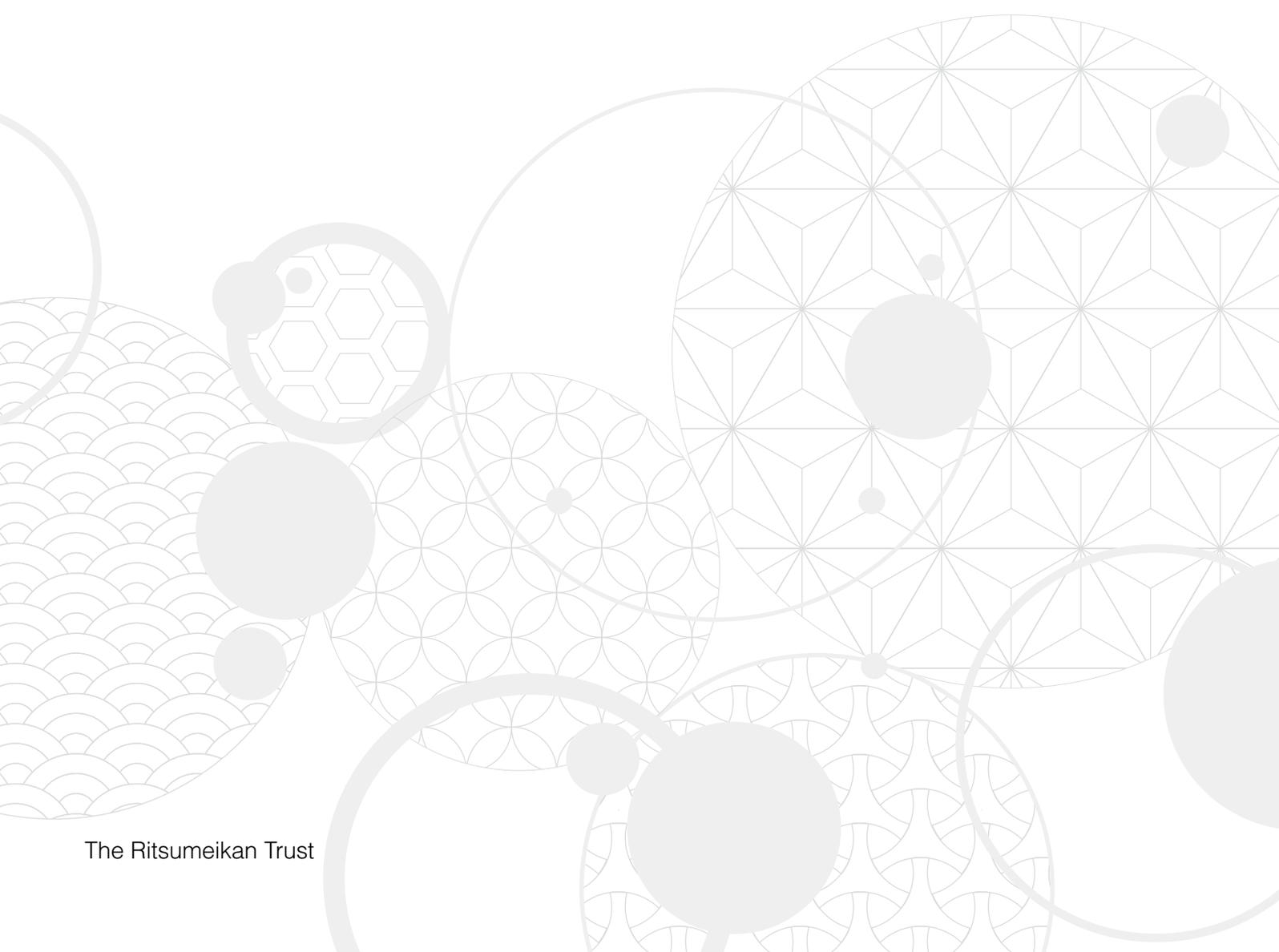


AY 2020

Operating Report

2020 RITSUMEIKAN OPERATING REPORT

The Ritsumeikan Trust

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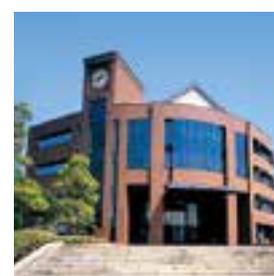
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On the Issuance of the AY2020 Operating Report

We established the R2020 Academy Vision to serve as Ritsumeikan's vision for the Academy in the year 2020 and have been undertaking initiatives under the R2020 Plan, the mid-term plan that was formulated to realize this vision. The 2020 academic year marked the final year of the R2020 Second Half Plan (AY2016 - 2020), and the year began with us having to respond to the COVID-19 pandemic. Giving the utmost priority to protecting the lives, health, safety, and peace of mind of our students, faculty, and staff amid this pandemic, we instituted infection prevention measures, and we continued to provide education and conduct research by offering an emergency relief package (totaling ¥2.5 billion) and reinforcing the learning and student life environment, including the provision of online classes, study abroad programs, and student exchange initiatives. With restrictions on in-person activities and activities involving travel, we were forced to change our initial plans for a wide range of events including the commemoration of the 150th anniversary of the founding Ritsumeikan and the 120th anniversary of the Ritsumeikan Academy; however, by leveraging the digital transformation (DX) to offer online classes and other initiatives, we established many outstanding practices that could lead to new possibilities.

In the final year of the R2020 Second Half Plan, Ritsumeikan University i) enhanced its graduate schools by establishing the Master's Program in Pharmaceutical Sciences in the Graduate School of Pharmacy and preparing to establish the Doctoral Program in the Graduate School of Gastronomy Management and the Doctoral Program in Pharmaceutical Sciences in the Graduate School of Pharmacy, ii) reformed liberal arts education in its undergraduate programs, iii) ranked third place among private universities for the first time in both the amount and number of grant-in-aid funding received, and iv) propelled research forward with external funding secured for projects overseen by the Ritsumeikan Global Innovation Research Organization (R-GIRO). Furthermore, on the mid-term evaluation conducted by MEXT for the Top Global University Project (SGU Project), Ritsumeikan University was given an 'A' grade in recognition of its collaborative educational programs with foreign universities.

Meanwhile, Ritsumeikan Asia Pacific University made progress with research including projects undertaken in the final year of MEXT's Private University Branding Project, secured its second international accreditation (AMBA) for the field of management, and earned the highest possible 'S' grade on the mid-term evaluation for the SGU Project. In this way, APU further stepped up its efforts to promote globalization.

In terms of integrated education, the affiliated schools moved forward with distinctive initiatives amid the rise of globalization and ICT, as evidenced by Super Science High

School (SSH) designations and selection for the Project for the Creation of Worldwide Learning (WWL) Consortia as well as the pursuit of inquiry-based education that seeks to provide students with solid academic ability and encourage them to seek solutions to social issues.

Furthermore, together with our response to the COVID-19 pandemic and the initiatives undertaken in the final year of the R2020 Second Half Plan, we formulated the Challenge Design based on the R2030 Academy Vision as a new mid-term plan and compiled our major operational strategies in the AY2021 Academic Management Plan and the R2030 First Half Plan (AY2021 - AY2025), all while incorporating our response to the changes brought about by the COVID-19 pandemic.

This spring, we started implementing various measures in a range of projects with an eye on realizing the R2030 Academy Vision by the year 2030. Ritsumeikan University will advance its education and research as it aims to become a next-generation research university and produce emerging talent, and APU will further evolve as an internationally competitive global university. As a comprehensive academy, each of our schools plan to take on new challenges to further deepen inquiry-based learning through 18 years of integrated education that encompasses the elementary, junior high, high school, university, and graduate school levels.

This report was formulated to communicate the Academy's initiatives for AY2020 to all of our stakeholders. Despite there being no clear end in sight to the COVID-19 pandemic, we must fulfill our social responsibility to continue providing education and conducting research while providing our students at every level of education with the support they need.

We kindly request your continued understanding and support.

May 28, 2021



The Ritsumeikan Trust
Chairperson of the Board of Trustees
Tomomi Morishima



The Ritsumeikan Trust
Chancellor
Yoshio Nakatani

1. Founding Spirit and Educational Philosophy

Ritsumeikan traces its roots to the private school of the same name founded in the Kyoto Imperial Palace in 1869 by Prince Kinmochi Saionji, one of the most prominent politicians and internationalists of Japan's modern era. The founder of the Ritsumeikan Academy, Kojuro Nakagawa inherited the spirit of this school, and made the founding philosophy of the Academy "Freedom and Innovation". Later, upon reflection of the painful experiences of World War II, "Peace and Democracy" were

established as the educational philosophy of Ritsumeikan. Ritsumeikan pursues the creation of universal values based on academic freedom and searches for solutions to the pressing issues facing humankind, through educational endeavors based on its founding spirit and educational ideals, in order "to believe in the future, to live for the future". The Academy will foster learning and the development of individual talents in order to nurture just and ethical global citizens.

1-1. The Ritsumeikan Charter

The Ritsumeikan Charter

Ritsumeikan traces its roots to Prince Saionji's private academy of the same name, established in 1869. It was officially founded in 1900 by his protégé, Kojuro Nakagawa, as the Kyoto Hosei Gakko (Kyoto School of Law and Politics), later to take on the name "Ritsumeikan". The name is derived from a passage in the Jinxin chapter of the Discourses of Mencius, and means "a place to establish one's destiny through cultivating one's mind".

Ritsumeikan's founding ideals are "freedom and innovation" and, reflecting upon its wartime experience, it committed itself to a core educational philosophy of "peace and democracy" after World War II.

Ritsumeikan has faced the challenges of the times by pursuing an independent path to rise above adversity and has become the comprehensive private educational institution that it is today through extensive cooperation and support from both within and outside Japan.

Ritsumeikan, as a Japanese institution located in the Asia Pacific region, is committed to sincerely reflecting upon history and to building an institution where many cultures coexist in the spirit of international mutual understanding.

Ritsumeikan will build relationships of trust, through research and education, as well as sports and cultural activities, and establish its roots in the local community, to create an academic institution open to international society.

Ritsumeikan will strive to strengthen links with society and promote its institutional development by fully utilizing the characteristics of a private academic institution, the participation of its faculty, staff, and students, and the support of alumni and parents, while respecting the principles of autonomy, democracy, transparency, non-violence, and justice.

Ritsumeikan will pursue the creation of universal values based on academic freedom and search for solutions to the pressing issues facing humankind, with its educational endeavors based on its founding spirit and educational ideals, bearing in mind "to believe in the future, to live for the future". Ritsumeikan will foster learning and the development of individual talents in order to nurture just and ethical global citizens.

Ritsumeikan, as an institute of education and research, pledges to promote peace, democracy and sustainable development in Japan and throughout the world, in keeping with the spirit of this Charter.

July 21, 2006 The Ritsumeikan Trust

1-2. R2020 – Our Vision for Ritsumeikan in 2020 –

R2020 Academy Vision

In accordance with the spirit of the Ritsumeikan Charter, we have proposed the R2020 Academy Vision as an image of the Ritsumeikan Academy in the year 2020.

The logo features a large, bold, red letter 'R' on the left, followed by the numbers '2020' in a black, sans-serif font. The '2' and '0' are slightly larger than the other digits.

"Creating a Future Beyond Borders"

To create a peaceful and sustainable future for humankind and the world:

Our aim is to transcend the myriad “borders” of ourselves, organizations, regions, nations and systems and, making use of the capacities acquired from that process, to become an Academy imbued with the spirit of contributing to the future.

Transcending Ourselves

The term “self” refers to the identities of each and every one of us as well as to the various groups to which we belong. We will expand our potential by striving to transcend existing borders and boundaries while recognizing the values of each other through our studies at the Ritsumeikan Academy.

Creating Our Future

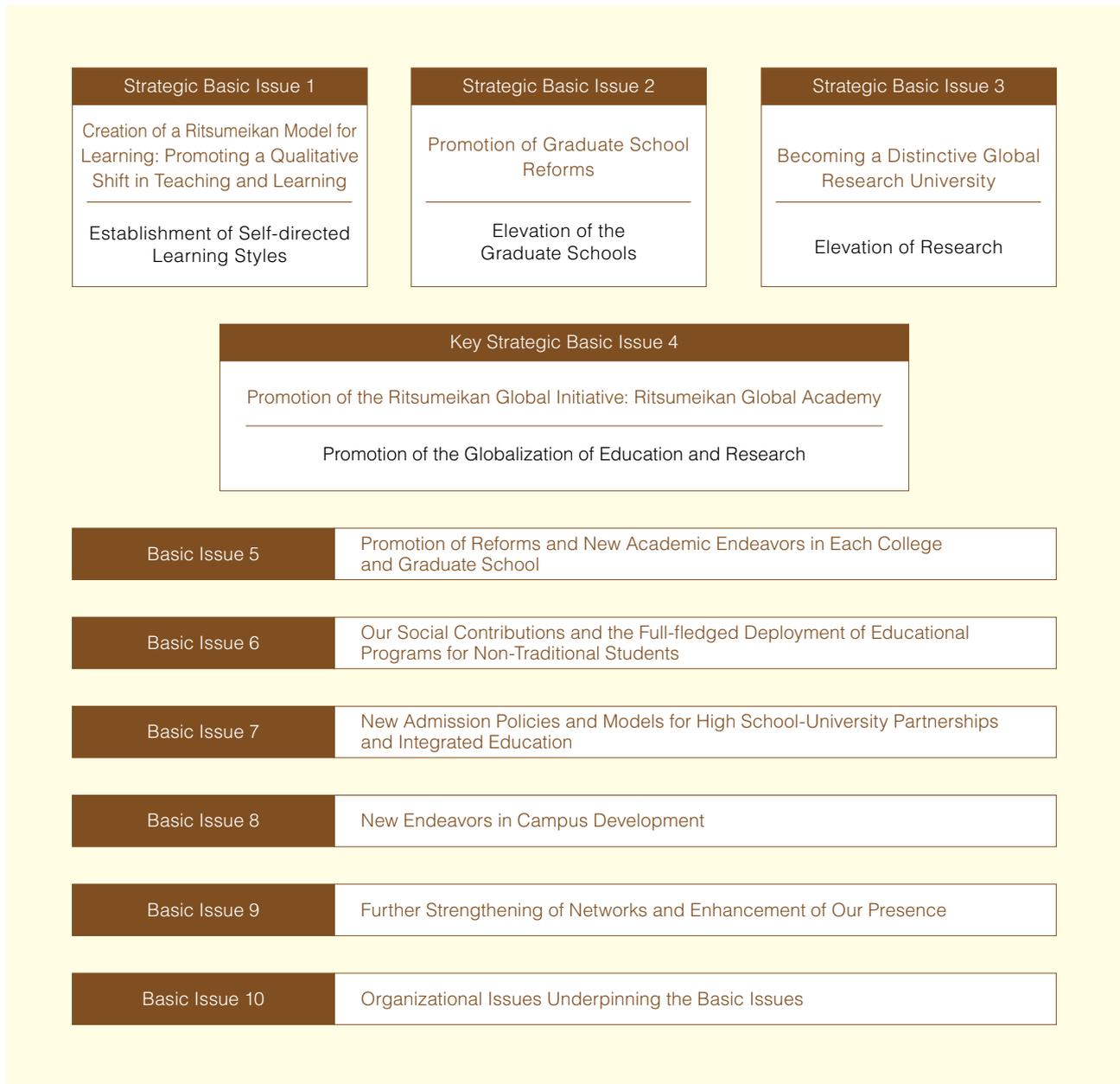
We will create a wide range of communities, networks and new values, while each and every one of us strives to create the future and create an Academy that will serve as a solid grounding for our future.

Ritsumeikan University Second Half Plan

Ritsumeikan University continued to improve the quality of education and research based on its mission to (1) cultivate human resources who can be leaders in the global community and (2) contribute to solving the issues facing global society. With a focus on globalization in the fields of education and research, we aimed to raise the level of our education and research to the standard demanded by a society that is globalizing in every aspect. We undertook efforts to establish

self-directed learning habits, elevate our graduate schools, raise the level of our research, and promote the globalization of education and research since we have determined that this contributed significantly to the sophistication of our education. In light of this, we have defined the following 10 Basic Issues and strived to establish Ritsumeikan University's status within the global community.

Overview of the 10 Basic Issues



Ritsumeikan Asia Pacific University Second Half Plan

Ritsumeikan Asia Pacific University (“APU”) began elaborating upon its APU2020 Second Half Plan in March 2014 in parallel with the formulation of the APU2030 Vision. It has since stipulated a basic policy direction while seeking input from its alumni and various other stakeholders. As part of the R2020

Second Half Plan, APU defined nine basic issues, including the creation of “Global Learning,” and it listed concrete indicators or standards for each issue as well as action plans for the achievement thereof.

