29	39	31	57
Ordinary Income/Loss	18	12	24	23	56
Special Activities					
Gains on Sale of Assets	—	—	—	—	0
Other Special Revenues	5	6	37	4	27
Revenues: Total	5	6	37	4	27
Losses on Disposal of Assets	3	5	3	3	5
Other Special Expenditures	0	1	0	0	22
Expenditures: Total	3	7	4	3	28
Income/Loss	2	△1	33	0	△0
Net Income/Loss before Allocation to Capital Funds	20	11	58	23	56
Amount Allocated to Capital Funds	△89	△124	△103	△90	△96
Net Income/Loss for the Fiscal Year	△69	△113	△45	△67	△40
Net Income/Loss Brought Forward from the Previous Fiscal Year	△184	△253	△365	△411	△478
Amount Reversed from Capital Funds	0	—	—	—	—
Net Income/Loss to be Carried Forward to the Next Fiscal Year	△253	△365	△411	△478	△518
Operating Activity Revenues: Total	831	857	927	936	1,064
Operating Activity Expenditures: Total	810	846	869	913	1,008

*Due to rounding to the nearest JPY 100 million, totals may not match the sum of individual items.

*Operating activity revenues [expenditures] = Total educational activity revenues [expenditures] + total non-educational activity revenues [expenditures] + total special activity revenues [expenditures].

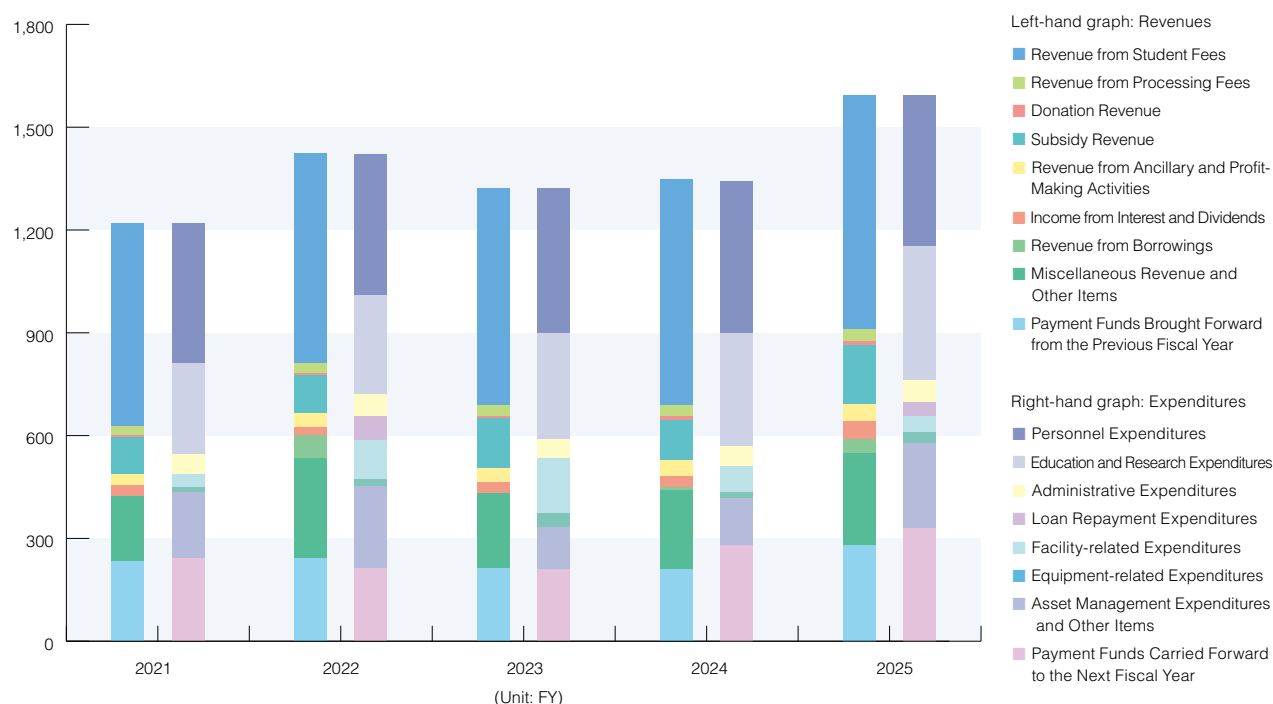


2-3. Historical Cash Flow (FY2021–FY2025)

Unit: JPY 100 million

Item	FY2021	FY2022	FY2023	FY2024	FY2025
Revenues					
Revenue from Student Fees	591	610	634	660	683
Revenue from Processing Fees	29	30	32	32	34
Donation Revenue	5	5	7	12	12
Subsidy Revenue	107	112	143	117	171
Revenue from Sales of Assets	0	—	—	0	0
Revenue from Ancillary and Profit-Making Activities	32	40	43	48	52
Income from Interest and Dividends	33	22	31	30	52
Miscellaneous Revenue	32	32	35	35	35
Revenue from Borrowings	1	70	—	3	41
Revenue from Advances Received	117	125	126	131	131
Other Revenues	176	272	232	215	249
Revenue Adjustments	△137	△137	△174	△148	△148
Payment Funds Brought Forward from the Previous Fiscal Year	233	241	212	209	281
Total: Revenues	1,219	1,421	1,321	1,343	1,593
Expenditures					
Personnel Expenditures	409	412	422	444	442
Education and Research Expenditures	266	289	311	330	389
Administrative Expenditures	57	63	57	60	66
Loan Interest Expenditures	0	0	0	0	0
Loan Repayment Expenditures	1	70	—	—	41
Facility-related Expenditures	38	114	158	74	44
Equipment-related Expenditures	15	20	42	17	34
Asset Management Expenditures	194	224	146	135	234
Other Expenditures	74	81	64	88	88
Expenditure Adjustments	△75	△64	△87	△86	△76
Payment Funds Carried Forward to the Next Fiscal Year	241	212	209	281	331
Total: Expenditures	1,219	1,421	1,321	1,343	1,593

*Due to rounding to the nearest JPY 100 million, totals may not match the sum of individual items.

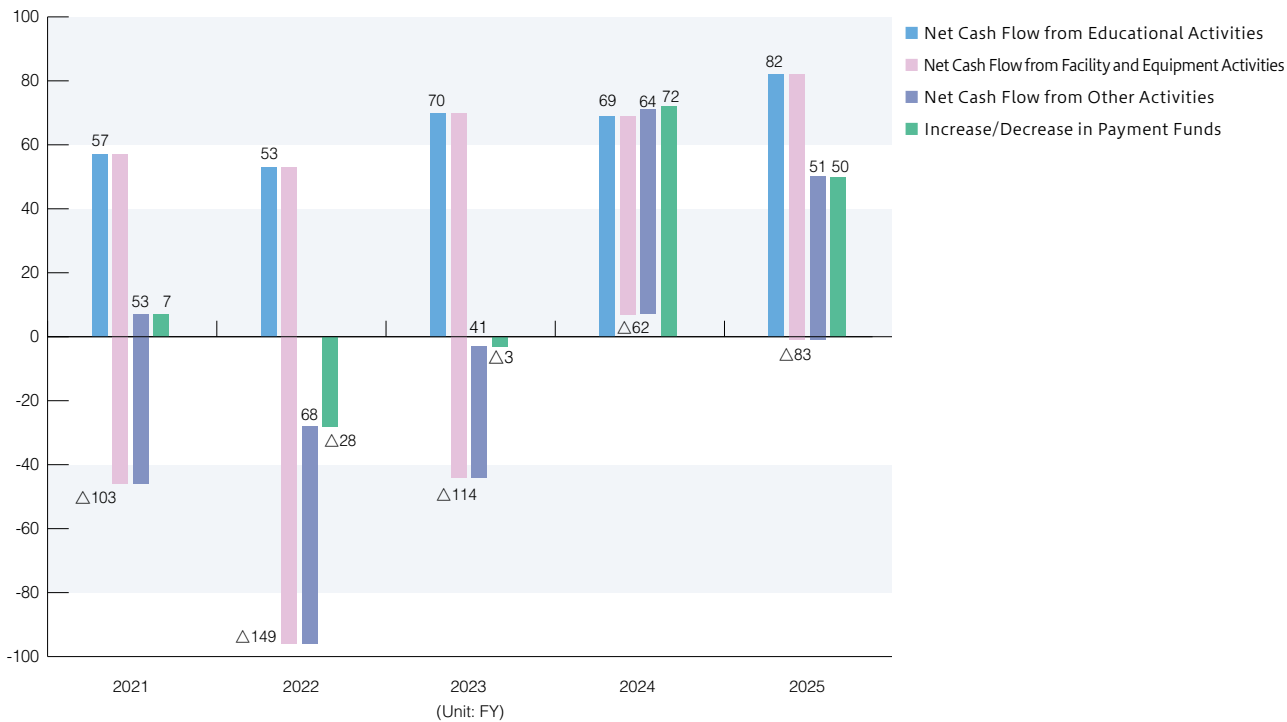


2-4. Historical Cash Flow by Activity (FY2021–FY2025)

Unit: JPY 100 million

Item		FY2021	FY2022	FY2023	FY2024	FY2025
Cash Flow from Educational Activities	Total Cash Revenues	785	818	850	899	979
	Total Cash Expenditures	731	763	790	832	897
	Difference	54	55	60	67	82
	Adjustments and Other Items	3	△3	9	2	△0
	Net Cash Flow	57	53	70	69	82
Cash Flow from Facility and Equipment Activities	Total Cash Revenues	4	39	99	1	1
	Total Cash Expenditures	103	184	200	91	78
	Difference	△99	△146	△101	△90	△76
	Adjustments and Other Items	△4	△3	△13	28	△7
	Net Cash Flow	△103	△149	△114	△62	△83
Subtotal (Educational Activities Net Cash Flow + Facility and Equipment Activities Net Cash Flow)		△46	△96	△44	8	△2
Cash Flow from Other Activities	Total Cash Revenues	199	318	187	201	327
	Total Cash Expenditures	146	250	146	137	275
	Difference	53	68	41	64	51
	Adjustments and Other Items	△0	0	△0	0	△0
	Net Cash Flow	53	68	41	64	51
Increase/Decrease in Payment Funds(Subtotal + Cash Flow from Other Activities)		7	△28	△3	72	50
Payment Funds Brought Forward from the Previous Fiscal Year		233	241	212	209	281
Payment Funds Carried Forward to the Next Fiscal Year		241	212	209	281	331

*Due to rounding to the nearest JPY 100 million, totals may not match the sum of individual items.