<p>Basic Issue 1</p> <p>APU Global Learning</p>	<p>Basic Issue 2</p> <p>Assuring and Improving the Quality of Education and Research in the College of International Management / Graduate School of Management</p>	<p>Basic Issue 3</p> <p>Assuring and improving the quality of education and research in the College of Asia Pacific Studies / Graduate School of Asia Pacific Studies—Undergraduate and Graduate School Reforms</p>
<p>Basic Issue 4</p> <p>Reforms to Enhance Research Capacity and the Ability to Disseminate Research Outcomes</p>	<p>Basic Issue 5</p> <p>Diversity-driven Student Life</p>	<p>Basic Issue 6</p> <p>APU Global Admissions Reforms</p>
<p>Basic Issue 7</p> <p>Governance Reforms</p>	<p>Basic Issue 8</p> <p>Faculty and Staff Organization Reforms</p>	<p>Basic Issue 9</p> <p>Cooperation with Stakeholders</p>

Second Half Plan for Integrated Primary and Secondary Education and the Affiliated Schools

The value of the Ritsumeikan continuum of education lies in each level, from the primary school up through to the graduate school, working in tandem under an integrated set of educational principles based on the Ritsumeikan Charter. Convinced that

the academic development of the Academy in future lies with affiliated school education both in qualitative and quantitative terms, we have identified the following six basic issues in the Second Half Plan.

<p>Basic Issue 1</p> <p>Ritsumeikan Top Global Schools Project</p>	<p>Basic Issue 2</p> <p>Realizing the Affiliated School Version of the Ritsumeikan Model for Learning—Nurturing Independent Learners</p>	<p>Basic Issue 3</p> <p>Designing a System for Transitioning from Ritsumeikan’s High Schools to Its Universities and Graduate Schools</p>
<p>Basic Issue 4</p> <p>Creating Social Networks and Ritsumeikan’s Branding and Entrance Examination Strategies</p>	<p>Basic Issue 5</p> <p>Developing Organizations and Conditions Conducive to Supporting New Developments in Each School</p>	<p>Basic Issue 6</p> <p>Enhancing Education in Cooperative Schools and Considering Cooperative Policies</p>

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

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

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

R2030 Academy Vision

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

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

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

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

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

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

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

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

Icon: Building **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.

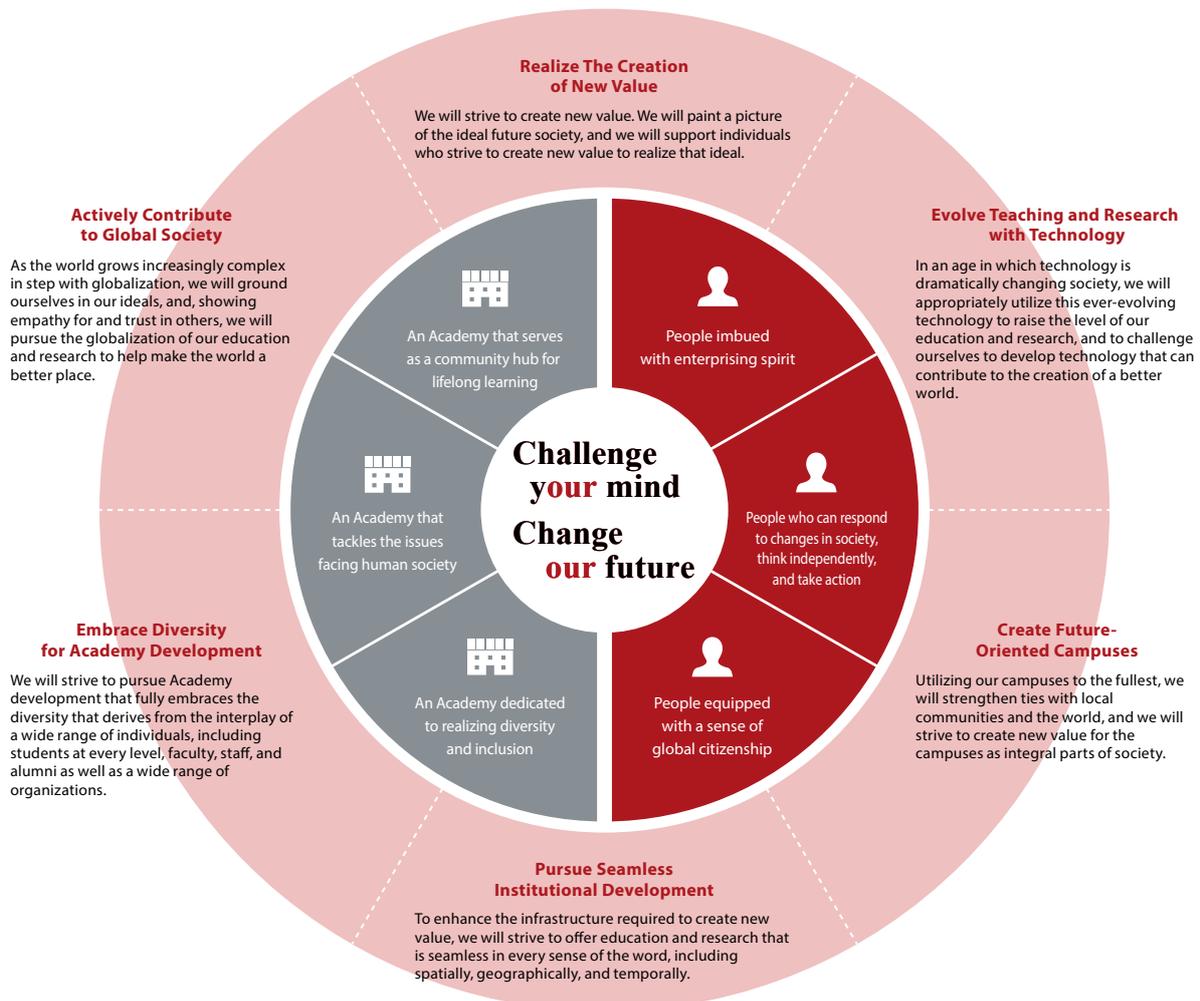
Icon: Person **Ideal Qualities in Our People**

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

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

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

Policy Objectives of the R2030 Academy Vision



2. History of the Ritsumeikan Trust (as of May 1, 2020)

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

3. Schools, Colleges, Departments, and Other Organizations of the Trust (as of May 1, 2020)

Ritsumeikan University	Kinugasa Campus 56-1 Toji-in Kitamachi, Kita-ku, Kyoto	Biwako-Kusatsu Campus 1-1-1 Noji-Higashi, Kusatsu, Shiga	Suzaku Campus 1 Nishinokyo-Suzaku-cho, Nakagyo-ku, Kyoto	Osaka Ibaraki Campus 2-150, Iwakura-cho, Ibaraki, Osaka
				
	College of Law College of Social Sciences College of Letters College of International Relations College of Image Arts and Sciences Graduate School of Law Graduate School of Sociology Graduate School of Letters Graduate School of International Relations Graduate School of Core Ethics and Frontier Sciences Graduate School of Language Education and Information Science Graduate School of Image Arts	College of Economics College of Science and Engineering College of Information Science and Engineering College of Pharmaceutical Sciences College of Life Sciences College of Sport and Health Science College of Gastronomy Management Graduate School of Economics Graduate School of Science and Engineering Graduate School of Sport and Health Science Graduate School of Information Science and Engineering Graduate School of Life Sciences Graduate School of Pharmacy	School of Law Graduate School of Public Policy Graduate School of Professional Teacher Education	College of Business Administration College of Policy Science College of Comprehensive Psychology College of Global Liberal Arts Graduate School of Business Administration Graduate School of Policy Science Graduate School of Technology Management Graduate School of Management Graduate School of Human Science
Ritsumeikan Asia Pacific University	1-1 Jumonjibaru, Beppu, Oita		College of Asia Pacific Studies College of International Management Graduate School of Asia Pacific Studies Graduate School of Management	
Ritsumeikan Senior High School	1-1-1 Choshi, Nagaokakyo, Kyoto			
Ritsumeikan Uji Senior High School	33-1 Hachikenyardani, Hirono-cho, Uji, Kyoto			
Ritsumeikan Keisho Senior High School	640-1 Nishinopporo, Ebetsu, Hokkaido			
Ritsumeikan Moriyama Senior High School	250 Miyake-cho, Moriyama, Shiga			
Ritsumeikan Junior High School	1-1-1 Choshi, Nagaokakyo, Kyoto			
Ritsumeikan Uji Junior High School	33-1 Hachikenyardani, Hirono-cho, Uji, Kyoto			
Ritsumeikan Keisho Junior High School	640-1 Nishinopporo, Ebetsu, Hokkaido			
Ritsumeikan Moriyama Junior High School	250 Miyake-cho, Moriyama, Shiga			
Ritsumeikan Primary School	22 Koyama-Nishi-kamifusa-cho, Kita-ku, Kyoto			

4. Number of Students at Each Level

4-1. Ritsumeikan University (as of May 1, 2020)

(Unit: Number of Persons)

College	Department	Enrollment Capacity	Transfer Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
College of Law	Department of Law	720	—	711	2,985	3,222	
	Total	720	—	711	2,985	3,222	
College of Economics	Department of Economics	760	—	807	3,110	3,240	
	Department of International Economics	—	—	—	0	72	Student recruitment suspended in April 2017
	Total	760	—	807	3,110	3,312	
College of Business Administration	Department of Business Administration	650	—	628	2,650	2,720	
	Department of International Business Administration	145	—	133	590	584	
	Total	795	—	761	3,240	3,304	
College of Social Sciences	Department of Social Sciences	810	—	791	3,330	3,487	
	Total	810	—	791	3,330	3,487	
College of Letters	Department of Humanities	1,035	—	1,029	3,975	4,069	Changed enrollment capacity in AY 2020 (980 > 1,035)
	Total	1,035	—	1,029	3,975	4,069	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	152	640	606	
	Department of Mechanical Engineering	173	10	201	712	709	
	Department of Civil Engineering	—	—	—	93	108	Student recruitment suspended in April 2018
	Department of Environmental Systems Engineering	—	—	—	77	87	Student recruitment suspended in April 2018
	Department of Robotics	90	6	83	372	376	
	Department of Mathematical Sciences	97	—	97	388	376	
	Department of Physical Sciences	86	2	91	348	325	
	Department of Electronic and Computer Engineering	102	8	113	424	442	
	Department of Architecture and Urban Design	91	4	82	372	344	
	Department of Civil and environmental engineering	166	4	157	502	478	Established in April 2018
	Total	959	46	976	3,928	3,851	
College of International Relations	Department of International Relations	335	—	336	1,340	1,368	
	American University Ritsumeikan University Joint Degree Program	25	—	19	75	35	Established in April 2018
	Total	360	—	355	1,415	1,403	
College of Policy Science	Department of Policy Science	410	—	399	1,640	1,700	
	Total	410	—	399	1,640	1,700	
College of Information Science and Engineering	Department of Information Science and Engineering	475	40	443	1,980	1,790	Established in April 2017
	Department of Computer Science	—	—	—	0	53	Student recruitment suspended in April 2017
	Department of Information and Communication Science	—	—	—	0	27	Student recruitment suspended in April 2017
	Department of Media Technology	—	—	—	0	28	Student recruitment suspended in April 2017
	Department of Human and Computer Intelligence	—	—	—	0	55	Student recruitment suspended in April 2017
	Total	475	40	443	1,980	1,953	
College of Image Arts and Sciences	Department of Image Arts and Sciences	160	—	162	640	680	
	Total	160	—	162	640	680	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	101	600	575	
	Department of Pharmaceutical Sciences	60	—	51	240	242	
	Total	160	—	152	840	817	
College of Life Sciences	Department of Applied Chemistry	111	—	104	444	438	
	Department of Biotechnology	86	—	82	344	343	
	Department of Bioinformatics	64	—	67	256	255	
	Department of Biomedical Sciences	64	—	60	256	247	
	Total	325	—	313	1,300	1,283	
College of Sport and Health Science	Department of Sport and Health Science	235	—	229	940	985	
	Total	235	—	229	940	985	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	280	1,120	1,153	
	Total	280	—	280	1,120	1,153	
College of Gastronomy Management	Department of Gastronomy Management	320	—	325	960	921	Established in April 2018
	Total	320	—	325	960	921	
College of Global Liberal Arts	Department of Global Liberal Arts	100	—	87	200	103	Established in April 2019
	Total	100	—	87	200	103	
	Total	7,904	86	7,820	31,603	32,243	

*Enrollee numbers are the total number of students admitted in June 2019, September 2019, and April 2020. In addition, the number of students enrolled in April 2020 does not include students who are not enrolled as of May 1st.

(Unit: Number of Persons)

Graduate School	Program	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Graduate School of Law	Master's Program	60	16	120	46	
	Doctoral Program	10	3	30	8	
	Total	70	19	150	54	
Graduate School of Economics	Master's Program	50	39	100	100	
	Doctoral Program	5	5	15	20	
	Total	55	44	115	120	
Graduate School of Business Administration	Master's Program	60	38	120	72	
	Doctoral Program	15	3	45	15	
	Total	75	41	165	87	
Graduate School of Sociology	Master's Program	60	42	120	82	
	Doctoral Program	15	4	45	59	
	Total	75	46	165	141	
Graduate School of Letters	Master's Program	105	45	210	126	
	Doctoral Program	35	15	105	91	
	Total	140	60	315	217	
Graduate School of Science and Engineering	Master's Program	450	434	900	808	
	Doctoral Program	40	27	120	83	
	Total	490	461	1,020	891	
Graduate School of International Relations	Master's Program	60	62	120	148	
	Doctoral Program	10	9	30	39	
	Total	70	71	150	187	
Graduate School of Policy Science	Master's Program	40	14	80	47	
	Doctoral Program	15	5	45	26	
	Total	55	19	125	73	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	14	150	168	
	Total	30	14	150	168	
Graduate School of Language Education and Information Science	Master's Program	60	35	120	78	
	Total	60	35	120	78	
School of Law	Professional Degree Program	70	46	210	91	
	Total	70	46	210	91	
Graduate School of Technology Management	Master's Program	70	61	140	121	
	Doctoral Program	5	10	15	35	
	Total	75	71	155	156	
Graduate School of Management	Professional Degree Program	80	55	160	119	
	Total	80	55	160	119	
Graduate School of Public Policy	Master's Program	—	—	0	1	Student recruitment suspended in April 2018
	Total	—	—	0	1	
Graduate School of Sport and Health Science	Master's Program	25	27	50	55	
	Doctoral Program	8	7	24	36	
	Total	33	34	74	91	
Graduate School of Image Arts	Master's Program	10	9	20	19	
	Total	10	9	20	19	
Graduate School of Information Science and Engineering	Master's Program	200	185	400	394	
	Doctoral Program	15	14	45	47	
	Total	215	199	445	441	
Graduate School of Life Sciences	Master's Program	150	107	300	249	
	Doctoral Program	15	10	45	30	
	Total	165	117	345	279	
Graduate School of Pharmacy	Master's Program	20	32	40	48	Established in April 2020
	Four-Year Doctoral Program	3	2	12	15	
	Total	23	34	52	63	
Graduate School of Professional Teacher Education	Professional Degree Program	35	26	70	56	
	Total	35	26	70	56	
Graduate School of Human Science	Master's Program	65	64	130	131	
	Doctoral Program	20	20	60	66	
	Total	85	84	190	197	
Master's Program		1,485	1,210	2,970	2,525	
Doctoral Program		208	132	624	555	
Five-Year Doctoral Program		30	14	150	168	
Four-Year Doctoral Program		3	2	12	15	
Professional Degree Program		185	127	440	266	
Total		1,911	1,485	4,196	3,529	

* Enrollee numbers are the total number of students admitted in September 2019 and April 2020. In addition, the number of students enrolled in April 2020 does not include students who are not enrolled as of May 1st.

4-2. Ritsumeikan Asia Pacific University (as of May 1, 2020)

(Unit: Number of Persons)

College	Department	Enrollment Capacity	Second-Year Transfer Capacity	Third-Year Transfer Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
College of Asia Pacific Studies	Department of Asia Pacific Studies	660	12	18	636	2,712	2,807	
Total		660	12	18	636	2,712	2,807	
College of International Management	Department of International Management	660	22	31	613	2,768	2,668	
Total		660	22	31	613	2,768	2,668	
Total		1,320	34	49	1,249	5,480	5,475	

*Enrollee numbers are the total number of students admitted in Fall 2019 and Spring 2020.