3. Financial Ratios

Financial Position Ratios

Unit: %

Ratio	Formula	Evaluation	FY2021	FY2022	FY2023	FY2024	FY2025	National Average
Net Asset Ratio	Net Assets ÷ Total Assets	△	86.7	86.9	86.4	86.1	85.9	88.4
Total Liabilities Ratio	Total Liabilities ÷ Total Assets	▼	13.3	13.1	13.6	13.9	14.1	11.6

*Evaluation: "△" indicates that a higher value is better; "▼" indicates that a lower value is better. The national averages are FY2024 figures for university corporations excluding medical and dental school corporations, based on "Today's Private School Finances" published in FY2025 by the Promotion and Mutual Aid Corporation for Private Schools of Japan.

*The meanings of each ratio are explained in "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" on p.49.

Statement of Operating Activities Ratios

Unit: %

Ratio	Formula	Evaluation	FY2021	FY2022	FY2023	FY2024	FY2025	National Average
Personnel Expenditure Ratio	Personnel Expenses ÷ Ordinary Revenues	▼	50.0	49.1	48.0	47.6	43.2	50.9
Education and Research Expenditure Ratio	Education and Research Expenses ÷ Ordinary Revenues	△	40.1	41.3	42.0	42.8	44.3	37.3
Operating Activities Balance Ratio	Net Income/Loss before Allocation to Capital Funds ÷ Operating Activity Revenues	△	2.4	1.3	6.2	2.4	5.3	3.3
Student Fees Ratio	Student Fees ÷ Ordinary Revenues	▼	71.6	71.6	71.3	70.7	65.9	72.0
Ordinary Income/Loss Ratio	Ordinary Income/Loss ÷ Ordinary Revenues	△	2.2	1.5	2.7	2.4	5.4	2.7
Educational Activities Balance Ratio	Net Income/Loss from Educational Activities ÷ Total Educational Activity Revenues	△	△2.6	△2.0	△1.7	△1.0	△0.1	0.3

*Ordinary Revenues = Total Educational Activity Revenues + Total Non-Educational Activity Revenues.

*Evaluation: "△" indicates that a higher value is better; "▼" indicates that a lower value is better. The national averages are FY2024 figures for university corporations excluding medical and dental school corporations, based on "Today's Private School Finances" published in FY2025 by the Promotion and Mutual Aid Corporation for Private Schools of Japan.

*The meanings of each ratio are explained in "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" on p.49.

4. Segment Information

Segment Information: Statement of Operating Activities

Unit: JPY 100 million

Category	Item	RU	APU	Senior High / Junior High / Primary	Other	Total
Educational Activities	Revenues: Total	749	117	103	10	979
	Expenditures: Total	698	114	116	52	980
	Income/Loss	51	3	△13	△42	△1
Non-Educational Activities	Income/Loss	1	0	1	56	57
Ordinary Income/Loss		51	3	△12	14	56
Special Activities	Income/Loss	△15	△2	17	△0	△0
Net Income/Loss before Allocation to Capital Funds		36	0	5	14	56
Amount Allocated to Capital Funds		△64	△4	△25	△2	△96
Net Income/Loss for the Fiscal Year		△28	△4	△20	12	△40

Segment Information: Cash Flow by Activity

Unit: JPY 100 million

Category	Item	RU	APU	Senior High / Junior High / Primary	Other	Total
Cash Flow from Educational Activities	Total Cash Revenues	749	117	103	10	979
	Total Cash Expenditures	637	107	107	47	897
	Adjustments and Other Items	—	—	—	△0	△0
	Net Cash Flow	112	10	△3	△37	82
Cash Flow from Facility and Equipment Activities	Total Cash Revenues	1	0	1	—	1
	Total Cash Expenditures	61	3	7	6	78
	Adjustments and Other Items	—	—	—	△7	△7
	Net Cash Flow	△60	△3	△7	△13	△83
Cash Flow from Other Activities	Total Cash Revenues	64	6	15	242	327
	Total Cash Expenditures	102	10	9	154	275
	Adjustments and Other Items	—	—	—	△0	△0
	Net Cash Flow	△38	△4	6	88	51
Total Net Cash Flow		14	3	△5	37	50

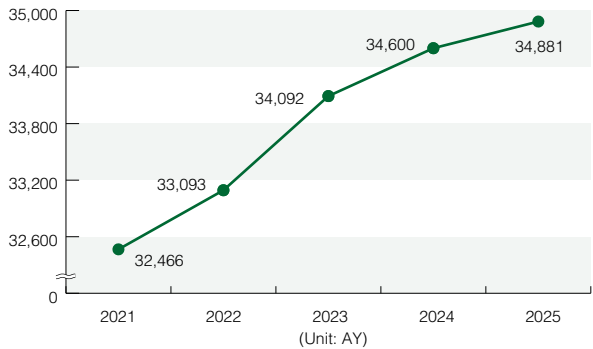
*The main method of classifying segments is by site. The segments are Ritsumeikan University, Ritsumeikan Asia Pacific University, Senior High Schools / Junior High Schools / Primary School, and Other. "Senior High Schools / Junior High Schools / Primary School" includes Ritsumeikan Junior and Senior High School, Ritsumeikan Uji Junior and Senior High School, Ritsumeikan Keicho Junior and Senior High School, Ritsumeikan Morioka Junior and Senior High School, and Ritsumeikan Primary School. "Other" includes the school corporation division.

1. Student Numbers (as of May 1, 2025)

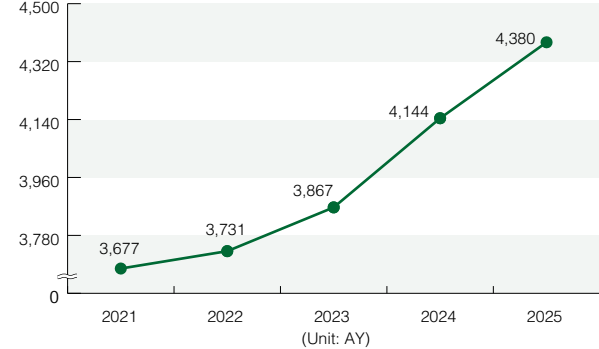
(Unit: Number of Persons)

		2021	2022	2023	2024	2025
Ritsumeikan University	No. of Undergraduate Students	32,466	33,093	34,092	34,600	34,881
	No. of Graduate Students	3,677	3,731	3,867	4,144	4,380
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,224	5,335	5,556	5,896	6,201
	No. of Graduate Students	213	218	240	222	204
Affiliated School	No. of Students	7,396	7,398	7,368	7,339	7,305
Total		48,976	49,775	51,123	52,201	52,971

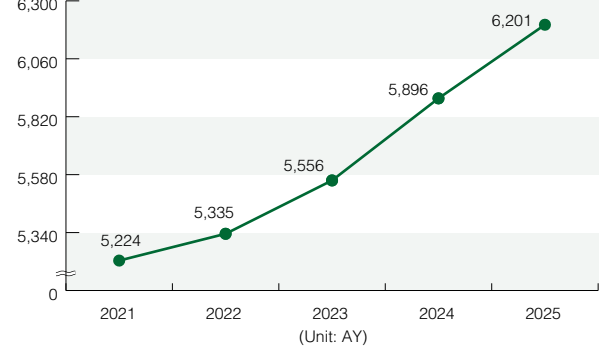
Ritsumeikan University / No. of Undergraduate Students



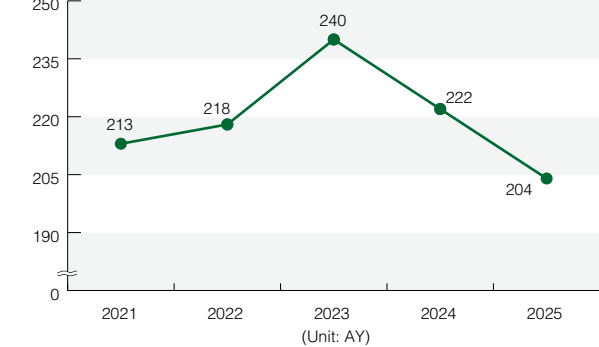
Ritsumeikan University / No. of Graduate Students



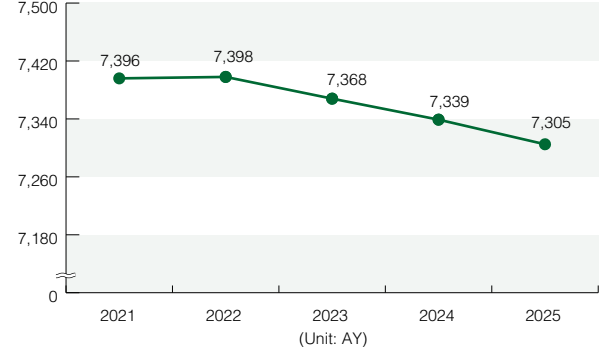
Ritsumeikan Asia Pacific University / No. of Undergraduate Students



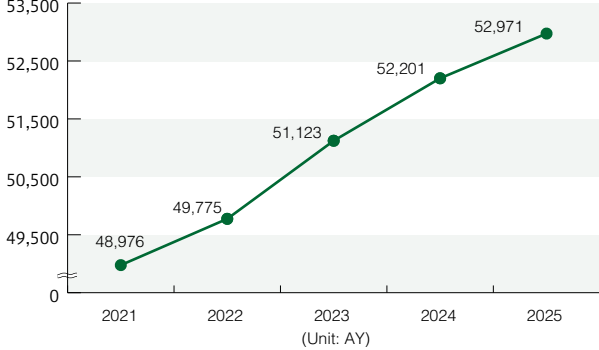
Ritsumeikan Asia Pacific University / No. of Graduate Students



Affiliated School / No. of Students



Total



2. Admissions Statistics (as of March 31, 2026)

Ritsumeikan University / Per College

(Unit: Number of persons)

College	Admission Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	720	7,860	2,804
College of Economics	760	10,523	3,491
College of Business Administration	795	10,930	2,948
College of Social Sciences	810	9,802	2,373
College of Letters	1,035	10,322	3,439
College of Science and Engineering	959	18,925	7,257
College of International Relations	315	2,902	854
College of Policy Science	370	4,241	1,099
College of Information Science and Engineering	475	6,393	2,125
College of Image Arts and Sciences	240	2,543	666
College of Pharmaceutical Sciences	160	2,498	1,168
College of Life Sciences	325	8,014	3,169
College of Sport and Health Science	235	2,966	772
College of Comprehensive Psychology	310	3,340	864
College of Gastronomy Management	320	3,449	824
College of Global Liberal Arts	65	218	162
College of Arts and Design	180	1,476	286
Total	8,074	106,402	34,301

*Does not include transfers.

*The admission capacity for the College of International Relations does not include June (Capacity: 5) and September admissions (Capacity: 40).

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

*The admission 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	Admission Capacity	No. of Applicants	No. of Accepted Applicants
College of Asia Pacific Studies	350	2,092	736
College of International Management	340	1,889	638
College of Sustainability and Tourism	240	1,342	490
Total	930	5,323	1,864

*Only for AY2026 spring admissions.

Ritsumeikan Asia Pacific University /Per Graduate School

(Unit: Number of Persons)

Graduate School	Programs	Admission Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Asia Pacific Studies	Master's	60	105	38
	Doctoral	10	6	2
Graduate School of Management	Master's	40	69	39
Master's Program		100	174	77
Doctoral Program		10	6	2
Total		110	180	79

*Does not include transfers.

*The number of applicants and number of accepted applicants include only the figures for AY2026 spring admissions. The graduate school admission capacity is not divided into spring and fall categories.

Affiliated Junior and Senior High Schools

(Unit: Number of Persons)

Schools	Admission Capacity	No. of Applicants	No. of Accepted Applicants
Ritsumeikan Junior High School	215	668	248
Ritsumeikan Uji Junior High School	180	658	299
Ritsumeikan Keisho Junior High School	180	481	325
Ritsumeikan Moriyama Junior High School	160	697	365
Ritsumeikan Senior High School	360	505	267
Ritsumeikan Uji Senior High School	405	624	298
Ritsumeikan Keisho Senior High School	305	490	432
Ritsumeikan Moriyama Senior High School	320	426	255
Total	2,125	4,549	2,489

*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	Admission Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Law	Master's	50	104	38
	Doctoral	10	1	0
Graduate School of Economics	Master's	50	44	25
	Doctoral	5	4	2
Graduate School of Business Administration	Master's	60	194	60
	Doctoral	15	8	8
Graduate School of Sociology	Master's	60	78	32
	Doctoral	15	15	6
Graduate School of Letters	Master's	105	152	81
	Doctoral	35	23	15
Graduate School of Science and Engineering	Master's	525	590	548
	Doctoral	40	26	25
Graduate School of International Relations	Master's	60	137	46
	Doctoral	10	7	2
Graduate School of Policy Science	Master's	40	67	26
	Doctoral	15	8	6
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	30	48	17
Graduate School of Language Education and Information Science	Master's	60	109	69
School of Law	Professional Degree	70	933	146
Graduate School of Technology Management	Master's	70	138	66
	Doctoral	5	6	6
Graduate School of Management	Professional Degree	150	203	125
Graduate School of Sport and Health Science	Master's	25	48	38
	Doctoral	8	16	14
Graduate School of Image Arts	Master's	10	37	11
Graduate School of Information Science and Engineering	Master's	200	261	239
	Doctoral	15	14	13
Graduate School of Life Sciences	Master's	150	211	187
	Doctoral	15	12	11
Graduate School of Pharmacy	Master's	20	38	35
	Doctoral	3	4	4
	Four-Year Doctoral	3	0	0
Graduate School of Professional Teacher Education	Professional Degree	35	46	42
Graduate School of Human Science	Master's	75	106	71
	Doctoral	20	29	22
Graduate School of Gastronomy Management	Master's	20	45	26
	Doctoral	3	2	1
Graduate School of Science in Arts and Design	Master's	20	32	20
Master's Program		1,600	2,391	1,618
Doctoral Program		214	175	135
Five-Year Doctoral Program		30	48	17
Four-Year Doctoral Program		3	0	0
Professional Degree Program		255	1,182	313
Total		2,102	3,796	2,083

*The number of applicants and number of accepted applicants include only the figures for AY2026 April admissions. The graduate school admissions capacity is not divided into spring and fall categories.

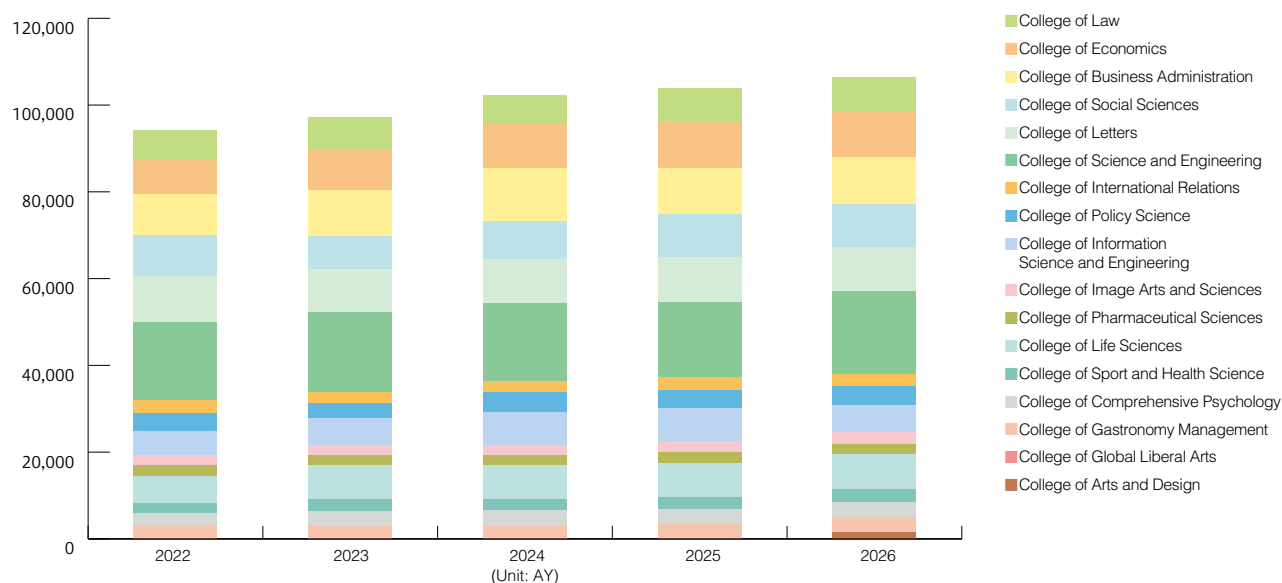
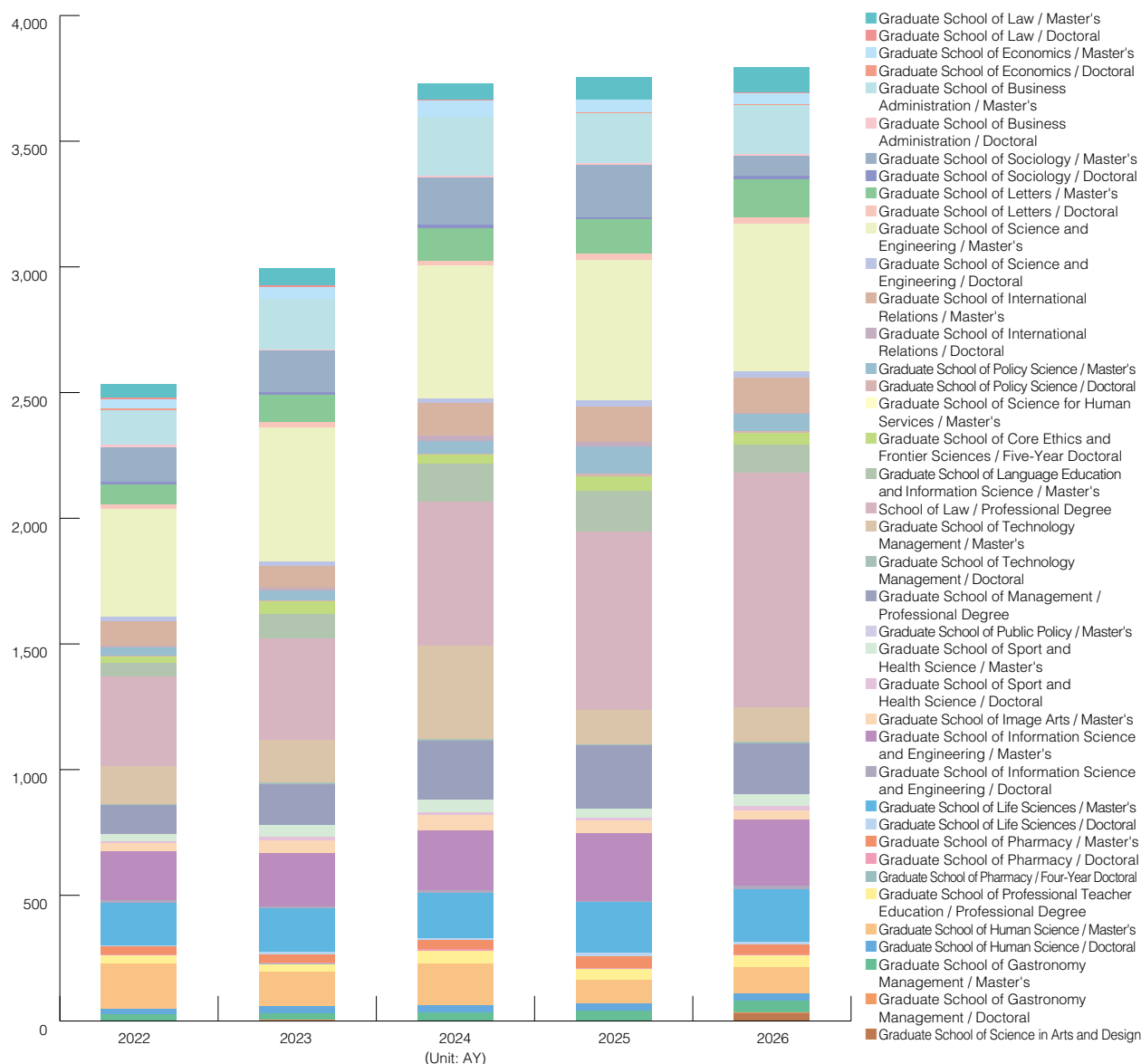
*The figures do not include transfer admissions in the number of applicants and number of accepted applicants.