(Unit: Number of Persons)

Graduate School	Program	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Graduate School of Asia Pacific Studies	Master's Program	60	48	120	118	
	Doctoral Program	10	8	30	26	
	Total	70	56	150	144	
Graduate School of Management	Master's Program	40	26	80	53	
	Total	40	26	80	53	
Total		110	82	230	197	

*Enrollee numbers are the total number of students admitted in Fall 2019 and Spring 2020.

4-3. Ritsumeikan Junior and Senior High School (as of May 1, 2020)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	251	645	763	
Ritsumeikan Senior High School	Full-time general course	360	371	1,080	1,053	

4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2020)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	188	540	538	
Ritsumeikan Uji Senior High School	Full-time general course	405	384	1,215	1,109	

4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2020)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	187	540	558	
Ritsumeikan Keisho Senior High School	Full-time general course	305	344	915	984	

4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2020)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	191	480	503	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	349	960	982	

4-7. Ritsumeikan Primary School (as of May 1, 2020)

(Unit: Number of Persons)

School	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Primary School	120	115	720	710	

5. Executives (Trustees and Auditors) (as of March 31, 2021)

Fixed number of Executives: 43 Trustees, 3 Auditors

Position	Name	Full-Time or Part-Time	Position	Name	Full-Time or Part-Time
Chairperson of the Board of Trustees	Tomomi Morishima	Full-time	Trustee	Yasuhiro Wakebayashi	Part-time
Trustee; Chancellor; President of Ritsumeikan University	Yoshio Nakatani	Full-time	Trustee; Vice President of Ritsumeikan Asia Pacific University	Hiroshi Yoneyama	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Yoko Matsubara	Full-time	Trustee; Dean, Ritsumeikan University College of Law	Shinji Tokugawa	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Tadao Isaka	Full-time	Trustee; Dean, Ritsumeikan University College of Economics	Takuro Kawane	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Akio Tokuda	Full-time	Trustee; Dean, Ritsumeikan University College of Business Administration	Midori Kokubo	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	Haruaki Deguchi	Full-time	Trustee; Dean, Ritsumeikan University College of Social Sciences	Junri Sakurai	Full-time
Senior Executive Trustee	Hiroki Shikata	Full-time	Trustee; Dean, Ritsumeikan University College of Letters	Yuko Nakagawa	Full-time
Executive Trustee of General Affairs	Yukio Nishikawa	Full-time	Trustee; Dean, Ritsumeikan University College of Science and Engineering	Shigeru Takayama	Full-time
Executive Trustee of Financial Affairs	Yoichi Okumura	Full-time	Trustee; Dean, Ritsumeikan University College of International Relations	Ritsuko Kawamura	Full-time
Executive Trustee of Planning	Norihisa Yamashita	Full-time	Trustee; Dean, Ritsumeikan University College of Policy Science	Michio Kishi	Full-time
Executive Trustee of Integrated Educational Affairs	Nobuyuki Kuno	Full-time	Trustee; Dean, Ritsumeikan University College of Information Science and Engineering	Yoichi Yamashita	Full-time
Executive Trustee of Ritsumeikan Asia Pacific University; Vice President of Ritsumeikan Asia Pacific University	Shuji Yamamoto	Full-time	Trustee; Dean, Ritsumeikan University College of Image Arts and Sciences	Keisuke Kitano	Full-time
Trustee	Mitsuji Ando	Part-time	Trustee; Dean, Ritsumeikan University College of Pharmaceutical Sciences	Naoki Hattori	Full-time
Trustee	Hidetaka Itsuji	Part-time	Trustee; Dean, Ritsumeikan University College of Life Sciences	Mamoru Wakayama	Full-time
Trustee	Kimihiko Uemura	Part-time	Trustee; Dean, Ritsumeikan University College of Sport and Health Science	Jin Nagazumi	Full-time
Trustee	Masumi Okano	Part-time	Trustee; Dean, Ritsumeikan University College of Comprehensive Psychology	Takao Sato	Full-time
Trustee	Yasuko Sasaki	Part-time	Trustee; Dean, Ritsumeikan University College of Gastronomy Management	Toshio Asakura	Full-time
Trustee	Hideo Takasaki	Part-time	Trustee; Dean, Ritsumeikan University College of Global Liberal Arts	Ichiro Maekawa	Full-time
Trustee	Sachiko Hirabayashi	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	LI yan	Full-time
Trustee	Izuhiko Matsui	Part-time	Trustee; Dean, Ritsumeikan Asia Pacific University College of International Management	Toshitsugu Otake	Full-time
Trustee	Kenji Murakami	Part-time	Auditor	Yoshikazu Sagami	Full-time
Trustee	Mitoji Yabunaka	Part-time	Auditor	Masatada Rai	Part-time
Trustee	Makoto Yamanaka	Part-time	Auditor	Yasuhiko Watanabe	Part-time

Regarding limited liability contracts

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

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

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

Auditors: Yoshikazu Sagami, Masatada Rai, Yasuhiko Watanabe

- Overview of the contract

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

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

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

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

6. Councilors (as of March 31, 2021)

Fixed number of Councilors: 102 (including 43 Trustees)

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

*Trustees omitted.

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

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

7. Principals (as of March 31, 2021)



President of Ritsumeikan University

Yoshio Nakatani



President of Ritsumeikan Asia Pacific University

Haruaki Deguchi



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

Miki Horie



Principal of Ritsumeikan Uji Junior and Senior High School

HICKS Joseph



Principal of Ritsumeikan Keicho Junior and Senior High School

Junichi Egawa



Principal of Ritsumeikan Moriyama Junior and Senior High School

Keiji Terada

8. Overview of Faculty and Staff (as of May 1, 2020)

(Unit: Number of Persons)

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
The Ritsumeikan Trust	0	0	30	0
Ritsumeikan University	1,415	1,782	1,125	2,545
Ritsumeikan Asia Pacific University	167	78	225	607
Ritsumeikan Junior and Senior High School	134	49	18	5
Ritsumeikan Uji Junior and Senior High School	139	36	20	15

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
Ritsumeikan Keicho Junior and Senior High School	122	38	15	16
Ritsumeikan Moriyama Junior and Senior High School	113	31	12	15
Ritsumeikan Primary School	67	8	7	4
Total	2,157	2,022	1,452	3,207

*The number of faculty and staff for each department that records personnel expenses is stated based on the concept of posting by department, such as a breakdown of funds by school corporate accounting standards.



9. Organization Chart (as of March 31, 2021)





1. Regarding Our Response to the COVID-19 Pandemic

Our everyday lives were turned upside-down by the COVID-19 pandemic that swept the world in 2020. In March, elementary and junior high schools nationwide were requested to temporarily close, and in April, a state of emergency was declared for the entire country. Under these circumstances, the first priority of the Academy was to protect the lives, safety, and peace of mind of every constituent member, after which we undertook various measures to ensure the continuity of learning, education and research and provide support to the students at every level of education.

Since most of our activities in AY2020 dealt largely with responding to COVID-19, which naturally was not included in the original plan, we have decided to provide an overview of this response in this section.

Academy-wide response based on risk management principles

To respond to COVID-19, in accordance with the Ritsumeikan Trust's Basic Guidelines on Risk Management, we determined that the situation could escalate to Risk Level III (i.e., possibility of school closures due to an infectious disease outbreak). In March 2020, we established the Ritsumeikan Trust Crisis Response Task Force chaired by the Chairperson of the Board and proactively enacted measures in coordination with the Ritsumeikan University Infectious Disease Task Force, the APU COVID-19 Task Force, the Affiliated School Principals' Meeting, and other bodies.

Specifically, we enacted measures based on the BCP levels outlined in the Ritsumeikan University Action Guidelines in Response to the COVID-19 Outbreak (Business Continuity Plan), and we formulated the Manual for the Prevention of Novel Coronavirus Infections, Guidelines for the Prevention of Novel Coronavirus Infections, and Guidelines in Case a Member of the Academy Becomes Infected with the Novel Coronavirus. We also established a dedicated homepage (in March 2020) to serve as a central repository for information related to COVID-19. Furthermore, we disclosed information on infections that occurred, and we published the Statement Against the Discrimination of Persons Infected with COVID-19 signed by the Presidents of Ritsumeikan University and Ritsumeikan Asia Pacific University (September 2020) and the Joint Statement on the Prevention of Infection signed by the Presidents of the four major private universities in the Kansai region (September 2020) as well as regular messages from the Principals of the affiliated schools.

We undertook initiatives to improve infrastructure amid the expanding COVID-19 pandemic. To provide support to the 48,580 students in the Academy, we announced and began disbursing a ¥2.5-billion relief package featuring support for preparing the necessary environment for taking online classes, aid for students whose families suffered sudden changes in household finances, and support for online learning, campus life, and other activities in April 2020. Concurrently, we solicited donations to fund financial aid for our students, and we received generous donations from our alumni and various stakeholders.

Moreover, in terms of infection prevention measures enacted at each university and school, we installed acrylic boards to prevent the spread of droplets, adopted contactless temperature sensing systems, coated desks and other surfaces with antibacterial coatings, installed handles that allow doors to be opened with elbows, reinforced ventilation systems, and adopted a contact tracing system that uses QR codes affixed to each desk. At Ritsumeikan University, we established Fever Clinics within the Medical Service Centers, and we made it possible to receive PCR tests on campus.



Initiatives for the continuation of learning, education, and research

We provided a range of support to our students for their classes, campus life activities, extracurricular activities, overseas study, and job placement and advancement. With regard to classes in particular, we faced an unprecedented situation. At Ritsumeikan University, after the full closure in April 2020, we offered mostly online classes after resuming spring semester classes in May, and in the fall semester, we began offering hybrid online and face-to-face classes. Amid this backdrop, in addition to the Division of Academic Affairs and other existing administrative bodies, we established a new cross-divisional task force to resolve issues pertaining to online classes. We live streamed classes on our existing LMS and also began using a new system to offer on-demand classes. Furthermore, we ascertained the situation surrounding online classes by surveying the students, and we implemented new measures driven by the learning outcomes and the digital transformation (DX) to increase learning time and enhance the LMS usage rate, all while addressing myriad issues. At Ritsumeikan University, the President published his Seven Declarations for Creating a New Campus Life (December 2020), and we implemented a range of initiatives to encourage students who enrolled in AY2020 to meet people and expand their scope of interaction, thereby ensuring they could lead rewarding campus lives. One of these initiatives was the Ritsumeikan Cyber-Campus, an online platform for exchange. This gave students access to information about extracurricular and other activities and enabled mutual communication between and among new and current students.

At APU, where half of the students are international students and 80% of the students gain overseas experience while enrolled, there were major hurdles due to the restrictions on cross-border travel amid the COVID-19 pandemic. In addition to efforts to prevent infection, the first priority at APU was to guarantee learning opportunities to those students forced to remain

overseas. All classes in principle were offered online starting in April, and efforts were made to provide interactive learning, which is a distinctive feature of education at APU. To this end, the university provided faculty with training sessions on teaching online classes, and it made improvements to its information infrastructure. In addition, it offered online collaborative classes with foreign partner universities. These initiatives helped open the door to new possibilities for education at APU going forward. In terms of admissions, there were no major troubles in recruiting domestic and international students thanks to the ongoing switch to online systems. Meanwhile, APU provided comprehensive support to students entering Japan by securing hotels where they could isolate as well as transportation to the university. To address the financial difficulties faced by students, in addition to support from the Trust, APU was able to provide assistance to its students funded by donations. Also, Oita Prefecture increased the number of scholarships for international students living in Oita Prefecture, and APU cooperated with Beppu City to ensure that international students could receive the special relief payment from the national government (¥100,000). Meanwhile, a group of alumni, faculty, and staff worked together to provide ongoing direct food aid to APU students for nearly one year.

At the affiliated schools, the teachers and staff undertook measures to ensure the students could continue learning without interruption. When the schools were temporarily closed, we supported student learning by using ICT devices, learning support applications, and an online conferencing system to offer online classes and an online homeroom to keep students motivated. The affiliated schools also provided original support to new students and held welcome events to welcome and encourage both the current students and the new students who we had not met yet. After classes resumed, we undertook school activities while enacting a range of measures, including in-person classes, staggered attendance, and online classes based on the wide area from which our students commute, the status of infections in each region, and the requests from the prefectural governments. Using the pandemic as an opportunity, all of the affiliated schools made great strides in offering online classes and providing ICT-driven education, and they forged ahead toward the era of the "Future Classroom" when anyone will be able to learn at anytime from anywhere. Amid the COVID-19 pandemic, almost all overseas dispatch and international programs were cancelled, but over the past year, we have started to see new possibilities for a variety of online international exchange programs, overseas training sessions, and other events.

Additionally, Ritsumeikan University, provided a wide range of student support services including sending library books by post while the campus entry ban was in place, purchasing e-book versions of the textbooks designated in the syllabi, and subscribing to a trial of the e-Book Library service. We also developed online exchange programs, offered online career consultations, and strengthened the network environment.

In terms of promoting interaction among students, Ritsumeikan University, with support from the Alumni Association, launched a project to create an online platform called Ritsumeikan Innovators supported by Alumni (RI-sA), and a variety of initiatives have

been commenced.

We have not been able to hold many events, including the ceremony to commemorate the 150th anniversary of the founding of Ritsumeikan and the 120th anniversary of the Ritsumeikan Academy, and the entrance ceremonies for the colleges and graduate schools of Ritsumeikan University were cancelled in 2020; however, the President indicated in a message he released in February 2020 that a discussion would be held on whether to hold the entrance ceremonies, and we were able to hold entrance ceremonies in April 2021 that also served to welcome the students who enrolled in AY2020. At APU, the spring 2020 entrance ceremony was cancelled, but spring enrollees who wished to join the 2020 fall entrance ceremony that was held online were allowed to participate.

As for applicants, we published our policy for handling AY2021 admissions amid the COVID-19 pandemic, which included measures such as adding more examination venues to avoid the Three Cs (closed spaces, crowded places, and close-contact settings).

We also supported faculty members' teaching and research activities by having the aforementioned Task Force provide support for online classes, implementing FD sessions to share online teaching practices, offering academic support based on the actual situation ascertained from a survey conducted with faculty, and providing support for research activities by switching to online procedures.

In addition, Ritsumeikan University launched Visionaries for the New Normal: An Invitation for Research Proposals for Coexisting with the Coronavirus, a program that aims to support a wide range of basic and applied research on COVID-19 in an effort to create a society that can coexist with the coronavirus. Our researchers submitted 81 wide-ranging research proposals, and after a screening, 21 were selected for funding. In this way, we continue to provide support for the creation of research outcomes.

As for staff, from the perspective of infection prevention, we improved the work environment and implemented telecommuting for those tasks where it is feasible. In particular, online meetings took root rapidly.

Initiatives going forward

In July 2018, we formulated the R2030 Academy Vision, and the COVID-19 pandemic struck right as we entered the final phase of discussing the next mid-term plan to start in April 2021. After adjusting the original schedule, we formulated the Challenge Design based on the R2030 Academy Vision in November 2020, taking into account the situation surrounding COVID-19, which is sure to have a major impact on educational and research institutions as a disease that undermines communication and accelerates radical changes to the technological and social environment. Taking digital transformation (DX), the redefinition of the value of face-to-face communication, changes in norms regarding mobility, and the growing awareness of inclusion for people facing various circumstances as the preconditions for our vision, we have commenced various initiatives under the Challenge Design based on the R2030 Academy Vision while keeping an eye on the era of COVID-19 and beyond.

2. Ritsumeikan University



Strategic Basic Issue 1

Creation of a Ritsumeikan Model for Learning: Promoting a Qualitative Shift in Teaching and Learning

1. Strengthen first-year education as the foundation for learning

The next mid-term plan entitled the “Ritsumeikan University Challenge Design under the R2030 Academy Vision,” calls for the development of a Ritsumeikan Model for Common Education, and we plan to promote the digital transformation of education as we strive to activate learning and take common education to the next level. We will further enhance first-year education, where these efforts are already underway, and we will encourage the acquisition by our students of the skills required for learning under each college’s curriculum as well as fundamental academic ability. In addition, it is important to provide active inquiry-based learning so that students can acquire the problem solving and logical thinking skills that society demands they have. We will also cooperate with our distinctive advanced research centers as we aim to create a framework for the delivery of seamless inquiry-based learning that starts in the primary and secondary levels and connects to major education at the university and on into graduate school education.