5 Year Trend in Applicant Numbers (by College and Graduate School) Ritsumeikan University / College (Unit: Number of Persons)

College	2022	2023	2024	2025	2026
College of Law	6,801	7,633	6,540	7,470	7,860
College of Economics	8,035	9,316	10,237	10,784	10,523
College of Business Administration	9,292	10,439	12,294	10,703	10,930
College of Social Sciences	9,434	7,571	8,868	9,953	9,802
College of Letters	10,595	9,837	10,193	10,374	10,322
College of Science and Engineering	18,170	18,657	17,761	17,289	18,925
College of International Relations	2,984	2,415	2,579	2,795	2,902
College of Policy Science	4,079	3,479	4,616	4,328	4,241
College of Information Science and Engineering	5,698	6,297	7,494	7,612	6,393
College of Image Arts and Sciences	2,131	2,213	2,460	2,570	2,543
College of Pharmaceutical Sciences	2,487	2,345	2,337	2,542	2,498
College of Life Sciences	6,409	7,891	7,805	7,726	8,014
College of Sport and Health Science	2,124	2,773	2,613	2,795	2,966
College of Comprehensive Psychology	2,896	3,291	3,570	3,536	3,340
College of Gastronomy Management	2,878	2,940	2,798	3,097	3,449
College of Global Liberal Arts	216	107	132	206	218
College of Arts and Design	–	–	–	–	1,476
Total	94,229	97,204	102,297	103,780	106,402

5 Year Trend in Applicant Numbers (by College and Graduate School) Ritsumeikan University / Graduate Schools (Unit: Number of Persons)

Graduate Schools	Programs	2022	2023	2024	2025	2026
Graduate School of Law	Master's	55	67	67	89	104
	Doctoral	4	6	4	0	1
Graduate School of Economics	Master's	39	50	63	50	44
	Doctoral	4	1	3	5	4
Graduate School of Business Administration	Master's	139	199	231	198	194
	Doctoral	8	4	7	7	8
Graduate School of Sociology	Master's	140	164	190	209	78
	Doctoral	9	14	12	8	15
Graduate School of Letters	Master's	78	105	130	137	152
	Doctoral	18	24	18	23	23
Graduate School of Science and Engineering	Master's	431	531	530	560	590
	Doctoral	16	17	19	24	26
Graduate School of International Relations	Master's	97	90	130	141	137
	Doctoral	10	11	21	19	7
Graduate School of Policy Science	Master's	31	38	50	108	67
	Doctoral	2	4	3	10	8
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	25	52	37	60	48
Graduate School of Language Education and Information Science	Master's	57	96	150	159	109
School of Law	Professional Degree	356	404	573	709	933
Graduate School of Technology Management	Master's	150	170	371	140	138
	Doctoral	5	5	8	2	6
Graduate School of Management	Professional Degree	113	161	234	251	203
Graduate School of Sport and Health Science	Master's	31	49	51	35	48
	Doctoral	8	14	10	14	16
Graduate School of Image Arts	Master's	34	52	61	47	37
Graduate School of Information Science and Engineering	Master's	191	211	240	270	261
	Doctoral	11	7	11	7	14
Graduate School of Life Sciences	Master's	171	175	178	202	211
	Doctoral	2	9	7	12	12
Graduate School of Pharmacy	Master's	32	34	36	49	38
	Doctoral	4	4	6	1	4
	Four-Year Doctoral	0	4	3	3	0
Graduate School of Professional Teacher Education	Professional Degree	33	26	47	41	46
Graduate School of Human Science	Master's	180	136	169	96	106
	Doctoral	21	31	29	26	29
Graduate School of Gastronomy Management	Master's	24	23	29	39	45
	Doctoral	3	6	3	3	2
Graduate School of Science in Arts and Design	Master's	–	–	–	–	32
Master's Programs		1,880	2,190	2,676	2,529	2,391
Doctoral Programs		125	157	161	161	175
Five-Year Doctoral Programs		25	52	37	60	48
Four-Year Doctoral Programs		0	4	3	3	0
Professional Degree Programs		502	591	854	1,001	1,182
Total		2,532	2,994	3,731	3,754	3,796

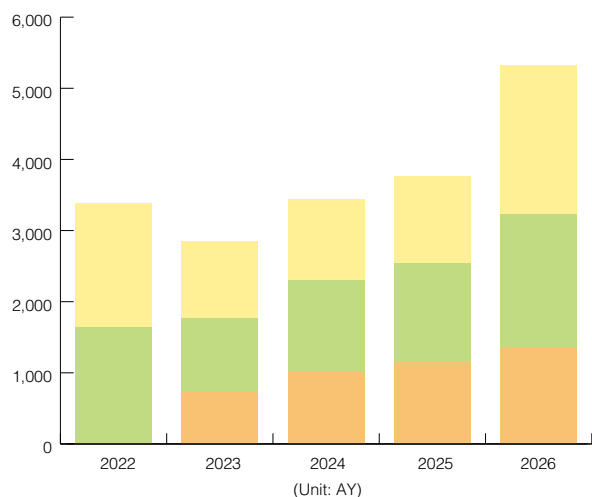


Ritsumeikan Asia Pacific University / College

Spring Enrollment

(Unit: Number of Persons)

College	2022	2023	2024	2025	2026
College of Asia Pacific Studies	1,747	1,086	1,137	1,231	2,092
College of International Management	1,642	1,028	1,288	1,383	1,889
College of Sustainability and Tourism	–	730	1,011	1,151	1,342
Total	3,389	2,844	3,436	3,765	5,323



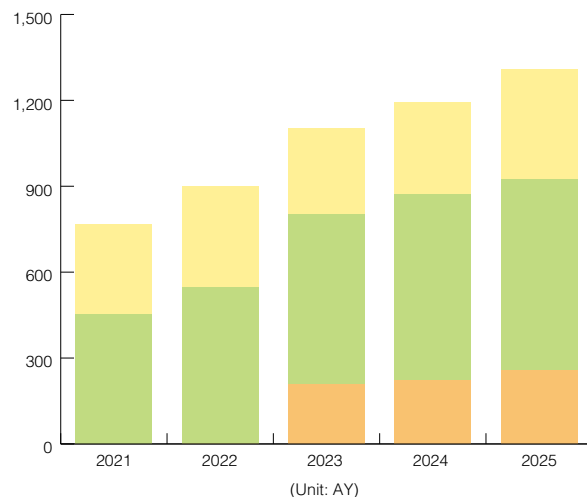
College of Asia Pacific Studies / College of International Management / College of Sustainability and Tourism

Ritsumeikan Asia Pacific University / College

Fall Enrollment

(Unit: Number of Persons)

College	2021	2022	2023	2024	2025
College of Asia Pacific Studies	313	356	302	323	386
College of International Management	454	545	595	649	668
College of Sustainability and Tourism	–	–	207	222	255
Total	767	901	1,104	1,194	1,309



College of Asia Pacific Studies / College of International Management / College of Sustainability and Tourism

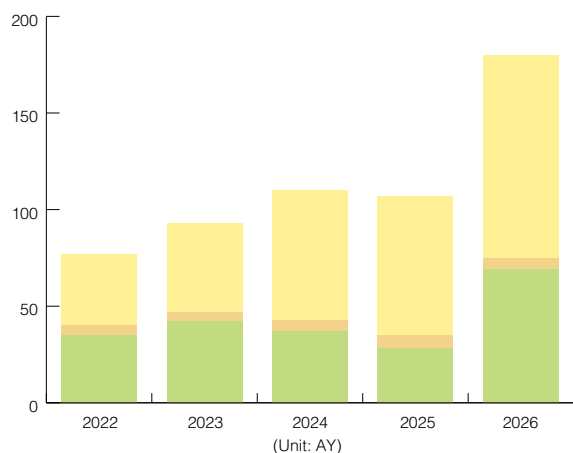
Ritsumeikan Asia Pacific University / Graduate Schools

Spring Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2022	2023	2024	2025	2026
Graduate School of Asia Pacific Studies	Master's	37	46	67	72	105
	Doctoral	5	5	6	7	6
Graduate School of Management	Master's	35	42	37	28	69
Master's Programs		72	88	104	100	174
Doctoral Programs		5	5	6	7	6
Total		77	93	110	107	180

*Only for spring admissions.



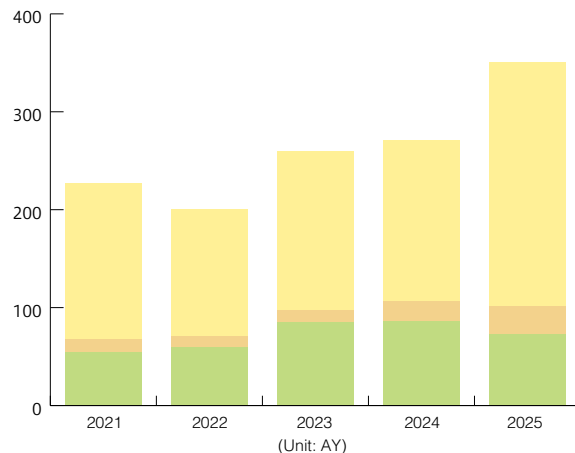
Graduate School of Asia Pacific Studies(Master's)
Graduate School of Asia Pacific Studies(Doctoral)
Graduate School of Management(Master's)

Ritsumeikan Asia Pacific University / Graduate Schools

Fall Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2021	2022	2023	2024	2025
Graduate School of Asia Pacific Studies	Master's	159	129	163	164	250
	Doctoral	13	11	12	21	28
Graduate School of Management	Master's	55	60	85	86	73
Master's Programs		214	189	248	250	323
Doctoral Programs		13	11	12	21	28
Total		227	200	260	271	351



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, 2025)

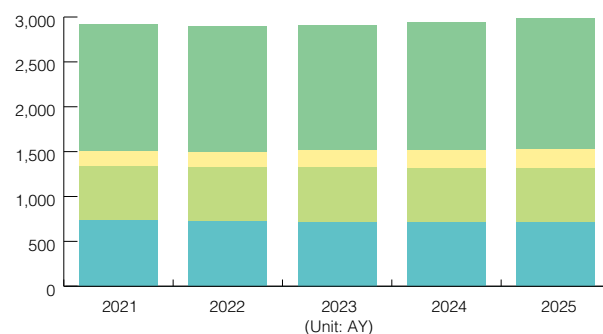
Faculty and Staff Numbers

(Unit: Number of Persons)

		2021	2022	2023	2024	2025
Ritsumeikan University	No. of Faculty	1,413	1,394	1,399	1,435	1,463
Ritsumeikan Asia Pacific University	No. of Faculty	166	175	195	199	212
Affiliated School	No. of Faculty	606	603	605	602	598
Ritsumeikan Trust	No. of Full-Time Staff	734	720	715	712	713
Total		2,919	2,892	2,914	2,948	2,986

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

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



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

Student-Teacher Ratios / Ritsumeikan University

(Unit: Number of Persons)

College	Department	No. of Full-Time Faculty	No. of Enrolled Students Per Full-Time Faculty Member
College of Law	Department of Law	66	47.4
College of Economics	Department of Economics	72	46.2
College of Business Administration	Department of Business Administration	66	42.5
	Department of International Business Administration	15	41.5
	Total	81	42.3
College of Social Sciences	Department of Social Sciences	99	35.5
College of Letters	Department of Humanities	128	35.9
College of Science and Engineering	Department of Electrical and Electronic Engineering	26	28.8
	Department of Mechanical Engineering	30	25.8
	Department of Robotics	18	22.1
	Department of Mathematical Sciences	24	17.3
	Department of Physical Sciences	28	13.4
	Department of Electronic and Computer Engineering	19	24.8
	Department of Architecture and Urban Design	14	27.6
	Department of Civil and Environmental Engineering	28	26.4
	Total	187	23.0
College of International Relations	Department of International Relations	54	26.8
	American University Ritsumeikan University Joint Degree Program	21	3.6
	Total	61	25.0
College of Policy Science	Department of Policy Science	49	35.4
College of Information Science and Engineering	Department of Information Science and Engineering	101	20.8
College of Image Arts and Sciences	Department of Image Arts and Sciences	39	22.8
College of Pharmaceutical Sciences	Department of Pharmacy	51	12.2
	Department of Pharmaceutical Sciences	12	21.7
	Total	63	14.0
College of Life Sciences	Department of Applied Chemistry	22	19.5
	Department of Biotechnology	19	19.9
	Department of Bioinformatics	14	20.7
	Department of Biomedical Sciences	16	16.7
	Total	71	19.2
College of Sport and Health Science	Department of Sport and Health Science	39	26.3
College of Comprehensive Psychology	Department of Comprehensive Psychology	39	31.9
College of Gastronomy Management	Department of Gastronomy Management	33	42.6
College of Global Liberal Arts	Department of Global Liberal Arts	23	18.3

*Thirteen professors and one associate professor 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	Department of Asia Pacific Studies	40	28.4
College of International Management	Department of International Management	41	32.3
College of Sustainability and Tourism	Department of Sustainability and Tourism	29	13.0

4. International Exchange

Number of Students Sent Overseas (AY2025, total no. of students)(as of March 31, 2026)

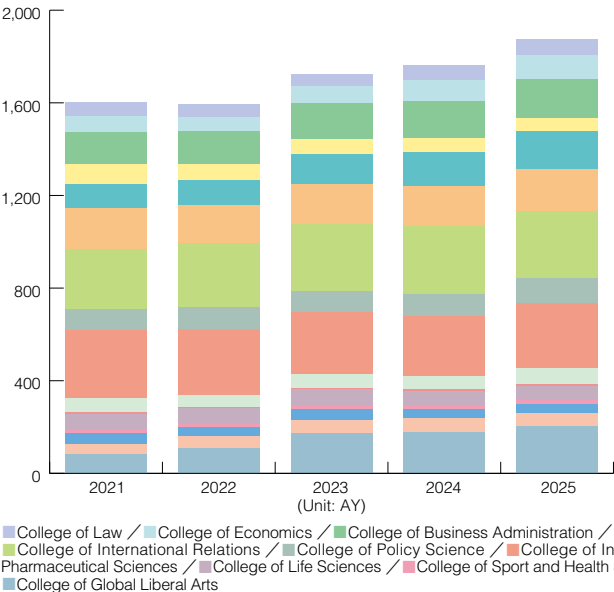
(Unit: Number of Persons)		(Unit: Number of Persons)		(Unit: Number of Persons)	
College etc	Number of Students Sent Overseas	College etc	Number of Students Sent Overseas	College etc	Number of Students Sent Overseas
College of Law	110	College of International Relations	137	College of Sport and Health Science	36
College of Economics	130	College of Policy Science	102	College of Comprehensive Psychology	44
College of Business Administration	191	College of Information Science and Engineering	74	College of Gastronomy Management	90
College of Social Sciences	163	College of Image Arts and Sciences	30	College of Global Liberal Arts	86
College of Letters	280	College of Pharmaceutical Sciences	18	Graduate Schools	62
College of Science and Engineering	84	College of Life Sciences	55	Total	1,692

*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).