2. Visualize learning and learning outcomes from the point of admission until graduation

To assure the quality of university education, it is extremely important to visualize learning outcomes and growth, especially from the standpoint of student learners. In the discussions at the Plenary Council, the student-run Student Government Board declared that visualizing student growth can help students feel a sense of growth in both the regular curriculum and extracurricular activities. Therefore, in addition to conducting the Class Evaluation Survey

and the Learning and Growth Survey, we also publish the Learning and Growth Report in an effort to elaborate upon efforts to visualize student growth through extracurricular activities, and these efforts have enabled our students to gain a better understanding of the content we are developing to visualize the learning process and learning outcomes. Since most of our classes were moved online in AY2020 due to the COVID-19 pandemic, we surveyed students in the spring and fall semester to ascertain how they are taking online classes and what their satisfaction levels were with these classes. The outcomes of these surveys were published in two special editions of the Learning and Growth Report (once in each semester).

3. Enrich the learning commons and develop and utilize various learning and teaching methods

Due to the COVID-19 pandemic, the Beyond Borders Plazas (BBP) that we opened in AY2018 started offering online content via the Virtual BBP initiative in May 2020. Students could register for points called BBP Mileage, which encouraged them to continue using the BBPs and pursue self-directed study. We revised the English +R series of testimonials from students about the growth they achieved through learning English and created new online content for language learning, including content for first-time foreign language learners. As a result, many students are now using this content. Going forward, we will also work to boost usage of the Self-Directed Learning Support Desk and the Writing Support Desk. Leveraging the role of the BBPs to act as places where Japanese and international students can interact, the Japanese Language

Education Center started offering Japanese language learning consultations for international students.

By providing education in both the classroom and the field to deepen student learning, service-learning subjects aim to help students develop their awareness as members of society through participation in community activities and to learn about and experience the possibility of changing society for the better. Nine classes of the "Introduction to Community Involvement" subject were offered across three campuses, attracting 2,114 participants in total, thereby demonstrating the high level of student interest in this topic. Amid the COVID-19 pandemic, in particular, we adopted measures to maintain contact with companies and volunteer organizations and ensure smooth communication between and among students.

Based on basic policies regarding cross-college class assignments and active Learning, the Division of Career Services is offering effective career education tailored to each year level. In particular, it is providing focused career education for first and second-year students and providing them with an opportunity to use peer learning with students from other colleges to think about the relationship between university-level learning and career development and how university-level learning prepares you for the real world. In AY2020, we offered 12 classes of the new PBL-style "Society and Problem Solving" subject for first-year students in cooperation with industry partners, and these attracted a total of 386 enrollees.

Meanwhile, to enhance career education, the Career Development Support Enhancement budget was established for the Division of Career Services, and more funds are now being used for curricular career education initiatives. We developed the "+R Careers: 60 Stories for a More Rewarding Student Life" video series as a way to provide students with opportunities to think about how they should spend their time at university based on the type of people they want to become in the future. In addition, we offered an online series to introduce undergraduate and graduate students interested in global careers to the career development stories of alumni. Furthermore, we worked with the Graduate Student Career Path Support Center to bolster career support for graduate students as evidenced by the dedicated guidance sessions and seminars we offered to students from the humanities graduate schools (which used to only be held as joint sessions with undergraduate students). To provide support pertaining to possible career paths for each college and graduate school, we conducted surveys of desired career paths with third-year students in the College of Global Liberal Arts and the Information Systems Science and Engineering Course in the College of Information Science and Engineering, and we cooperated with the College of Information Science and Engineering to offer career and job placement support to first-year students in the Information Systems Science and Engineering Course.

In addition, with regard to highly competitive fields, we worked with



<https://secure.ritsumeai.ac.jp/students/career/rcareer/>

the colleges and graduate schools whose students make up the majority of those seeking careers in those fields to offer workshops on certification test skills, and these workshops were moved primarily online when

the certification test dates were postponed due to COVID-19. Fifty-nine students (46 graduates of undergraduate programs and 13 graduates of graduate school programs) passed the national civil service general employment exam, which was the highest number we have achieved to date. Of these 59 students, 15 were women (compared to 10 from last academic year) and nine received job offers (five for legal positions and four for technical positions. Some of the students who passed the exam for technical positions include students who are either enrolled in or scheduled to advance to graduate school. Meanwhile, the number of students who passed the certified public accountant examination reached 52, including the first-ever international student to pass this examination. Only eight students passed the bar examination, but these numbers tend to fluctuate from year to year. We are currently planning to address this with the Ritsumeikan Future Legal Professional Development Plan, which features stepped up cooperation with the affiliated schools, the College of Law, and the Law School.

4. Improve foreign language proficiency

Based on the document entitled "Achievements in English Language Education Reforms and the Internationalization of Academic Affairs and Key Issues Going Forward" that was initially confirmed in AY2017, we reviewed the achievement of goals. Looking at the foreign language proficiency of undergraduate students in AY2020, we saw the number of students achieving Level B1 or higher on CEFR reach 12,859 (40.6%), a marked increase over the 9,777 (30.8%) recorded in AY2019.

Concurrent with academic reforms, the undergraduate colleges are moving forward with reforms to English education. At the university level, our plan to improve the quality of foreign language education by ascertaining academic ability and verifying programs using group examinations was revised due to COVID-19, and we switched to conducting tests online. In light of the issues raised at the Plenary Council, we enacted measures to ensure students feel as though they are truly learning foreign languages, and we held Working Group meetings to confirm the basic framework for the usage of can-do lists and portfolios. In addition, we were able to improve upon the full-time foreign language instructor system that we adopted in AY2018 and hire full-time foreign language instructors in a well-planned manner.

5. Provide the liberal arts base required by global society

In accordance with the AY2020 subject offering policy, we offered 115 classes in 36 Liberal Arts B Subjects (International Liberal Arts Subjects), which were taken by 3,499 students. In the Liberal Arts B Subjects Committee that was established in AY2019 under the auspices of the Center for Liberal Arts Education, a report was shared on the enrollment status of and issues pertaining to these subjects with faculty members from Ritsumeikan International and the colleges, and they deliberated the adjustment of class numbers and measures to encourage enrollment. In AY2020, the committee could not be convened due to the COVID-19 pandemic, but we worked to ascertain the learning situation in Liberal Arts B Subjects based on the status of enrollment and a comprehensive review conducted by the instructors of these subjects. Going forward, we will aim to enhance the Liberal Arts B Subjects by strengthening cooperation between the Center for Liberal Arts Education and the

Centers for International Education and Language Education.

Out of the three categories of international liberal arts subjects (International Liberal Arts B Subjects), faculty from Ritsumeikan International were assigned to teach the intercultural exchange subjects and the study abroad subjects. In AY2019, we established lecturer slots for international education on all three campuses, thereby reinforcing our staffing for international liberal arts subjects. With the support for College of Global Liberal Arts faculty, we have been able to offer 54 classes of international liberal arts subjects since AY2019. Aiming to implement teaching practices for Global Liberal Arts subjects suited to the era of globalization, we undertook FD activities, and in AY2020, we convened a workshop entitled "Teaching Liberal Arts Subjects in English: Fun, Difficult, and Rewarding—The Case of the Liberal Arts Seminar." Thirty-three faculty and staff participated and engaged in a vigorous question-and-answer session. Going forward, we will continue promoting even more in-class and out-of-class co-learning between domestic and international students.

6. Develop infrastructure for global learning.

At the undergraduate level, students can now earn degrees in English in the College of Global Liberal Arts, the American University-Ritsumeikan University Joint Degree Program and the GS Course in the College of International Relations, the CRPS Major in the College of Policy Science, and the Information Systems Science and Engineering Course in the College of Information Science and Engineering. In AY2020, we strengthened support for these English-basis students using International Student Support Coordinators.

Also, we defined the globalization of undergraduate academics as a key item in the R2020 Second Half Strategic Policy Budget (Budget for Advancing Undergraduate Academics). Having completed the solicitation of applications for and screening of programs, we commenced said programs for the three-year period from AY2018 to AY2020. Programs accepted in the undergraduate colleges were administered based on their respective action plans, and the programs were assessed based on the targets, indicators, and standards indicated in those plans. In AY2020, however, the various colleges' programs to be administered with this budget had to be cancelled due to the national government's restrictions on entry and travel in light of the pandemic.

With an eye on formulating growth indicators to review the effectiveness of overseas study, the Division of International Affairs developed a model entitled "Ritsumeikan Project X: Methods for Evaluating Study Abroad at the University Level" and formulated a rubric (specifically, the Study Abroad Training Worksheet). In AY2021, we plan to offer FD sessions aimed at sharing these practices throughout the university and create an online version of the Study Abroad Training Worksheet.

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

At the AY2019 Plenary Council, we discussed the agenda item entitled "Enhancing Learning Inside and Outside of the Classroom." To promote out-of-class study related to regular curriculum subjects as part of this issue, we added a required field to the syllabus for instructions on out-of-class study to encourage proactive student learning.

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

In AY2020, classes were held primarily online in the spring, and while some face-to-face classes resumed in the fall, online classes continue to account for a considerable percentage of classes. Looking at the results of a survey conducted with the faculty amid this situation, we found that nearly 100% of faculty are using Manaba +R and saw an increase in the usage of the materials function. On the other hand, in the survey conducted with students, the large volume of homework assignments was raised as an issue for some classes, and we identified the need to address student dissatisfaction with those classes where they are not receiving feedback on their assignments. This seems to have led to a significant increase in out-of-class study time, and we found that this is cutting into time students would normally use for extracurricular activities and part-time jobs. As such, we defined appropriate assignment loads and the need for feedback as important issues, and we shared them throughout the university.

Due to the COVID-19 pandemic, all face-to-face student support offered by the Disability Resource Center, the Student Support Room (SSR), and the Student Success Program (SSP) was replaced with telephone and online consultations. Because we were forced to cancel the welcome events, we held online exchange sessions in April and May to connect new students to clubs and circles, and in December, we opened the Ritsumeikan Cyber Campus in cooperation with the Student Government Board to serve as an online platform to disseminate student culture where students can share how they have grown along with the results of their activities. In this way, we created a system to encourage mutual exchange among a large number of students and extracurricular organizations. In addition, amid the COVID-19 pandemic, the Medical Service Centers collected information on infected students and close contacts and provided guidance on infection prevention, and they collaborated with the relevant divisions to establish a framework for diagnosing and screening for infections by opening Fever Clinics and offering PCR tests. Furthermore, as part of our Beyond COVID-19 Emergency Package, we solicited and screened applications for Emergency Student Aid, and in late June, we disbursed funds to 3,796 students (3,324 domestic students and 472 international students).

AY2020 marked the first year for new tuition reduction plans offered by the national government and Ritsumeikan. We solicited and screened applications for the national government's Emergency Student Aid for Continuing Learning and recommended a total of 6,360 students for this scheme. Moreover, we established our own Tuition Reductions for Students Facing a Sudden Change in Household Finances for current undergraduate students and scheduled enrollees, which was originally slated for launch in AY2021, earlier than planned.

Strategic Basic Issue 2

Promotion of Graduate School Reforms

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

In AY2020, the final year of the R2020 Second Half Plan, we established the Master's Program in Pharmaceutical Sciences in the Graduate School of Pharmacy following on the establishment of the Graduate School of Professional Teacher Education in AY2017 and the Graduate School of Human Sciences in AY2018. Due to these efforts to improve our graduate schools, we increased intake capacity in all graduate schools to 4,196 in AY2020, thereby meeting our R2020 Second Half Plan goal of boosting graduate school intake capacity to 4,160. In addition, the capacity fulfillment rate reached nearly 80% in AY2020, and we awarded 90 PhDs for the academic year.

In relation to graduate school reforms, we confirmed the initiatives undertaken to date and the level of achievement of those initiatives in our comprehensive review of the Mid-Term Plan for Graduate Schools, which is positioned under the R2020 Second Half Plan. The data derived from this review was used in the discussions on the elaboration of the R2030 Challenge Design.

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

Our efforts to enhance academic affairs in the graduate schools approached the issue from two fronts: i) increasing the number of students advancing to our graduate schools and ii) instilling graduate students with advanced expertise and research capacity and ensuring they can apply those skills in the real world. Although face-to-face events were restricted in AY2020 due to the COVID-19 pandemic, we held Graduate School Week using online streaming and on-demand content, and this allowed us to communicate the appeal of advancing to our graduate schools and showcase our research environment. In addition, the Graduate Student Career Path Support Center offered online seminars to help students develop their career paths and implemented a range of research subsidy programs.

3. Flesh out a strategy for recruiting internally advancing students and straight master's program students

As mentioned above, we held Graduate School Week online in AY2020 due to the COVID-19 pandemic. Although there were restrictions on students come to the campus directly to experience our research environment, the online event attracted a more diverse array of participants than usual, including first and second-year undergraduate students, people from outside the Kinki region, and working adults, so we were able to communicate the appeal of our graduate schools to a wider audience.

4. Flesh out a strategy for recruiting international students

In AY2020, we accepted 82 recipients of government-funded scholarships as well as 95 publicly-funded international students on a wide range of schemes. In AY2020, in consideration of the COVID-19 pandemic, we took measures (i.e., financial support) to allow government-sponsored students who are unable to return to their home countries after graduation or completion of their studies to remain in Japan as research students. Two students scheduled

to graduate in September were allowed to remain in Japan until they returned home in March 2021, and special permission was granted to allow government-funded scholarship students to take a leave of absence. Five of our graduate students took leaves of absence under this scheme. Due to the pandemic, we had to respond to ever-changing border controls with regard to the entry of government-funded scholarship students (including those accepted under the SGU Project). Students scheduled to enter Ritsumeikan faced considerable delays to enter Japan, and after the national government ended its financial aid for these students, we established our own system to ensure these students could pursue their studies with us. With an eye on AY2021, we selected 17 new students on a wide range of publicly-funded schemes.

Because overseas study abroad fairs were not being held and in-country Japanese Language Proficiency Tests were postponed, we permitted international students to apply using scores from past years, thereby allowing us to secure both applicants and enrollees.

Students can now earn graduate degrees in , English from the following seven graduate schools; Graduate School of International Relations, Graduate School of Economics, Graduate School of Science and Engineering, Graduate School of Information Science and Engineering, Graduate School of Life Science, Graduate School of Policy Science, and the Graduate School of Technology Management (PhD program only).

International student recruitment accounts for approximately 25% of the target applicant number set for all graduate schools. Although we had to hold our domestic study abroad fairs online due to the pandemic, we were able to hold seven fairs and attract 350 participants. In addition, we visited nine Japanese language schools in Japan and held sessions to explain the appeal and features of our graduate schools to a total of 269 international students. Furthermore, all of these graduate schools disseminated information in English, and we strengthened student recruitment amid the COVID-19 pandemic by offering online admissions consultations via the Division of International Affairs.

These initiatives led us to place in the Graduate School category in the 2020 Japan Ryugaku Awards as one of the universities that domestically based Japanese language school teachers would recommend to exchange students, and we took home the Grand Prize in the Western Japan category. This marked the third consecutive year since AY2018 that we have been recognized with these awards.

5. Flesh out a strategy for recruiting adult learners

Some of our graduate schools are offering classes on nights and weekends to allow working people to earn degrees while they work. We are also promoting the intake of adult learners with the extended registration system, which allows people to continue pursuing a planned course of study beyond the standard period of enrollment, and entrance examinations targeting adult learners.

6. Discuss the handling of graduate school tuition policy

With regard to the graduate school tuition policy outlined in the R2020 Second Half Plan, we reviewed its effectiveness in terms

of capacity fulfillment status. Capacity fulfillment improved from the 50-59% range to the 70-79% range for the humanities schools and from the 70-79% range to the 90-99% range for the science schools. In AY2020, the R2030 Challenge Design working group held discussions based on the review of the graduate school tuition policy outlined in the R2020 Second Half Plan, and it identified issues and compiled a policy for advancing the graduate schools.

7. Forge ahead with the 4th Graduate School Career Path Development Support Program

With most research activities shifted online due to the COVID-19 pandemic, we partially reviewed the administration of our various support systems. We also switched those seminars that could not be held in person to online seminars as we moved forward with the implementation of the Graduate School Career Path Development Support Program (AY2016-AY2020).

In addition, concurrent with the discussions on the elaboration of the R2030 Challenge Design, we conducted a comprehensive review of our current career path development support initiatives and deliberated program operations for AY2021 and beyond.

8. Discuss academic affairs and management models for standalone graduate programs and professional graduate schools

In AY2020, the Steering Committee for Standalone Graduate Schools met three times to share policy issues concerning the standalone graduate schools and exchange opinions to contribute to the materialization of the R2030 Challenge Design. With regard to the professional graduate schools, the Graduate School of Management and the Law School each identified issues particular to their academic content discussed ways to make improvements.

9. Promote graduate school programs in step with undergraduate educational program reforms and promote efforts to advance graduate school education and activate research

In AY2020, instead of applying for MEXT's Outstanding Graduate School Program, we continued to operate our own Advanced Leadership Development Program that we launched in AY2019.

In addition, we applied to MEXT and were selected for the Project for Establishing University Fellowships for the Creation of Innovation in Science and Technology, a project that aims to cultivate doctoral program students through the collaboration of research centers.

Strategic Basic Issue 3

Becoming a Distinctive Global Research University

1. Encourage all faculty members to apply for grant-in-aid

As the number of grant-in-aid applications from major national and private universities fell amid the COVID-19 pandemic, we submitted 636 applications, or 88.2% of the previous year's number, and we saw an increase in the number of large grant (Basic Research Types S, A & B) applications thanks to the Research Promotion Program (Grant-in-Aid Acquisition Type) and the program that allows faculty to utilize outside institutions to brush up their applications. We also maintained a number of applications (10 applications) for the Grant-in-Aid for Publication of Scientific Research Results, which aims to encourage the distribution of excellent research outcomes.

In AY2020, the total number of successful grants-in-aid reached 690 (21st in Japan) and the total amount of funds awarded reached ¥1,341,990,000 (23rd in Japan). With this, we have achieved our goal of placing between 20th and 24th nationally and third among private universities for both the number of grants and amount of funds awarded.

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

We accepted applications for the AY2021 Research Specialist Program, and selected a total of 12 researchers (humanities and social sciences: 9, natural sciences: 3). The application guidelines highlighted that we would actively hire female researchers under an affirmative action policy for the sake of gender equality. In addition, the Asia-Japan Research Institute issued a call for applications under the Graduate School Collaboration Next Generation Researcher Development Program, a program that aims to hire young researchers to activate research and disseminate research outcomes, build and expand networks with external researchers, and assist with the career development of those young researchers. As a result, it hired two new young researchers.

In light of our selection by MEXT for the Diversity Research Environment Realization Initiative (Progressive Type), following on our selection for the Distinctive Type of the same subsidy program in AY2016, in addition to the research support program we established under the former grant to help researchers balance life events and their research, we established a new career path support program for female researchers that encourages the hiring of specialized female researchers as Assistant Professors, and in AY2020, we hired one researcher under this scheme. Moreover, we received the highest possible 'S' grade on the mid-term evaluation of the Diversity Research Environment Realization Initiative (Distinctive-Type) conducted in AY2018.

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

Due to the COVID-19 pandemic, most international partnership programs that we had implemented as designated programs were postponed in AY2020. On the other hand, keeping an eye on the need to coexist with COVID-19 going forward and aiming to become a research university that creates value for a symbiotic society based on heretofore unseen value systems, we launched Visionaries for the New Normal: An Invitation for Research Proposals for Coexisting with the Coronavirus, a program that aims to support a wide range of original research projects conceived by our researchers. After soliciting applications, 21 projects were selected. By promoting research that will contribute to society in the COVID-19 era while strengthening Ritsumeikan's research capacity, this program aims to contribute to society by supporting research oriented toward the wider world.

In AY2020, we continued to disseminate the achievements of the Meridian 180 (a multilingual policy proposal platform), a joint research initiative of the Ritsumeikan University Asia-Japan

Research Institute and Northwestern University.

4. Globally disseminate research outcomes

We solicited applications and selected recipients (43 projects in AY2020) for our Program for the International Dissemination of Research Findings (which provides support for manuscript submissions, overseas travel, the invitation of foreign researchers to Japan, and the creation of foreign language websites) and our Research Findings International Dissemination Program, thereby promoting the international dissemination of our research outcomes. In addition to these programs, in AY2020, we also solicited applications for the Support Program for Strategic Research Collaboration with Overseas Universities, a new program that aims to strengthen research cooperation with elite foreign research universities, and we selected four projects. As for publications, we published the 14th issue (entitled “SOL”) of our RADIANT research newsletter and an English version of the 2020-2021 special issue.

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

Since its founding in AY2008, the Ritsumeikan Global Innovation Research Organization (R-GIRO) has grown into a world-class research hub that aims to create a sustainable and affluent society for the 21st century. In three stages over the past 12 years, the organization has been promoting distinctive research. The organization declared its vision for the fourth stage program to begin in AY2021 as “realizing a globally collaborative society” which aims to integrate the “tackling challenges related to change in the natural environment” vision from the first two stages and the “tackling the challenges of changing demographics and age distributions” vision from stage three. The organization also solicited applications and selected five research projects under a program that aims to create interdisciplinary research hubs, as typified by the fusion of the natural sciences and the humanities, create new academic fields, develop new models for society, and feed research findings back into society.

In addition, Rice Bowl Seminars for affiliated and partner junior and senior high school students that we had been holding as part of the Private University Research Branding Project were held again in AY2020, albeit primarily online due to the COVID-19 pandemic.

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

6. Train and retain global standard researchers

Aiming to strengthen technology liaison functions in industry-university-government projects and promote innovation, we used the cross-appointment system (i.e., a system under which researchers sign employment contracts with two or more universities, public research institutes, and/or private companies, and conduct a certain amount of research, development, education, etc. for each organization within each organization's command structure) for three appointments (with Panasonic, Osaka University, and Akita University) in AY2020, which was one more than in AY2019. For one of these projects, a private company hired a faculty member from the College of Information Science and Engineering to serve as a part-time researcher, and this initiative garnered attention from various quarters as the first example in Japan of a cross-appointment system under which faculty members are seconded to private companies.

Continuing from AY2019, Associate Professor Tomoko Hasegawa of the College of Science and Engineering was selected for the Highly



Cited Researchers 2020 list. This list is released annually by Clarivate Analytics to recognize “the world's most influential researchers of the past decade, demonstrated by the production of multiple highly-cited papers that rank in the top 1% by citations for field and year in Web of Science.”

Key Strategic Basic Issue 4

Promotion of the Ritsumeikan Global Initiative

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

Ritsumeikan University was given an ‘A’ grade on the AY2020 Mid-Term Evaluation for the Top Global University Project, and the evaluators stated that “the achievement of program goals is possible if initiatives to date are continued.” The evaluators also provided the following comment: “The development of educational programs in cooperation with foreign universities has been particularly successful. Based on its experiences with the International School of Information Science & Engineering established jointly with the Dalian University of Technology, the CAMPUS Asia Program being undertaken with partners in China and Korea, and the American University-Ritsumeikan University Joint Degree Program in the College of International Relations, the university established a dual degree program (as part of the College of Global Liberal Arts) with Australian National University in AY2019, and the steady progress of this initiative is highly commendable.” We have also pursued a university-wide agenda of globalization under the auspices of the

Ritsumeikan University Global Initiative by expanding study abroad subjects to all colleges, increasing the number of subjects taught in a foreign language, enriching English-only degree programs, and opening global commons called Beyond Borders Plazas (BBPs) on each campus. Furthermore, we formulated the R2030 Mid-Term Plan with an eye on the year 2030, and treating globalization as a longer-term trend, we are promoting diversity and inclusion in order to create unprecedented value through the interaction of diverse values and experiences by appointing non-Japanese and women to executive positions among other measures. MEXT commended us for these university-wide reforms and initiatives. We will continue pursuing these initiatives to meet our SGU targets and realize globalization in the post-SGU era.

The R2020 Second Half Plan uses university rankings as one indicator for our efforts to “establish our global reputation.” We ranked in the 800s overall in the QS World University Rankings, but we are fourth among private universities in Japan. In terms

of the evaluations for each indicator, our employer ratings have increased steadily over the years, and in AY2020, we ranked 183rd in the world. Meanwhile, in the QS Asia University Rankings, we placed 141st overall and fourth among private universities in Japan. Furthermore, in the Times Higher Education (THE) Impact Ranking, which assesses initiatives related to the SDGs, we ranked among the top private universities in Japan along with Waseda University (Overall ranking: 101-200).

2. Promote international student intake

As of May 1, our international student intake for AY2020 stood at 2,450 (2,378 on regular programs; 72 on non-regular programs) from 71 countries and regions, and throughout the academic year, we had a total of 2,848 international students (2,751 on regular programs; 97 on non-regular programs) enrolled. We also accepted 10 international students on short-term study abroad programs (e.g., RSJP and others). We also provided support to and handled dormitory move-in procedures for international students accepted for English degree programs in the newly established joint degree program, the College of Global Liberal Arts, and other colleges.

With regard to international student intake, to enhance the effectiveness of our current scholarship system, we revised the regulations, and in the first year of offering support to exchange students under this revised scheme, we expanded the number of recommended students accepted from partner schools. Among our various university-level scholarships, we decided to continue offering the Global Initiative Scholarship up through the final year of the SGU Project (AY2023). We will undertake a review of this scholarship's effectiveness, and keeping the impact of COVID-19 in mind, we have begun preparing for scholarship reforms to go into effect from AY2024.

Due to the COVID-19 pandemic, international students seeking jobs in Japan faced a harsh job market in AY2020. In terms of job placement support for international students, our basic approach is to survey students early on about their desired career paths, hold seminars (i.e., large-group support), offer matching events, and provide individual support. For students about to start preparing for the job search, we offered guidance sessions on job hunting in Japan, consultations with older students who already secured job offers from Japanese companies, and application form writing sessions. We also dispatched staff from the Division of Career Services to give talks in regular Japanese language subjects. For students already in the middle of job hunting, we held job placement consultations in cooperation with public institutions and distributed information on companies hiring international students. With regard to job placement support for international students seeking jobs in Japan, we concluded a job placement support agreement with Hello Work Umeda in March 2021, and we have started a trial of a paid internship program with the aim of establishing the Support Program for Job Hunting in Japan, a program that will provide systematic support in cooperation with other divisions within the university and outside institutions.



3. Increase the number of domestic students sent abroad

Due to travel restrictions, we only sent two students overseas (Japanese students: 0; non-Japanese students: 2) in AY2020. We offered online exchange programs as an alternative to in-person dispatch, and these attracted a total of 178 students, including 79 on the program developed jointly with the University of California, Davis (UCD), 10 on programs offered by partner schools, and the remainder on other programs developed by the colleges of Ritsumeikan. In AY2021, we plan to expand upon these online alternatives to study abroad while keeping an eye on whether travel can resume.

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

With the BBPs now in their third year, we communicated the attractiveness of the BBPs as commons with a focus on promoting on-campus cross-cultural exchange and co-curricular learning for students and self-directed study outside the classroom. A total of 1,393 students signed up for the BBP Mileage program and were awarded 2,091 points. This encouraged students to use the BBPs continuously, which was an issue the Plazas faced previously, and helped students receiving points develop self-directed study habits. Defining the response to learner needs using a combination of advising for learning support, study abroad support, and campus life support as a common issue for all three campuses, amid the pandemic, we held activities online while planning to open the BBPs upon the resumption of face-to-face classes, while enacting thorough infection prevention measures. The BBP student staff also actively implemented emerging initiatives.

In addition to the use of BBP facilities as commons, we also collaborated on student projects using the surrounding facilities and the projects funded by the Intercultural Exchange Program Grant, and we conducted training on how to implement activities online for both students and faculty.

In our international dormitories, which combine mixed living and international exchange functions, on Kinugasa, BKC, and OIC, we enacted thorough infection prevention measures and provided students with places to continue leading their campus lives and engaging in group activities with peace of mind. Although the number of dormitory residents temporarily fell due to the restrictions on entry into Japan, the International Student Support Coordinators and Resident Mentors offered online events to encourage interaction among students, exchange with the local community, and interaction among dormitory residents. In addition, we plan to discuss the second phase of mixed international dormitory construction on Kinugasa Campus and BKC as we seek to provide housing for international students with an eye on increased student intake upon the resumption of international mobility.

5. Strengthen the global dissemination of information

Due to the COVID-19 pandemic, various collaborative initiatives with overseas universities had to be moved online in the College of Global Liberal Arts, the College of International Relations, and other colleges.

On the other hand, the online study abroad program jointly developed with the University of California, Davis (UCD) attracted a

great deal of attention as a result of the close collaboration between the two universities and the publicity we gave to the jointly developed curriculum. In addition, while physical study abroad remains impossible amid the pandemic, we created a series of videos to encourage students to study abroad entitled “Study Abroad in the Post-COVID Era” that we will start publishing in the spring of 2021.

6. Reform academic systems in response to globalization

We are in the process of numbering subjects starting with the new English-basis colleges and departments. We adopted some of the systems used at American University, including the appointment of an academic advisor for course registration, for the American University-Ritsumeikan University Joint Degree Program in the College of International Relations that began in AY2018. The College of Global Liberal Arts, which opened in AY2019, features a dual undergraduate degree program with Australian National University, and it has adopted tutorials, academic advising, and other systems primarily used at universities in the Commonwealth countries.

7. Promote international cooperation projects

Due to the impact of the COVID-19 pandemic, we were not able to conduct face-to-face programs, but we did conduct one subject-specific online training program for JICA (Promoting Tourism through the Appropriate Management of World Heritage Sites). Nine people each participated in the English and Russian versions of this program. With regard to the Japanese language training program

for Applied Technology High School Abu Dhabi in the United Arab Emirates as well, we could not accept students physically, so we held an online exchange session for them with the second-year students of Ritsumeikan Moriyama Senior High School.

8. Promote the globalization of faculty and staff

To increase the number of staff with overseas work experience, we had been implementing long-term programs (i.e., programs at overseas offices in Canada and Vietnam, the Japan Society for the Promotion of Science (JSPS) Coordinator of International Cooperation dispatch, and the Self-Improvement Leave of Absence program) and short-term programs (i.e., serving as chaperones for students on overseas programs), but we were unable to send faculty and staff overseas due to the COVID-19 pandemic.

On the other hand, with regard to efforts to improve English proficiency, we offered the new “How to Score 700 on TOEIC” class on a trial basis, and 12 staff members attended. Within three months of attending the classes, six of them scored 700 or higher on TOEIC, and all of them experienced score increases, thereby boosting their motivation to study English before being sent on overseas assignments.

9. Improve global campus infrastructure

In AY2020, we undertook thorough infection prevention measures in our facilities (e.g., disinfecting facilities and equipment, installing temperature sensing cameras, and installing acrylic panels) to ensure safe face-to-face activities.

Basic Issue 5

Promotion of Reforms and New Academic Endeavors in Each College and Graduate School

1. Move forward with academic reforms in existing colleges and graduate schools

As part of its AY2021 curriculum reforms, the College of Science and Engineering decided to establish the Ritsumeikan Subjects category within liberal arts subjects, clarify the content of subjects based on their English titles, review subject content to ensure effective linkages between the fundamental math and physics subjects and the major subjects in the departments, and modify the enrollment methods for subjects.

Meanwhile, the College of Social Sciences made Undergraduate Thesis mandatory based on the curriculum reforms it enacted in AY2018. In AY2020, when the students on this new curriculum were in their third year, face-to-face seminar activities were restricted due to the COVID-19 pandemic, so the college was forced to alter its original plan for seminars; however, the college unified its report supervision for third-year seminars and prepared FD workshops on how to grade Undergraduate Thesis, and it moved forward with its plans to make Undergraduate Thesis mandatory in AY2021, which marks the final year of the first full cycle of the new curriculum.

With an eye on implementation starting in AY2022, the College of Business Administration formulated its curriculum reform plan which calls for the internationalization of the entire college while maintaining the existing two-department structure, responding to globalization, and confirming achievement at the point of graduation using an Undergraduate Thesis or Business Report to serve as the culmination of four years of study.

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

We continue to create new kinds of world-class education as evidenced by the establishment in AY2019 of the College of Global Liberal Arts, whose curriculum features a dual degree program with Australian National University.

As with the English-medium degree programs, intensive discussions on the operation of online classes amid the COVID-19 pandemic as a university-wide issue are ongoing, but we were unable to create any new degree programs despite several colleges issuing curriculum reform proposals.

Despite the pandemic, we continue to conclude new general agreements and student exchange agreements with foreign universities and pursue exchange with the international exchange organizations affiliated with various embassies, and we aim to roll out these initiatives once international mobility resumes.

3. Create new academic disciplines

In AY2020, we submitted our application for the establishment of the Graduate School of Gastronomy Management (which will include both a master's and a doctoral program), and we are scheduled to accept 18 students in the master's program (Capacity: 20) and two students in the doctoral program (Capacity: 3), including several students on the early graduate school entry program.