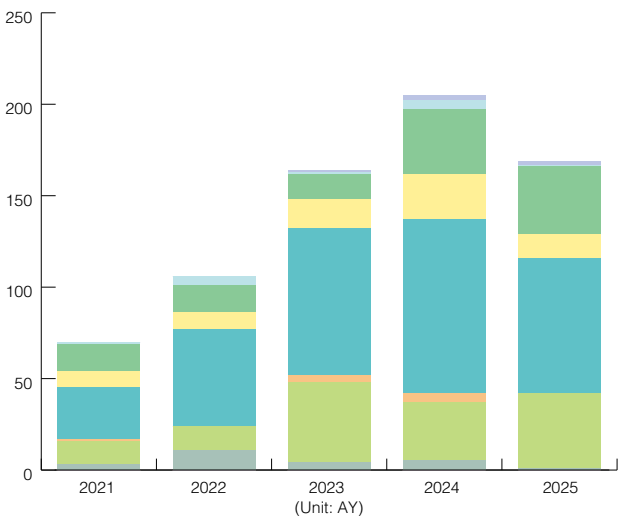
Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2025)
Ritsumeikan University / College

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
College of Law	61	52	55	62	69	0	0	1	3	2
College of Economics	67	59	71	91	105	1	5	1	5	1
College of Business Administration	141	146	158	160	165	15	15	14	35	37
College of Social Sciences	83	68	62	61	58	9	9	16	25	13
College of Letters	105	108	132	147	165	28	53	80	95	74
College of Science and Engineering	178	165	173	172	179	1	0	4	5	0
College of International Relations	260	277	286	295	291	13	13	44	32	41
College of Policy Science	88	96	95	94	108	3	11	4	5	1
College of Information Science and Engineering	296	282	268	258	278	0	0	0	0	0
College of Image Arts and Sciences	59	51	57	57	69	0	0	0	0	0
College of Pharmaceutical Sciences	10	7	7	8	7	0	0	0	0	0
College of Life Sciences	67	67	73	66	64	0	0	0	0	0
College of Sport and Health Science	14	13	14	11	14	0	0	0	0	0
College of Comprehensive Psychology	45	40	44	40	42	0	0	0	0	0
College of Gastronomy Management	43	50	59	61	54	0	0	0	0	0
College of Global Liberal Arts	85	110	172	177	205	0	0	0	0	0
Total	1,602	1,591	1,726	1,760	1,873	70	106	164	205	169

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students

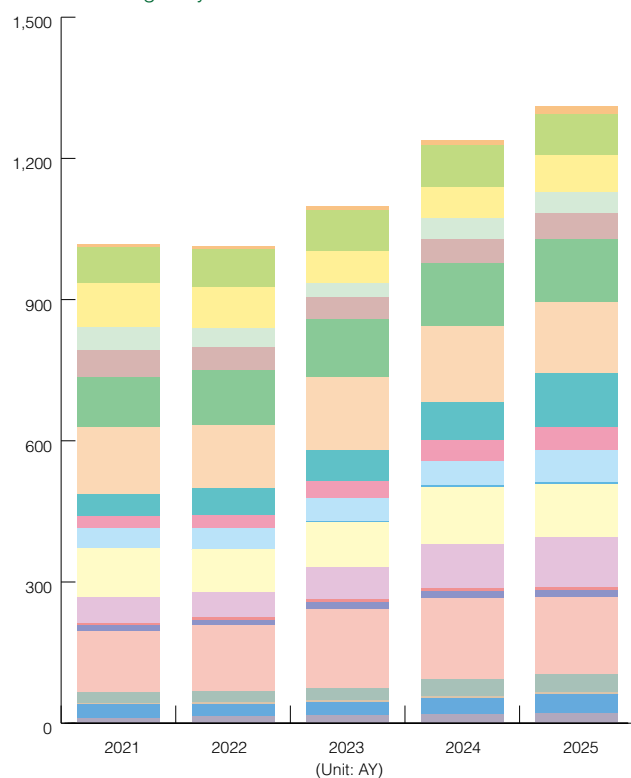


Ritsumeikan University / Graduate School

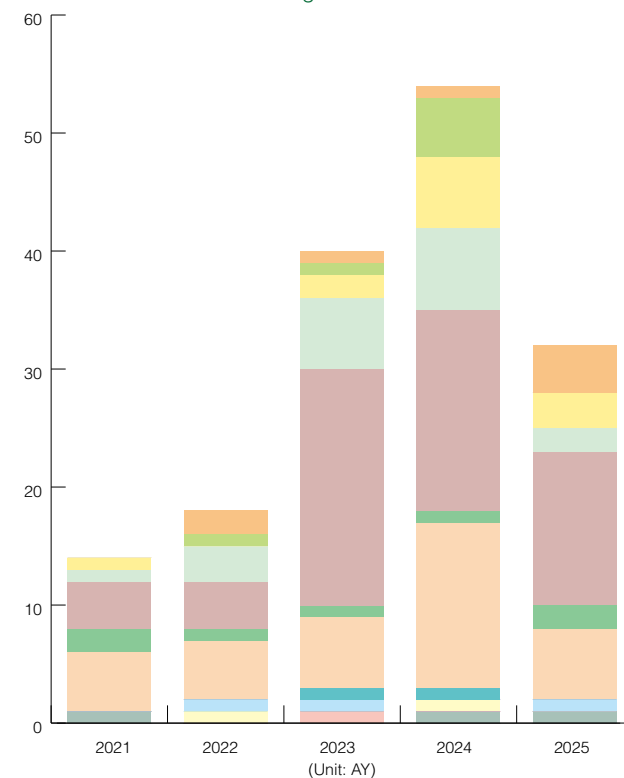
(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Graduate School of Law	6	6	7	12	15	0	2	1	1	4
Graduate School of Economics	78	81	89	88	89	0	1	1	5	0
Graduate School of Business Administration	92	87	67	66	77	1	0	2	6	3
Graduate School of Sociology	50	40	30	45	46	1	3	6	7	2
Graduate School of Letters	57	49	46	50	56	4	4	20	17	13
Graduate School of Science and Engineering	105	116	124	135	134	2	1	1	1	2
Graduate School of International Relations	144	135	154	162	149	5	5	6	14	6
Graduate School of Policy Science	46	57	67	79	116	0	0	1	1	0
Graduate School of Core Ethics and Frontier Sciences	27	29	37	46	48	0	0	0	0	0
Graduate School of Language Education and Information Science	41	43	48	51	68	0	1	1	0	1
School of Law	0	0	1	3	5	0	0	0	0	0
Graduate School of Technology Management	105	91	97	121	113	0	1	0	1	0
Graduate School of Management	55	54	67	95	105	0	0	0	0	0
Graduate School of Sport and Health Science	4	6	7	6	6	0	0	0	0	0
Graduate School of Image Arts	13	10	15	15	16	0	0	0	0	0
Graduate School of Information Science and Engineering	129	141	167	172	164	0	0	1	0	0
Graduate School of Life Sciences	24	24	27	36	37	1	0	0	1	1
Graduate School of Pharmacy	2	3	3	3	5	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	30	27	29	35	40	0	0	0	0	0
Graduate School of Gastronomy Management	10	14	16	19	21	0	0	0	0	0
Total	1,018	1,013	1,098	1,239	1,310	14	18	40	54	32

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

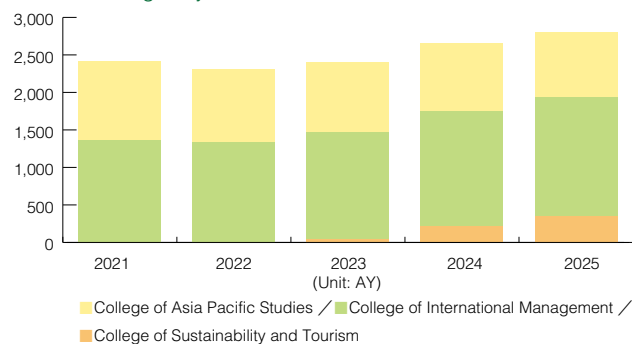
Ritsumeikan Asia Pacific University / College

(Unit: Number of Persons)

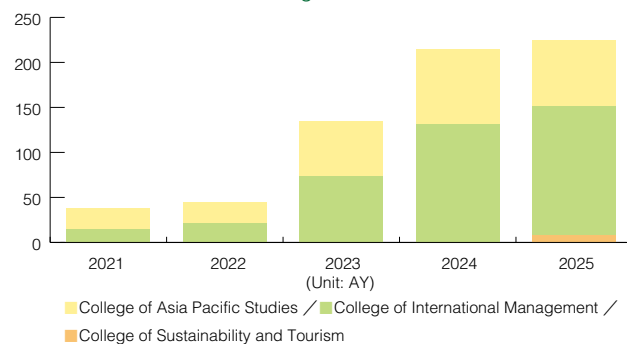
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
College of Asia Pacific Studies	1,052	967	933	899	878	23	24	61	83	74
College of International Management	1,370	1,341	1,422	1,542	1,584	15	21	74	132	143
College of Sustainability and Tourism	–	–	51	212	347	–	–	0	0	8
Total	2,422	2,308	2,406	2,653	2,809	38	45	135	215	225

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students

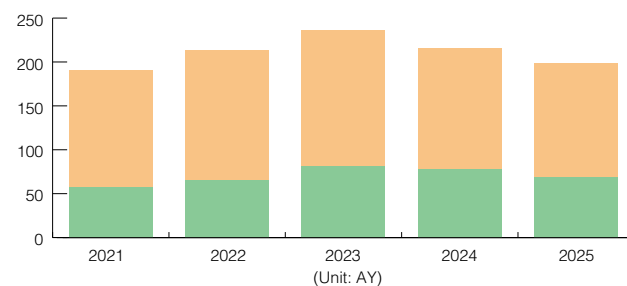


Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2021	2022	2023	2024	2025
Graduate School of Asia Pacific Studies	134	148	154	137	129
Graduate School of Management	57	66	82	78	69
Total	191	214	236	215	198

*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.