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

We continued to deliberate the possibility of interdisciplinary academic programs at the undergraduate level concurrent with the discussion on how to elaborate upon the R2030 Challenge Design. With regard to the graduate schools, we continued to operate

the Advanced Leadership Development Program that accepts participants from 11 graduate schools. We concluded the application and screening process for AY2020 and accepted the third batch of students who will commence program activities in AY2021.

Basic Issue 6

Our Social Contributions and the Full-fledged Deployment of Educational Programs for Non-Traditional Students

1. Enhance programs offered by the Ritsumeikan Academic Center (ACR) that leverage Ritsumeikan's distinctive features and strengthen networks with program participants

Due to the impact of COVID-19, the ACR cancelled all of its face-to-face courses. In August, it started offering 37 new online webinars called Ritsumeikan Online Seminars, which attracted 6,985 students. The Osaka and Kyoto Culture Courses that had been offered at the Osaka Umeda Campus previously were also moved online. These were offered 16 times across two batches during the academic year and attracted 1,148 students. Furthermore, 210 people attended the Kanji Teaching Certificate Course and 87 attended the Lifelong Learning University Kanji Course in Himeji.

We also offered 11 JMOOC e-learning courses (including continuing offerings), and as of March 2021, the total number of registered students topped 28,000.

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

On the Kinugasa Campus, based on a cooperative agreement concluded with Kita Ward in Kyoto City, we held the Kamigoryo Shrine Walking Tour with the Tea Ceremony Club as part of the Kita Ward Wa no Kokoro Project. (The Tea Ceremony Club made tea for the tour.) Also, in accordance with the cooperative partnership agreement concluded with Keifuku Electric Railroad Company in AY2019, we are cultivating threatened fragrant eupatorium plants on the Kinugasa Campus to be planted at Keifuku stations as part of their station greening project. Together with the local residents, we plan to brand northwestern Kyoto (i.e., the area where the railway line runs) as a place where fragrant eupatorium grows. Furthermore, two of our students appeared on a promotional video for Kitano-Hakubaicho Station, which will reopen after renovations in April 2021, showcasing recommended spots around the station.

At BKC, based on the cooperative agreement with Shiga Prefecture, we held the "Biwako no Hi" (Lake Biwa Day) lecture series and planned an implemented student support activities using the SDGs Activity Subsidy. Also, in accordance with the cooperative agreement concluded with Kusatsu City, we planned and

implemented the Ritsumeikan Biwako Workshop and the Kusatsu Biblio Battle event. Moreover, as part of a demonstration project to alleviate traffic congestion around Minami-Kusatsu Station we are conducting jointly with Shiga Prefecture and Kusatsu City, we tested traffic restrictions on the city street in front of the rotary at the East Exit of Minami-Kusatsu Station in October and November 2020.

At OIC, based on the comprehensive agreement of cooperation with Ibaraki City, we are pursuing mutual cooperation in the fields of community development, academic research, international exchange, and sports promotion. We also participated in the final negotiations aimed at bringing Australia's field hockey team training camp to the city ahead of the Tokyo Olympics.

With regard to disaster recovery assistance, we continued to implement cooperative projects with Fukushima Prefecture and Ofunato City (Iwate Prefecture). In this way, we will continue contributing to solving social issues through our teaching and research activities.

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

Due to the impact of COVID-19, almost all of the regular projects that involve dispatch to the affected regions were postponed or cancelled in AY2020. Under the "Take on the Challenge Fukushima Juku" project held based on an agreement of cooperation with Fukushima Prefecture, we strived to interact with locals online, and the last group of students in the program visited the affected areas to get a first-hand glimpse of how they look 10 years after the disaster.

To coincide with the milestone 10th anniversary of the opening of the Office for the Support of Post-Disaster Recovery, we created a special website to broadly disseminate the initiatives undertaken by Ritsumeikan to date both within and outside the Academy. The 3.11 Inochi no Tsudoi ("Gathering of Life") memorial ceremony and symposium were live streamed online due to the COVID-19 pandemic. We decided to extend the operating period of the Office for the Support of Post-Disaster Recovery five more years to 2025, and the office will continue pursuing education, research, and student activities while valuing the connections we have developed thus far with the affected regions.

Basic Issue 7

New Admission Policies and Models for High School-University Partnerships and Integrated Education

1. Reconsider the current state of admission selection procedures (general entrance examination and special entrance examinations such as the AO entrance examination).

With regard to general admissions for AY2021, we adopted the University Common Test and took measures in response to the COVID-19 pandemic, including adding more examination venues to

avoid the Three Cs. By executing entrance examinations with an eye on achieving our stated goals again this year, we achieved our goals of reaching at least 80,000 applicants and at least 50,000 applicants for original entrance examination types, all while maintaining regional diversity. In addition, we fulfilled recruitment quotas for recommended admissions, AO entrance examinations, arts and

sports entrance examinations, international student entrance examinations, and English-basis entrance examinations, and we met all the goals we set by striving to secure highly motivated and skilled enrollees with these examinations.

2. Strengthen cooperation with the affiliated schools

As part of our efforts to strengthen ties with the affiliated schools, we formulated regulations for a scholarship program for affiliated high school students who are expected to participate in international competitions, and we selected two students scheduled to enroll in AY2021 to receive these scholarships. We also conducted continuation screenings for the Conditional Scholarship for Affiliated School Students with Outstanding Athletic Ability, and four students were permitted to continue receiving aid.

In terms of extracurricular activities, we conducted a comprehensive review of the Phase 2 Premier Club Policy, and we formulated a basic approach and clarified the positioning of the Phase 3 Premier Club Policy (for AY2021 and beyond). We also formulated guidelines to promote cooperation with the affiliated schools by designating seven sports clubs and 10 culture and research clubs and setting goals for "contributing to the cultivation of an Academy identity."

3. Retain global human resources from schools other than the affiliated schools

In preparation for the recruitment of applicants to our international education programs, including the College of Global Liberal Arts, the College of International Relations' American University-Ritsumeikan University Joint Degree Program and Global Studies Major, the

College of Letters' CAMPUS Asia Program, and the College of Information Science and Engineering's Information Systems Science and Engineering Course, we engaged in public relations targeting high schools with students strongly interested in international affairs.

4. Create Ritsumeikan Models for Learning in the primary, secondary, upper secondary, tertiary, and post-graduate levels

In AY2020, we implemented Summer School in an online workshop format. Also, to raise the level of our problem-based engineering research, we established the Problem-based Research Project for Engineering, and the College of Science and Engineering and the College of Life Sciences jointly implemented the Problem-based Research Awards. Sixty high school students and 20 university faculty participated in this event, which served to improve inquiry-based learning through partnership education.

We defined high school-university partnerships and exchange as one of the topics for the Student Organization Subsidy System (project-based grants). After issuing a call for applications, we screened applicants for their infection prevention measures and the suitability of their response to the new lifestyle amid the COVID-19 pandemic and selected four organizations (3 sports clubs and one arts and culture club) for subsidies.

5. Deliberate the state of affiliated and partner schools

We established the High School-University Partnership Reform Review Committee which is considering ways to cooperate with affiliated and partner schools while keeping in mind enrollee composition and university entrance examinations.

Basic Issue 8

New Endeavors in Campus Development

1. Elaborate upon an improvement plan for the Kyoto Campuses (Kinugasa and Suzaku)

Renovations were completed on Keimeikan Hall, which now features a new commons on the first floor, multipurpose classrooms, and improved amenities. Regarding the second phase of the Kyoto Museum for World Peace upgrade, we compiled a renovation plan that aims for a reopening in 2023. In addition, we completed work to reinforce dangerous block walls around the campus as part of our measures to enhance campus safety. To ensure the thorough prevention of infection on all campuses, we installed panels to prevent the spread of droplets as well as contactless temperature sensing systems, and we reinforced ventilation systems.

2. Elaborate upon an improvement plan for BKC

We cooperated with a private company to work out the details of an upgraded food service facility to replace C-Cube, which

is scheduled to reopen sometime in AY2021 depending on the COVID-19 situation. As for Union Square, based on opinions raised by the students, we are considering ways to make the facility more accessible and create a more spacious cafeteria. We also commenced tree-planting and construction work for the Campus Promenade greenification project and are taking measures with an eye on completion by the end of AY2021.

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

We are considering new initiatives concurrent with the relocation of the College of Image Arts and Sciences and the College of Information Science and Engineering to OIC in 2024, including the formulation of a Socially Connected Campus Plan and the possible construction of a new building. We aim to compile the basic policy for these initiatives sometime in AY2021.

Basic Issue 9

Further Strengthening of Networks and Enhancement of Our Presence

1. Create a system that promotes lifelong ties with students (and alumni)

In the summer of 2020, we started the RI-sA Project to support students in creating opportunities for online exchange. This project began with concerns raised by alumni that new students have not

been able to meet and interact with people due to the pandemic. To coincide with the Alumni Association's 101st anniversary, we aimed to solicit 101 members for the project, but received more than three times as many applications. This initiative, which aims to financially support the activities of students who want to connect

and learn together across campuses, college, and year level while taking advantage of the unique characteristics of online tools, can be considered a new form of student support provided by the Alumni Association that was made possible precisely because of COVID-19.

2. Promote the solicitation of donations under the supervision of the Network Promotion Office Meeting

We continued sharing information about the basic donation solicitation policy and the status of fundraising. The solicitation of donations in AY2020 was unique in that it centered on the Emergency Student Aid Fund that was established to provide support to students facing financial hardship due to the COVID-19 pandemic. In a short period of time, we collected over

¥140 million in donations primarily from alumni, faculty, and staff, and we were able to provide a large number of needy students with financial support.

3. Promote thorough information publication and disclosure

In accordance with the Information Disclosure Regulations, we disclosed basic information on the Trust and all of its universities and schools on our information disclosure homepage. In addition to this basic information, we also disclose information pertaining to the following items: overviews of applications for the establishment of colleges and graduate schools and/or establishment notifications and compliance reports therefor, financial status and administration, education and research activities, evaluations, and audits.

Basic Issue 10

Organizational Issues Underpinning the Basic Issues

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

With the current Faculty Organization Development Plan (AY2016-AY2020) concluding in AY2020, we collected and analyzed information on the degree of achievement of the current plan for each college, graduate school, and organization, but due to the COVID-19 pandemic that struck at the end of AY2019, we decided to continue applying the basic policy for faculty organization development outlined in the current plan in AY2021 as well.

As we go about working out the details of the R2030 Challenge Design, we will continue discussing a policy direction for the next Faculty Organization Development Plan for the two years of AY2022 and AY2023 that will serve to carry on and expand upon the achievements of the R2020 Second Half Plan.

2. Formulate and elaborate upon the Staff Organization Development Plan

We have been undertaking staff organization development within the scope of the total staff capacity set in the “Basic Policy on Staff Organization Development in the Second Half of R2020” formulated in AY2016. Concurrent with efforts to heighten the specialization of duties, we added fields to be covered by Specialist Staff Members Hired for Specific Duties, bringing the number of fields to 13. Separate from the hiring of permanent staff generalists, we also undertook a recruitment drive for staff equipped with specialized capabilities in the fields of information systems and construction, and we hired two new staff members in AY2020. In terms of promoting diversity, we put conditions in place and tested initiatives to prepare for the hiring of employees with disabilities, and we hired a total of four such employees in AY2019 and AY2020.

To establish a staff organization that can promote the R2030 Design Challenge, we held workshops with “R2030 era” staff, and we are formulating a staff organization design for 2030 based on the lessons learned from our experiences in dealing with the COVID-19 pandemic.

3. Establish multi-campus university governance structures

Regarding the establishment of multi-campus university governance structures, we are pursuing administration based on the basic policy outlined in the report issued by the Academy Structural Reform

Development Committee in AY2013. We are currently discussing governance with an aim to steadily elaborate upon the R2030 Challenge Design.

4. Develop an environment in which we efficiently leverage ICT as an education and research institution and in a secure manner.

In order to provide the information infrastructure that is indispensable for education and research activities, we formulated an information infrastructure improvement plan, and we updated and maintained aging information systems, upgraded the university-wide firewall system, the university-wide server system, and various network devices (approximately 200 units) whose maintenance period ended in FY2020. Due to the impact of COVID-19, we had to offer classes online in AY2020. To respond to this situation, we adopted the Zoom video conferencing system, updating audio-visual equipment in the classrooms, and strengthened VPN connectivity. We also sped up cross-campus and internet connections, installed wireless LAN access points in every classroom, and took other measures to improve IT systems.

In addition, in order to cope with ever-increasing information security risks, we introduced a multi-factor authentication system and started to apply it to all employees in January 2020; however, in light of the confusion that might ensue if we were to start applying the system to all students and faculty members at the same time when many faculty members and students were not on campus due to COVID-19 as well as the impact this could have on online classes, we decided to limit the scope of application to those who wanted to use it and postpone the full-scale implementation until AY2021.

5. University evaluation

In accordance with the action plan for AY2020 formulated based on the mid-term policy (AY2019 - AY2025), we promoted internal quality assurance based on annual self-assessments, including linking monitoring and reviewing functions to make improvements on the points raised in the institutional accreditation results. As part of these efforts, we formulated an assessment policy and conducted a review of the current state of and issues with our social cooperation and contribution initiatives. Furthermore, the Graduate School of Management applied for and passed the accreditation for professional business schools.

3. Ritsumeikan Asia Pacific University



Basic Issue 1

APU Global Learning

1. Promotion of the SGU Project

Under its project entitled “Global Learning: Toward New Horizons in University Education,” APU has pursued a wide range of initiatives to achieve the “Four 100s”—namely, to i) utilize the dormitory to educate 100% of first-year students, ii) employ multicultural collaborative learning in 100% of subjects, iii) ensure that 100% of Japanese students gain overseas experience while enrolled, and iv) achieve the steady intake of international students from 100 countries and regions. In the mid-term evaluation conducted in AY2020, the SGU Project Evaluation Committee gave APU the highest score of ‘S’, and it said it “expects the goals can be achieved by the end of the project” and called APU’s admissions reforms to attract international students and university-wide quality assurance initiatives “highly commendable.”

2. Classroom reforms: Offer multicultural cooperative learning

Due to the COVID-19 pandemic, most subjects in the spring and fall semesters were offered online. Although it has become difficult to hold classes on our multicultural campus where students from all over the world study together as we have in the past, in order to implement multicultural collaborative learning, which is the foundation of APU Global Learning, online even amid the pandemic, we conducted all classes online in real time using Zoom, and we also conducted group work in our online classes. Rather than treating the COVID-19 pandemic as a threat, we decided to treat it as an opportunity to develop new modes of instruction, and we

began offering some online classes that incorporate multicultural cooperative learning in cooperation with overseas partner universities.

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

In AY2020, the University-wide AOL Promotion Committee and the University-wide AOL Promotion Committee Administrators Meeting met as planned, and the various Working Groups established under the Promotion Committee reported on the status of initiatives. Based on the reports issued by each subcommittee, the University-wide AOL Promotion Committee decided that, in accordance with the Diploma Policy, the new stage of AOL starting in AY2021 will not only verify the results of curricular education, but will also verify student growth using a variety of data from extracurricular activities. It also decided to strengthen efforts to visualize student growth in a more comprehensive manner.

4. Develop programs that utilize the dormitory for first-year experience: Further utilize the AP House international education dormitory

Having positioned the dormitories as places where students can learn by living together in a multicultural environment, in addition to holding exchange events in the dormitories, we promoted peer learning through the Community Living Workshops, Peace Study Seminars, and language study. In the first half of AY2020, most new students could not move into the dormitories due to the

COVID-19 pandemic, so these educational and exchange events could only be offered in a limited manner, but in the second half of the academic year, we were able to offer Community Living Workshops and educational programs led by the Resident Assistants (Ras) while enacting thorough infection prevention measures.

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

Due to COVID-19, it was not possible to travel overseas in AY2020, so the number of opportunities for APU students to study overseas plummeted. On the other hand, in terms of student exchange, we implemented online study abroad programs that allowed our students to study at our partner schools while remaining in Japan. In addition, we held APU Global Learning for sustainable Development (GLAD), an online multicultural cooperative learning program, in cooperation with our partner universities overseas, which allowed 141 APU students to study with 22 students from foreign partner universities.

6. Develop an Honors Program

As of 2020, 31 students from 12 countries are enrolled in the Honors Program, a residential extracurricular educational program designed to nurture leaders who will lead APU's Global Learning initiative. In AY2020, under the theme of "From APU to the World: Learning to Innovate, Influence and Impact", we held regular seminars taught by guest lecturers, APU faculty, and alumni as well as review workshops led by the program supervisor in order to develop the qualities of global leaders.

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

Due to the COVID-19 pandemic, all Japanese, English, and Asia Pacific (AP) language classes were offered online in AY2020, and despite this, we offered Common European Framework of Reference for Languages (CEFR)-compliant subjects for all languages again this year. EXCEED, the short-term intensive English language program we launched in AY2019, and academic advising sessions were offered entirely online this year, and we were put a framework in place that allows students to improve their language skills even in an online environment.

Basic Issue 2

Assuring and Improving the Quality of Education and Research in the College of International Management / Graduate School of Management

1. Acquire international accreditation

To add to the AACSB accreditation we already have, we began the application process for two more international accreditation schemes, the Association for MBAs (AMBA) and the EFMD Quality Improvement System (EQUIS) in AY2019. Based on the results of the initiatives undertaken in AY2020, we were awarded AMBA accreditation in August 2020.

2. Establish the Asian Business School Alliance

With a view to building alliances with universities in Asia and the rest of the world, we concluded student exchange agreements with Nottingham Trent University (UK), Budapest Business School (Hungary), Northumbria University (UK), Newcastle University (Australia), Boise State University (USA), and the University of Wisconsin-La Crosse (USA).

Basic Issue 3

Assuring and Improving the Quality of Education and Research in the College of Asia Pacific Studies / Graduate School of Asia Pacific Studies: Undergraduate and Graduate School Reforms

1. Implement internationally-compatible AOL

Based on the interviews we conducted with universities implementing pioneering initiatives, we revised the assessment form used for AOL activities in AY2020 and improved the system to strengthen awareness of the PDCA cycle of measurement, evaluation, and improvement at the individual faculty member level.

2. Assure the quality of the faculty organization

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

Basic Issue 4

Reforms to Enhance Research Capacity and the Ability to Disseminate Research Outcomes

1. Strengthen research fields for which APU is well-known

APU was selected by MEXT for the FY2018 Private University Branding Project for its project entitled "Establishing a global brand as a hub for inclusive leadership research, training, and practice." The Center for Inclusive Leadership, which was established as the key driver of this project, undertook a wide range of initiatives to promote diversity and inclusion. We established new research groups aimed at promoting joint research with researchers throughout Japan and around the world (Total projects through AY2020: 25), offered online seminars (Total

through AY2020: 33), held Inclusion Week in a joint effort with several student clubs, and assigned student assistants to several classes to cultivate inclusive leader among our students. In this way, we strived to strengthen our research fields.

2. Build and strengthen networks

To strengthen our research networks, the Ritsumeikan Center for Asia Pacific Studies (RCAPS) held a total of 13 RCAPS Seminars in AY2020. RCAPS also hosted the Asia Pacific Conference in December 2020, which attracted a total of 1,800 participants

from throughout Japan and around the world (or about twice the number from the previous year). Furthermore, we used our official homepage, social media accounts, and the J-Stage electronic academic journal site to actively disseminate information about our research outcomes.

3. Enhance the international reputation of research outcomes

With the aim of enhancing the quality and quantity of research output by APU faculty members and improving APU's international reputation, we analyzed the past research achievements of our faculty members based on the criteria used

by Scopus (a database of abstracts and citations). This analysis revealed that APU is home to an environment where international collaborative research is conducted on a daily basis and that we have a high ratio of international co-authored papers (3rd in Japan). These results were shared with various committees with the aim of strengthening APU's research capacity going forward. In addition, the content of projects awarded external research funding, as typified by Grant-In-Aid for Scientific Research Subsidies, also showed that a majority of faculty are engaged in international research, and each college and center is working to activate research.

Basic Issue 5

Diversity-driven Student Life

1. Promote intercultural cooperation in campus life and student activities

We offer dormitory education in AP House (the student dormitory) to promote intercultural cooperation in campus life, but in AY2020, due to COVID-19, we had to reduce the scale of these initiatives while ensuring thorough infection prevention



measures; however, after November when international students were permitted to enter the country again, we were able to offer Community Living Workshops and student exchange events in an effort to improve the standard of living for each dormitory resident.

2. Strengthen campus management

Preventing the spread of COVID-19 was defined as the top priority in terms of campus management, and we ensured thorough measures were taken to protect the lives of our students while working closely with the Oita Prefecture Public Health Center and local governments. In the first half of AY2020, when all classes were offered online, we enacted thorough infection prevention measures for AP House residents in particular. Also, in order to strengthen support systems and structures for our diverse array of students, we continued to hold study sessions on comprehensive student support, including support for students with disabilities, conducted by outside experts.

Basic Issue 6

APU Global Admissions Reforms

1. Regularly attract students from 100 countries and regions: Increase intake from Africa, the West, and South Asia

In AY2020, amid the pandemic, we held online seminars and exchange events as part of our efforts to secure students from around the world. In terms of accepting students from Africa, which is one of our priority areas, we have been able to maintain the highest number of African students (undergraduate level privately-funded students) in Japan, according to the latest data (from JASSO), thanks in part to our collaboration with the Ashinaga Foundation and the African Leadership Academy (ALA). As of November 2020, the number of countries and regions represented by our current students stood at 90.

2. Offer partnership education with high schools around the world

In AY2020, we developed a global online high school-university partnership program. As a substitute for the ACE Program that we had been offering, 12 APU faculty helped develop the Virtual

Mini University Program (VMUP), which was offered in October 2020. A total of 322 students from 47 countries applied for the program, and after a screening, we selected 238 students from 35 countries.

3. Adopt an Admissions Officer system

In lieu of the Admissions Officer system, we began using Slate, an admissions management system, as the core element of our new screening process. In AY2020, we achieved the stable administration of graduate school admissions via Slate, and we moved ahead with efforts to expand the usage of the system to undergraduate admissions. The adoption of Slate also allowed us to move to a fully paperless internal screening process.

4. Establish an alumni admissions associates system

The alumni admissions associates system was launched in AY2019 as part of the Admissions Associates System. Twenty-one Admissions Ambassadors around the globe not only help

raise the name recognition of APU by discussing their own experiences at the university, they are also contributing to improved enrollment yields rates by communicating directly with successful applicants. We plan to add more Admissions Ambassadors going forward.

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

To better measure inquisitive learning, in AY2020, we adopted entrance examinations that will help us cultivate graduates who can change the world centered on the adoption of the

logical flow chart. This is not just one new entrance examination type, but with the involvement of faculty members in charge of first-year education, the process itself has been designed to improve the transition to first-year education.



Basic Issue 7

Governance Reforms

1. Establish the APU Governing Advisory Board

First established in AY2018, the second meeting of the APU Governing Advisory Board, which included some new members, was convened online in March 2021. The members, who include university personnel, government officials, and alumni, provided advice and suggestions on the APU Action Plan for the R2030 Challenge Design.

2. Strengthen institutional research (IR) functions

We positioned academic IR as a key issue for AY2020, and we conducted a more detailed analysis of skills and abilities, especially those explicitly stated in the Diploma Policy. We promoted the introduction of data analysis platforms such as Tableau to actively visualize data and share information, especially within the university.

Basic Issue 8

Faculty and Staff Organization Reforms

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

In AY2020, under the leadership of the President, we implemented President-led Projects to propose solutions to key issues faced by the university in a cooperative effort among faculty and staff. Transcending the usual areas of work each faculty and staff member is responsible for, the project team members discussed the issues of governance, career support for our diverse student body, eco-campus initiatives, and the promotion of the SDGs, and each team issued reports and recommendations to the University Senate Meeting at the end of the academic year.

2. Reform the faculty hiring system to enhance faculty mobility

Some faculty in the Center for Language Education (CLE)

and the colleges are engaging in mutual exchange by inviting guest lecturers from other universities to their classes and teaching classes at partner universities as part of joint COIL-style programs, but discussions on detailed program design are ongoing.

3. Raise staff to a global-standard level

The percentage of foreign staff plus full-time staff with degrees from foreign universities plus Japanese staff with overseas work experience (of at least one year) reached 35.6% (Final target for AY2023: 42.5%) at the end of AY2020. In addition, the percentage of staff who can perform duties in a foreign language increased to over 90%, and the percentage of staff with TOEIC scores of 800 or higher reached 49.8%.

Basic Issue 9

Cooperation with Stakeholders

1. Cooperate with alumni

With the adoption of online instruction, Global Alumni Lectures (GOAL) taught by 51 alumni as part of regular classes, marking a significant increase over the 17 alumni who gave lectures in AY2019. We also added two new videos to the Human Library, videos about alumni career paths that can be used as career education resources, bringing the number of publicly available videos to 13 as of the end of AY2020.

2. Strategic international partnerships

Due to the significant impact of COVID-19, we had to postpone student dispatch and faculty intake on our dual degree programs, but developed a new online program called APU Global Learning for Sustainable Development (GLAD), in which our students could learn with their counterparts from foreign partner schools, and we offered

this with Mahidol University (Thailand), Chonnam National University (Korea), and Universiti Sains Malaysia (Malaysia).

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

Regarding the Global Competency Enhancement Program (GCEP), which aims to contribute to the development of global human resources for Japanese companies and the local community, we responded flexibly to companies' needs amid the pandemic to offer a two-month online program for six trainees. We also provided a fully customized online program for one company. In terms of cooperation with the local community, we cooperated with the Beppu City Board of Education for the first time to provide all local elementary schools with online tours of the APU campus and a chance to interact with APU students online.

4. Integrated Primary and Secondary Education and the Affiliated Schools

Basic Issue 1

Ritsumeikan Top Global Schools Project

Pivoting on implementing education under the Super Global High School (SGH) and International Baccalaureate (IB) schemes, the affiliated schools made strides towards the creation of Ritsumeikan Top Global Schools, that is, schools that can achieve the highest level in Japan for English and international education.

As a key issue in the R2020 Second Half Plan, we continued to cultivate students with advanced English proficiency in order to move forward with global human resources development in cooperation with Ritsumeikan University and Ritsumeikan Asia Pacific University. Starting in the 2020 academic year, the English Top-up Course, which aims to boost participants' TOEFL ITP® scores to 550, was offered as the Ritsumeikan Affiliated and Partner School English Top-up Course in collaboration with the College of Global Liberal Arts (GLA) and the College of International Relations Joint Degree Program. In addition to improving students' English skills, the course also helped motivate them to study after entering university by allowing them to take a course taught by university faculty members.

Although the Ritsumeikan Gap Term Study Abroad Program, which utilizes the January-March period of the third year of high school,

could not be implemented due to the COVID-19 pandemic, we were able to launch some new initiatives, such as allowing third-year high school students to participate in the online program with UC Davis for students of Ritsumeikan University.

Ritsumeikan Uji Senior High School was selected as a Core School for the Project for the Creation of Worldwide Learning (WWL) Consortia, which was launched in AY2019, while Ritsumeikan Senior High School, Ritsumeikan Keisho Senior High School, and Ritsumeikan Moriyama Senior High School were selected as partner schools for the project. Under this project, we are pursuing R & D and practical education in collaboration with universities and companies both inside and outside Japan in order to develop innovative global talent. In AY2020, we held the Laos Studies and Philippines Studies workshops online as we made progress toward implementing progressive initiatives in preparation for the Future Classroom era.

Ritsumeikan Uji Junior and Senior High School has decided to expand its IB education, which seeks to deepen inquiry-based learning, by establishing the IP Course, which links to the IB Course in the high school, in the junior high school.

Basic Issue 2

Realizing the Affiliated School Version of the Ritsumeikan Model for Learning: Nurturing Independent Learners

We continue working to realize an affiliated school version of the Ritsumeikan Model for Learning which cultivates independent learners who see serving society and others as the motivation for their learning. Revolving around learning centered on problem-based research under the Super Science High School (SSH) and SGH programs, we are cultivating students who "approach learning independently but can learn in cooperation with a diverse array of people" and "possess the academic inquisitiveness required to solve problems with no clear answers." Aiming to further develop inquisitive academic ability, we began a full-fledged discussion on inquiry-based partnership education focused on specific topics in cooperation with the university. We deepened our cooperation with Ritsumeikan University by establishing the Problem-based Research Project for Engineering to raise the level of our problem-based engineering research and holding the Problem-based Research Awards jointly with the College of Science and Engineering and the College of Sciences.

With regard to SSH, in addition to Ritsumeikan Moriyama Senior

High School and Ritsumeikan Keisho Senior High School, Ritsumeikan Senior High School identified issues it must address in AY2020 regarding the development of human resources for science and technology, and it was selected for the Progressive Reform category of SSH (for which only two schools in Japan were selected). Leveraging the multiple designations that the affiliated schools have earned, we are moving forward with research and development while sharing information on the initiatives.

Transitioning to ICT-assisted learning will be an important issue for the coming era. In AY2020, Ritsumeikan Moriyama Junior and Senior High School commenced a demonstration project to develop a model for individually optimized education to install basic academic ability before enrollment by using an AI learning app. The use of ICT in learning has resulted in a steady increase in the amount of time students spend studying. In addition, due to COVID-19, all affiliated schools made significant progress in the utilization of ICT in education.

Basic Issue 3

Designing a System for Transitioning from Ritsumeikan's High Schools to Its Universities and Graduate Schools

We defined the development of a new model of integrated high-school-university-graduate school education that harnesses our strengths as a comprehensive private academy as one of the strategic issues of the Ritsumeikan Academy's R2020 Second Half Plan. Since AY2017, we have been considering initiatives

and moving forward with the development and implementation of programs to boost affiliated school students' motivation toward self-directed learning by connecting the distinctive specialized education of the colleges and graduate schools with learning at the primary school, junior high school, and senior high school levels

and cultivating students at every level in a joint effort between Ritsumeikan University and the affiliated schools.

As a specific example of these initiatives, we began providing educational programs in cooperation with the various colleges of Ritsumeikan University that cultivate outstanding students with the characteristics of the academic disciplines in each college, all while stimulating students' intellectual curiosity and increasing their motivation and creativity. These efforts aim to increase motivation to learn from the high school level and enhance PBL that enables students to experience university-level learning. In AY2020 as well, we cooperated with various colleges to offer online workshop-style summer school programs. To ensure the seamless transition from inquiry-based learning up through high school to university-level learning, we established the Problem-based Research Project for Science, and we held Problem-based Research Awards jointly with

the College of Science and Engineering, with whom we had previously been cooperating and the College of Life Sciences.

As a comprehensive academy with institutions spanning the spectrum from the primary to the post-graduate levels, we focus on cross-generational peer learning in both the regular curriculum and extracurricular activities. In AY2020, we jointly implemented the Next Leaders Program (NLP), a pre-enrollment top-up program, with student mentors belonging to RIMIX. In this way, university students, including those who graduated from the affiliated schools, are supporting younger students in pre-enrollment education and other settings. In cooperation with the Ritsumeikan University Program for the Cultivation of Innovation Architects (EDGE +R), we offered the Creativity Education Workshop for primary and junior high school students and undertook other measures to deploy inquiry-based learning at the primary and junior high school level together with the faculty of the university.

Basic Issue 4

Creating Social Networks and Ritsumeikan's Branding and Entrance Examination Strategies

To ensure that students also grow as members of society, it is vital for the affiliated schools to develop strong networks with the local community, organizations, companies, and other stakeholders as a part of their institutional development activities. In addition to working with educational institutions, the affiliated schools are all engaged in expanding and deepening partnerships with local companies and governments as part of their WWL, SGH and SSH initiatives and career education.

In AY2020, we made particularly significant progress in collaborating with companies and other organizations on online and ICT-driven educational programs. We made progress in new fields, including the development of educational programs in collaboration with companies engaged in career education and various projects for the Future

Classroom initiative, and we implemented joint demonstration projects for individualized, optimized learning using AI.

We emphasize our integrated education that only a comprehensive academy with institutions running the gamut from the primary to the post-graduate levels can provide along with efforts to publicize the many ways our affiliated schools enhance teaching capacity. Amid the COVID-19 pandemic, each affiliated school enhanced online content on their websites and held online Open Campus events.

We cooperated with Kyoto City, the Kyoto City Board of Education, local companies, local universities, and local schools as a member of the Kyoto Education Discussion Forum, which we have been a part of for more than 10 years. In AY2020, we held online forums and lectures based on the topics of human resources development and innovation.