Ritsumeikan University International Students

(Unit: Number of Persons)

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Graduate		
China	1,021	962	42	2,025
South Korea	509	36	32	577
Indonesia	46	47	0	93
Taiwan	38	32	5	75
Vietnam	32	24	0	56
India	21	20	0	41
Malaysia	29	5	0	34
Myanmar	28	6	0	34
Bangladesh	10	9	0	19
Hong Kong	13	4	1	18
Thailand	5	8	4	17
Pakistan	2	14	0	16
Mongolia	8	3	0	11
Singapore	7	1	1	9
Nepal	3	6	0	9
Cambodia	1	7	0	8
Laos	0	7	0	7
Philippines	4	2	0	6
Sri Lanka	1	2	1	4
Brunei	0	2	0	2
Macao	1	0	0	1
Bhutan	0	1	0	1
Asia Subtotal	1,779	1,198	86	3,063
Turkey	4	4	0	8
Afghanistan	0	4	0	4
Israel	0	2	0	2
Bahrain	0	1	0	1
Kuwait	0	1	0	1
Oman	0	1	0	1
Middle East Subtotal	4	13	0	17
Maldives	0	6	0	6

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Graduate		
Egypt	0	5	1	6
Ghana	0	5	0	5
Nigeria	0	3	0	3
Burkina Faso	0	2	0	2
Ethiopia	0	2	0	2
Uganda	0	2	0	2
Morocco	0	1	0	1
Gabon	0	1	0	1
Mali	0	1	0	1
Namibia	0	1	0	1
Africa Subtotal	0	29	1	30
U.S.A	44	12	30	86
Canada	5	0	4	9
Mexico	1	2	4	7
Peru	3	0	0	3
Belize	0	1	0	1
Colombia	0	1	0	1
Cuba	0	1	0	1
Guatemala	0	1	0	1
Honduras	0	1	0	1
North America & Latin America and the Caribbean Subtotal	53	19	38	110
Australia	13	0	8	21
Solomon Islands	0	1	0	1
Oceania Subtotal	13	1	8	22
France	2	1	15	18
Kyrgyz	0	15	0	15
Spain	3	2	8	13
Germany	2	3	7	12
U.K.	1	1	9	11

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Graduate		
Norway	1	1	7	9
Italy	1	4	3	8
Tajikistan	0	7	0	7
Uzbekistan	0	7	0	7
Switzerland	3	0	3	6
Ukraine	3	0	1	4
Russia	2	2	0	4
Sweden	1	1	1	3
Denmark	0	0	3	3
Kazakhstan	2	0	0	2
Lithuania	2	0	0	2
Austria	1	0	1	2
Hungary	0	1	1	2
Romania	0	1	1	2
Finland	0	0	2	2
Portugal	0	0	2	2
Albania	0	1	0	1
Belarus	0	1	0	1
Poland	0	1	0	1
Slovenia	0	1	0	1
Czech	0	0	1	1
Estonia	0	0	1	1
Netherlands	0	0	1	1
Slovak	0	0	1	1
Europe Subtotal	24	50	68	142
Total	1,873	1,310	201	3,384
Kinugasa Campus	583	382	156	1,121
Biwako-Kusatsu Campus	423	292	4	719
Osaka Ibaraki Campus	867	631	41	1,539
Suzaku Campus	0	5	0	5

*International students are students with the status of residence (visa) of "Student."

*Non-degree students include special auditing students, research students, and students of other similar status.

Ritsumeikan Asia Pacific University International Students

(Unit: Number of Persons)

Country / Area	Under graduate	Graduate	Non-Degree Students	Total	Country / Area	Under graduate	Graduate	Non-Degree Students	Total	Country / Area	Under graduate	Graduate	Non-Degree Students	Total
Myanmar	466	8	0	474	Cote d'Ivoire	2	1	0	3	Palau	3	0	0	3
Indonesia	382	16	2	400	Tunisia	0	0	3	3	New Zealand	1	0	0	1
China	277	20	18	315	Gambia	2	0	0	2	Micronesia	1	0	0	1
South Korea	272	2	3	277	Zimbabwe	2	0	0	2	Oceania Subtotal	29	10	3	42
Thailand	219	5	0	224	Botswana	1	1	0	2	France	26	1	19	46
Bangladesh	206	17	0	223	Eritrea	1	0	0	1	Uzbekistan	34	1	0	35
Vietnam	199	13	1	213	Zambia	1	0	0	1	U.K.	6	0	7	13
Mongolia	97	4	0	101	Sudan	1	0	0	1	Norway	2	0	9	11
India	89	9	2	100	Burkina Faso	1	0	0	1	Italy	4	2	3	9
Taiwan	64	2	6	72	Lesotho	1	0	0	1	Germany	3	0	6	9
Nepal	61	2	0	63	Eswatini	0	1	0	1	Tajikistan	0	7	0	7
Sri Lanka	51	8	0	59	Cameroon	0	1	0	1	Netherlands	5	0	0	5
Philippines	36	4	1	41	Djibouti	0	1	0	1	Sweden	5	0	0	5
Malaysia	33	1	2	36	Togo	0	1	0	1	Kazakhstan	3	1	1	5
Cambodia	18	3	0	21	Namibia	0	1	0	1	Finland	3	1	1	5
Pakistan	13	5	0	18	Madagascar	0	1	0	1	Austria	3	0	2	5
Singapore	8	0	2	10	Malawi	0	1	0	1	Czech	3	0	2	5
Brunei	0	0	4	4	Africa Subtotal	82	38	7	127	Russia	1	1	3	5
Laos	2	2	0	4	U.S.A	48	4	26	78	Ukraine	4	0	0	4
Bhutan	3	0	0	3	Mexico	9	1	4	14	Kyrgyz	1	3	0	4
Asia Subtotal	2,496	121	41	2,658	Canada	5	0	5	10	Hungary	1	0	2	3
Turkey	1	0	1	2	Brazil	7	0	1	8	Switzerland	0	0	3	3
Iran	0	2	0	2	Colombia	3	0	0	3	Denmark	2	0	0	2
Iraq	1	0	0	1	Chile	2	0	0	2	Latvia	2	0	0	2
Syrian	1	0	0	1	Panama	2	0	0	2	Bulgaria	1	0	1	2
Jordan	0	1	0	1	Paraguay	2	0	0	2	Belarus	1	0	1	2
Middle East Subtotal	3	3	1	7	Venezuela	2	0	0	2	Lithuania	0	0	2	2
Tanzania	5	8	0	13	Bolivia	2	0	0	2	Estonia	1	0	0	1
Liberia	9	2	0	11	Peru	1	0	1	2	Georgia	1	0	0	1
Kenya	9	1	0	10	Ecuador	1	0	0	1	Turkmenistan	1	0	0	1
Nigeria	8	2	0	10	Costa Rica	1	0	0	1	Belgium	1	0	0	1
Egypt	4	1	4	9	Argentina	0	1	0	1	Republic of Moldova	0	1	0	1
South Africa	8	0	0	8	Nicaragua	0	1	0	1	Ireland	0	0	1	1
Ethiopia	4	4	0	8	North America & South America Subtotal	85	7	37	129	Romania	0	0	1	1
Ghana	4	3	0	7	Fiji	7	2	0	9	Europe Subtotal	114	18	64	196
Rwanda	6	0	0	6	Samoa	6	2	0	8	Stateless/Other	0	1	0	1
Somalia	4	1	0	5	Papua New Guinea	5	3	0	8	Stateless/Other Subtotal	0	1	0	1
Sierra Leone	3	1	0	4	Tonga	3	1	0	4	International Students	2,809	198	153	3,160
Morocco	3	1	0	4	Solomon Islands	2	2	0	4	Domestic Students	3,342	7	32	3,381
Uganda	2	2	0	4	Australia	1	0	3	4	Total	6,151	205	185	6,541
Mozambique	1	3	0	4										

*International students are students with the status of residence (visa) of "Student."

*Domestic students include foreign nationals residing in Japan whose status of residence is not "Student."

*Non-degree students, etc. include non-degree students and special auditing students.

5. Number of Degrees Granted (as of March 31, 2026)

	Degree	Number
Ritsumeikan University Graduate School	Doctoral	144
	Master's	1,418
	Professional	210

	Degree	Number
Ritsumeikan Asia Pacific University Graduate School	Doctoral	5
	Master's	81

6. Number of Students Passing Difficult Examinations (as of 2025)

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	171
2	Kyoto University	112
3	Waseda University	76
3	Hokkaido University	76
5	Tohoku University	72
6	Ritsumeikan University	62
7	Chuo University	58
8	Institute of Science Tokyo	54
9	Osaka University	52
9	Keio University	52

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	Waseda University	150
2	Kyoto University	128
3	Keio University	118
4	University of Tokyo	116
5	Chuo University	77
6	Hitotsubashi University	61
7	Kobe University	56
8	Tohoku University	49
9	Osaka University	48
10	Doshisha University	40
14	Ritsumeikan University	22

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

Rank	University	Number
1	Keio University	177
2	Waseda University	149
3	Meiji University	81
4	Chuo University	64
4	Doshisha University	64
6	Ritsumeikan University	55
7	University of Tokyo	54
8	Kyoto University	49
9	Kobe University	44
10	Hitotsubashi University	41

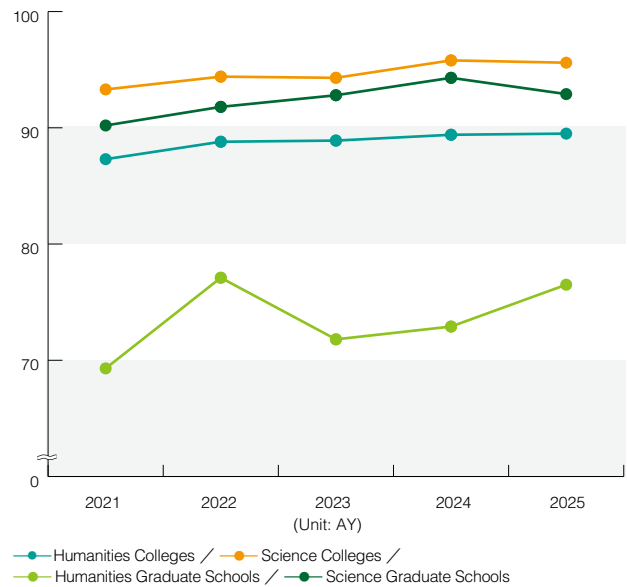
(Mitakai survey of CPAs)

7. Post-graduation Career Paths (as of March 31, 2026)

Ritsumeikan University / Advancement Rate (Unit: %)

	2021	2022	2023	2024	2025
Humanities Colleges	87.3	88.8	88.9	89.4	89.5
Science Colleges	93.3	94.4	94.3	95.8	95.6
Humanities Graduate Schools	69.3	77.1	71.8	72.9	76.5
Science Graduate Schools	90.2	91.8	92.8	94.3	92.9

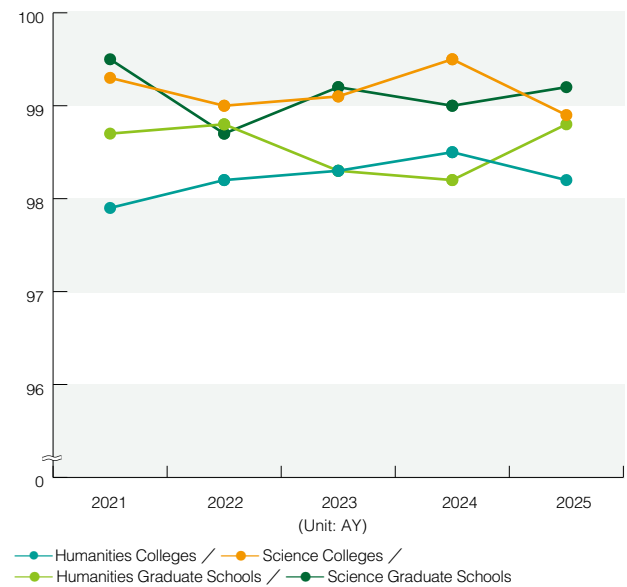
*Advancement Rate = (Job Placement + Advancement) ÷ No. of Graduates × 100.
*The Number of Graduates Includes Spring Semester and Accelerated Program Graduates.
*Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant, or faculty member), 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: %)

	2021	2022	2023	2024	2025
Humanities Colleges	97.9	98.2	98.3	98.5	98.2
Science Colleges	99.3	99.0	99.1	99.5	98.9
Humanities Graduate Schools	98.7	98.8	98.3	98.2	98.8
Science Graduate Schools	99.5	98.7	99.2	99.0	99.2

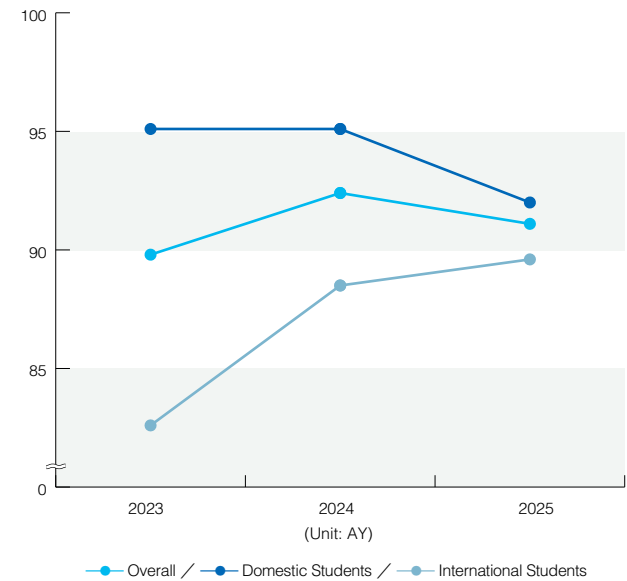
*Known Advancement Rate = (Job placement + Advancement + Other) ÷ No. of Graduates × 100.
*The Number of Graduates Includes Spring Semester and Accelerated Program Graduates.
*Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant, or faculty member), students who continue to work (e.g., adult learners), sole proprietors, students who sign professional contracts, freelancers, entrepreneurs, and students with prospective employment.
*Advancement: This refers to advancement to graduate schools in Japan, universities or graduate schools in other countries, other universities and other post-secondary schools.
*Other: This figure refers to individuals who are preparing for certification testing or applying to a graduate school, individuals who intend to continue their job search, individuals with no intention of searching for employment, individuals engaged in part-time work, individuals who returned to their home countries, individuals on study abroad etc.



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

	2023	2024	2025
Overall	89.8	92.4	91.1
Domestic Students	95.1	95.1	92.0
International Students	82.6	88.5	89.6

*Job placement rate = Successful hires ÷ job seekers × 100.
*Includes fall graduates.
*Successful hires: This figure refers to individuals who were employed (by private companies, as public servants, or as teachers), individuals who continued in jobs they held while enrolled, individuals who joined family businesses, and individuals who started businesses.



Ritsumeikan University / Job placement statistics by industry

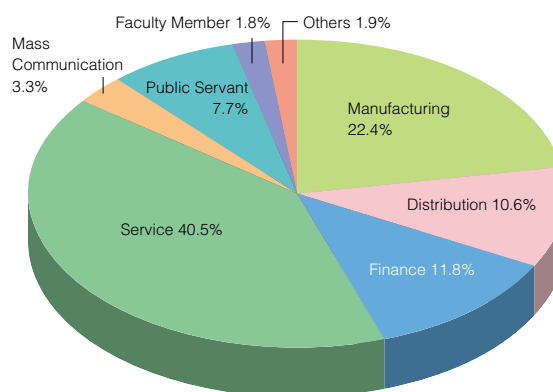
Industry	Ratio
Manufacturing	22.4%
Distribution	10.6%
Finance	11.8%
Service	40.5%
Mass Communication	3.3%
Public Servant	7.7%
Faculty Member	1.8%
Others	1.9%

*Includes September 2025 and March 2026 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.

*Industry classifications are based on Ritsumeikan University's own criteria.

*Because the percentages for each industry are rounded to one decimal place, the total may not equal 100%.



Ritsumeikan Asia Pacific University / Job placement statistics by industry

Industry	Ratio
Manufacturing	16.7%
Distribution	11.3%
Finance	5.6%
Service (Include telecommunication industry and Mass communication.)	49.3%
Public Servant	3.8%
Others	13.3%

*Includes September 2025 and March 2026 graduates.

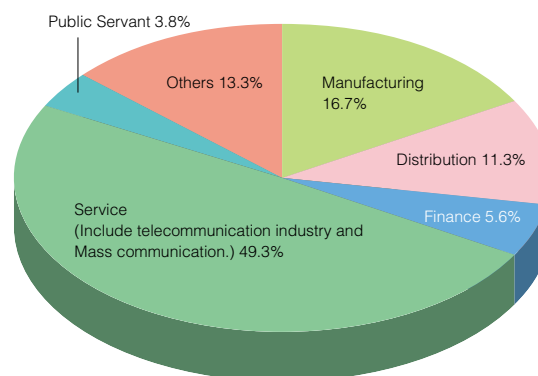
*Includes graduate students who completed their degrees.

*Includes international Students.

*Civil Service includes graduates who work for administrative organizations in Japan as well as overseas.

*Others include graduates employed by foreign companies, those working in family businesses, those who started their own businesses, and those whose industry of employment is unknown.

*Because the percentages for each industry are rounded to one decimal place, the total may not equal 100%.



8. Research Funds (as of March 31, 2026)

Ritsumeikan University

2025 Academic Year		Number	Amount(JPY)
Public Research Funding	Grants-in-Aid for Scientific Research (MEXT / JSPS) *1	803	1,647,373,963
	Other Public Research Funding*2	182	5,173,014,438
Research Funding for Industry-Academia Cooperation	Contracted Research and commissioned projects	200	392,521,903
	Joint research	182	399,622,003
	Grants and Subsidies etc.	113	111,648,560
	Private Research Funding	95	239,409,625
	Revenue from Patents etc *3	28	5,896,623
	Other revenue*4	392	20,656,600
Total		1,995	7,990,143,715

*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: Program for Forming Japan's Peak Research Universities (J-PEAKS)(JSPS), 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), 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, revenue from external use of the SR Center, and revenue from practical training courses.

Supplementary Schedules to the Operating Report

The Supplementary Schedules to the Operating Report for FY2025 contain no significant matters that supplement the content of the Operating Report as prescribed in Article 103, Paragraph 2 of the Private School Act and Article 29, Paragraph 3 of the Regulation for Enforcement of the Private School Act.



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