Basic Issue 5

Developing Organizations and Conditions Conducive to Supporting New Developments in Each School

To ensure that affiliated school students grow into independent learners who can succeed in the global arena, it will be increasingly important for us to help faculty boost their teaching capacity. In AY2020 as well, the Affiliated School Education and Research Training Center held several online workshops and training sessions for each subject/topic and teacher position based on our image of the ideal affiliated school teacher. In the recruitment of teachers, we used ICT to advertise positions and devise an effective selection process, and we received more

applications from a wider range of highly enthusiastic teachers than in previous years.

As for the promotion of gender equality, we made steady progress in hiring female teachers and have successfully met the 30% ratio of female faculty that we set in our Action Plan.

In AY2020, we initiated fundamental reforms to teacher work styles to help us produce highly creative children by allowing teachers to pursue teaching more creatively and independently.

Basic Issue 6

Enhancing Education in Cooperative Schools and Considering Cooperative Policies

We implemented high school-university partnerships with an eye on encouraging the self-directed management of the high school-university partnership education provided by our partner schools. Because we have been encouraging students from the affiliated schools to attend high school-university partnership programs, we have been able to firmly establish these efforts centered on programs like the English Top-up Program and the Next Leaders Program. Ensuring that partner school graduates can succeed after they go to university will be an increasingly important issue going forward.

We also encouraged interaction among affiliated school and partner school teachers. Subject/topic-specific training sessions sponsored by the Affiliated School Education and Research Training Center and efforts aimed at promoting interaction among teachers and deepening their knowledge served to improve the quality of education in the affiliated schools and the university.

We renewed our cooperation agreement with Heian Jogakuin-St. Agnes at the end of AY2020 and confirmed that the partnership will continue from April 2021 onwards.

4-1. Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School



Basic Issue 1

Integration of School Management and Organization to Support Promotion of the 4-4-4 System of Integrated Primary and Secondary Education

Since AY2017, in order to promote the 12-year integrated education of Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School, we have had a Representative Principal in charge of Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School as well as regular Principals for the Primary School and the Junior/Senior High School. In addition, under the supervision of the Representative Principal, we established the R12 Administrators Meeting consisting of Principals, Vice Principals, Head Teachers, and Administrative Directors, which has convened twice a month to discuss matters related to the 12-year integrated education program. In addition, through personnel exchanges and joint training between the two

schools during this period, we have accumulated knowledge on how to think about and implement education from a 12-year perspective spanning the primary, junior high, and high school levels.

Due to the increased social risk stemming from the COVID-19 pandemic in the AY2020, Ritsumeikan Primary School and Ritsumeikan Junior and Senior High School have each agreed to appoint Principals starting in AY2021 in order to strengthen the governance of both schools. Revolving around the collaboration of Principals and the R12 Administrators Meeting, we will continue to further promote integrated primary and secondary Education.

Basic Issue 2

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

Concurrent with the revisions to the National Curriculum Standards, Ritsumeikan Primary School implemented curriculum reforms, and in AY2020, it started efforts to strengthen fundamental academic ability, adopt inquiry-based learning, and further utilize EdTech. In addition, with the five-day core class system, students no longer need to attend school on Saturdays in principle, allowing them more time to reflect on their learning and deepen their inquiry-based learning.

In order to promote the development of independent learners in the second stage, the second half of the course (i.e., the first and

second years of junior high school) was reorganized for AY2020 onwards. In the past, there were four courses, Integrated, Comprehensive, MSJ, and AD, based on the internal/external and regular/advanced dichotomies, but we integrated these into two courses, Creative Learning (CL) and Advanced Learning (AL) without making a distinction between internal versus external. Students who graduated from Ritsumeikan Primary School and students who admitted from other schools via entrance examination study together in the same class, thereby creating a learning community that makes the most of each student's

strengths and individuality. In subjects such as English, courses are organized according to the students' study history. In AY2020, to prevent the spread of COVID-19, we worked to provide online classes (in April - May for the Primary School and May for the Junior and Senior High School). After school resumed in June, new rules were established to thoroughly

prevent infections within the school, and education was provided on how to change behaviors to protect each other's lives and to prevent discrimination against infected people. We held school events to where possible, changing the rules and restrictions as the situation dictated.

Basic Issue 3

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

Ritsumeikan Junior High School reorganized its first and second-year courses into the Creative Learning (CL) and Advanced Learning (AL) courses, and in AY2020, it offered five CL classes and three AL classes. In the CL, students study at a regular pace and participate in self-directed activities, such as club activities, to achieve holistic growth. In the AL, students study at a rapid

pace under a curriculum with enriched mathematics and science content with the aim of applying to other schools in the future. We also provide more robust information about the features of each course, including the possibility of changing courses as the school year progresses, so that students can choose the most appropriate environment in light of their future path to higher education.

Basic Issue 4

Expansion and Development of Distinctive Character of SGH and SSH Projects, and Dissemination of Positive Outcomes

In AY2020 almost all international exchange programs were cancelled due to the COVID-19 pandemic, but we were able to switch to an online platform to offer the Japan Super Science Fair (JSSF), the Rits Super Global Forum (RSGF), and the Rits Global Summit (RGS). The JSSF, which was planned and organized by second and third-year high school students in the SSG classes, was attended by 205 students hailing from 63 schools (46 overseas schools and 17 domestic schools) from 24 countries and regions around the world. It was offered across three weekends and was divided into three sessions based on different time zones. Research was presented in 101 oral presentations and 121 video

presentations. As for the RSGF, which was planned and organized mainly by 2nd and 3rd year high school students in the GL course, students from 14 foreign schools and two Japanese schools participated in an expansive 5-day discussion on the topic of "What Can We Do Under the Situation of the Coronavirus? The RGS, which was led by 3rd-year students in the GJ class, connected six schools around the world for four days of exchange activities. This year's initiatives were a very valuable experience for the future with an eye on international exchange in the post-COVID era as making full use of online platforms and fostering global communication skills in this kind of environment will remain in demand.

Basic Issue 5

Enhance the Medical Science (MS) Course and Improve the Rate of Advancement to Other Universities

In terms of students advancing to other universities, 58 students mostly from the MS course were successfully admitted to the following public and national universities in AY2021: Kyoto University: 6 (including 2 on the tokushoku examination), Osaka University: 8, Kobe University: 7, Tohoku University: 2, and Hokkaido University: 1. In addition, nine students passed examinations for medical, dental, and pharmaceutical schools. One of the two students who passed Kyoto University's tokushoku examination graduated from the SSG class, which serves to validate our track record of presenting the outcomes of research projects both in Japan and overseas as part

of our efforts to develop international human resources for science under the SSH Project. In addition, on examinations that assess a variety of student growth and experience, such as examinations for foreign universities and AO examinations for other universities, an increasing number of students outside the MS course are being highly commended for their activities. On the other hand, we will continue to enhance partnership programs with Ritsumeikan University and APU to ensure that students seeking to advance to those universities can select colleges that better suit their career aspirations and academic interests.

Basic Issue 6

Improve Working Conditions to Promote the Aforementioned Educational Issues

In AY2020, we began efforts to manage the work attendance of teachers in the first year of work style reforms. To raise awareness of the need to work during specific working hours, our work style reforms aim to find a healthy and sustainable way of working that will enable our teachers and staff to remain physically and mentally fit with "room to breathe," thereby enabling them to hone their skills in response to the demands of educational reforms. In this academic year as well, there were cases

of overtime work, but we were able to considerably reduce total working hours compared to the previous year. At Ritsumeikan Junior and Senior High School, we enhanced the student support system and improved the ICT utilization environment, including upgrades to the school's Wi-fi. Starting in AY2021, all first-year junior high school students and first-year high school students will have their own tablets, and we will put these to use for our educational activities.

4-2. Ritsumeikan Uji Junior and Senior High School



Basic Issue 1

Career Education that Questions Lifestyles

The curriculum reforms that we had been implementing in stages since AY2018 entered the final year of the first full cycle in AY2020. The high school was designated a Research and Development School by MEXT in AY2018 and a Core School for the Project for the Creation of Worldwide Learning (WWL) Consortia in AY2019, and these designations helped us take the curriculum reforms to the next level. With regard to the Core Inquiry program in particular, the class council led development, and the concept of curriculum management is now firmly entrenched in our teachers. Inquiry-based activities, such as addressing the question of why students learn, were conducted across all subjects. Due to this, we were able to link career education to inquiry-based activities and instill in students the ability to carve

out their own futures. As a result, the percentage of students with no clear outlook for the future fell from 30% to 20%, and the percentage of students who said they know what they need to do for the sake of their future goals increased from 50% to 68%. Together with the junior high school Theory of Knowledge (TOK: a Core IB subject for moral education), and QUEST, and the WAO Program, this grew into a school-wide effort, with teachers of various subjects working together in an interdisciplinary manner to develop classes.

We continued linking existing career events that have been implemented cooperatively by the junior high school, high school, and university with information sessions for students considering advancement to the international colleges.

Basic Issue 2

Development of High School Courses that Aim to Enhance High School-University Partnerships and Transition to Independent Junior High School IPS Class

In 2018, we launched the Integrated Global (IG) course in the high school by combining the Humanities and Science courses. This reform led to the development of a nation-leading curriculum that integrates the humanities and sciences, the Period for Integrated Learning through Inquiry time (Core Inquiry), school-defined Humanities Inquiry, and inquiry-based subjects dealing with topics such as the SDGs, and we now serve as a leader for schools across the country. In addition, we made it mandatory for all third-year



high school students to engage in topic-based research as a means for them to expand upon their own interests through research. In the IM course, whose curriculum includes a study abroad component for all students, we provided pre-departure classes to help students discover Japan and develop an identity, and we developed career education to ensure students become innovative global human resources upon their return. The number of applicants for the junior high school IPS course, which links to the high school IB course, has been increasing, and the IPC course (IPC: a course in which most subjects are taught in English) to be established in AY2021 will begin on schedule.

Basic Issue 3

Education that Fosters Ability to Respond to Internationalization

Although the project period for the SGH designation ended in AY2018, we were designated a Core School for Curriculum Development under the Project for the Creation of WWL Consortia, which is the successor to the SGH Project. We are working on building networks and cooperative ties with companies, NPOs, other organizations, and high school and universities both in Japan and overseas. This unprecedented educational initiative has served to provide significant benefits to all our students. Specifically, we incorporated serious feedback from working people into topic-based research and realized an overseas training session with several schools in cooperation with partner companies and organizations. We were the only school to receive awards at the MEXT-sponsored National High School Students' Forum for all four years from the initial year until the fourth iteration in AY2020. The National High School Students' SR Summit, which we have

been organizing since AY2018, entered its fourth year and attracted participants from 51 Japanese high schools and 14 high



schools overseas. This initiative attracted a lot of attention as a high school student conference rooted in an unprecedented concept, and it was featured in a column in Keidanren's second proposal to the government. (<https://www.keidanren.or.jp/policy/2020/110.html>)

The school's myriad efforts amid the pandemic were highly commended, with more than 95% of the parents surveyed indicating that they were happy to have sent their children to the school.

Basic Issue 4

Advanced Intraschool Sharing of Information through the Promotion of Informatization

In both the junior and senior high schools, we have established an environment where all students can connect to the school online at any time with tablets or their own devices (BYOD). We also conducted surveys with and distributed materials to students and their guardians online. In line with this, our class formats have also changed dramatically. Due to the COVID-19 pandemic, AY2020 was a year that tested our capacity for utilizing ICT. Although the students were

prohibited from attending school in-person from the beginning of April, within about a week, all students, including new students, were connected online, and we began offering online classes including morning SHR activities. This swift response led to our remote HR activities being covered in the MEXT report on special activities. (https://www.mext.go.jp/a_menu/shotou/zyouhou/detail/mext_00941.html)

Basic Issue 5

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

Even amid the COVID-19 pandemic, in AY2020, we stepped up efforts to improve student-led initiatives and activities and provided support therefor. With regard to extracurricular activities, our clubs achieved remarkable results at the national level, including the following: Students' Choice Award for the fourth consecutive year at the 4th National High School Students' Forum; advancement to the National Tournament by the Ritsumeikan Uji Junior High School's Men's and Women's Tennis Clubs (the first time for both teams to advance together); participation in the 70th National High School Ski Tournament (Inter-High); participation in the National High School Judo Championship, participation in the 2020 Japan Championship Swimming Tournament (Top Tournament including Seniors) Women's 400m Freestyle event; participation in the 5th U-18

Futsal League Champions Cup (National Tournament) for the second consecutive year; 2nd place in the 32nd Japan Harp Competition (Advanced Category); 1st place in the 9th Kansai Cheerleading Championship Small Groups Category; 5th place in the National High School Ekiden Road Race (32nd consecutive appearance); qualification for the 48th Baton Twirling National Tournament; first place in the National High School Athletics Tournament 2020 and U20 National Athletics Tournament Women's 1,500m and Women's 3,000; participation in the National High School American Football Championship; Silver Medal at the 24th All Japan Figure Skating Championship Novice A Women's Class; participation in the JOC Junior Olympic Cup Tournament; and qualification for the 89th All Japan Junior Championships.

Basic Issue 6

Discussions that Include Facility Improvements to Support Educational Activities

Construction of a new school building is scheduled to be completed in the summer of 2021, and upon completion, the IB course will be offered in two classes. With the completion of this building, the number of classes per grade in the junior high

school was increased from five to six to improve the educational environment. In line with the Future Vision, we also plan to add more classes at the high school and are holding discussions on the student dormitory.

4-3. Ritsumeikan Keisho Junior and Senior High School



Basic Issue 1

Creation of the School of Choice for Students from all over Japan and Asia by Leveraging our Image as the No. 1 Model School for Education in Hokkaido

We held general and special entrance examinations for the junior high school on separate days again in AY2020, which allowed us to attract a total of 538 examinees, or 18 more than last year. As a result we were able to welcome a total of 204 new students which we divided into two SP course classes and four Integrated course classes. The SP course has become highly competitive, with the ratio of applicants to seats reaching 4.42. In terms of high school admissions, we saw an increase in the number of recommended entrance examination applicants (January exam) for whom Keisho is the first choice, and together with the general entrance examination (February exam), we attracted an extremely large proportion of high performing applicants. In addition, we nearly fulfilled our 305-student capacity for first-choice applicants and students advancing internally from the junior high school, and in the end, we welcomed 320 new students. We are seeing an increase in exchange students and returnees, who must reside in the dormitory, and both the male and female dormitories are near full capacity.

We continued promoting the Human Resources Development for Regional Revitalization Program as part of our efforts to further strengthen ties local municipalities in Hokkaido. With regard to

the Human Resources Development for Regional Revitalization Program in particular, we have concluded agreements with 20 of the 52 local municipalities that do not have high schools, and our students proposed plans for tourism development for several of our partner municipalities (i.e., Moseushi Town, Numata Town, Yuni Town, Niki Town, and Akaigawa Village).

As part of our regional outreach projects in AY2020, we concluded a comprehensive cooperation and exchange agreement with Fighters Sports & Entertainment Co., Ltd., which is scheduled to operate the new baseball stadium to open in Kitahiroshima City, Hokkaido, with the aim of promoting joint research and other activities under the theme of "developing Hokkaido and education" and contributing to the development of the local community and human resources. Furthermore, we partnered with Tanaka Gakuen, which has decided to open the Tanaka Gakuen Ritsumeikan Keisho Elementary School in April 2022, and in cooperation with the Ritsumeikan Keisho Junior and Senior High School, we will develop a new kind of integrated education system—the likes of which have never existed in Hokkaido before—starting with the elementary level.

Basic Issue 2

Creation of Conditions to Aim for Achievement of the Keisho Boarding School Vision by 2024

Until now, we actively accepted international students and sent our students abroad as part of our effort to promote global education, but travel outside Japan was all but impossible in AY2020 due to the

COVID-19 pandemic. We explored the possibility of changing the timing of our New Zealand training program for third-year junior high school students and overseas training program for second-year

high school students, both of which are our trademark international programs, but due to the global spread of COVID-19, we decided to cancel the programs in order to prioritize safety and security. In AY2021, we will consider initiatives that foster an international sensibility in our students, such as online exchange programs that can be held even if international travel remains impossible.

Amid this difficult situation, we held an exchange event with our sister school in Korea, the Anyang Foreign Language High School, and 48 students from both schools participated. Furthermore, in November 2020, we accepted two international students (one from Indonesia and one from India) under the MEXT-funded Asia Kakehashi Project.

Basic Issue 3

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

In AY2020, as a result of having promoted participation in RU and APU campus tours and C-Navigation events from their first year at the school, we expanded high school-university partnerships with RU and APU. We also expanded the Ritsumeikan University Special Designated School System, so the rate of internal advancement to RU and APU reached 48% (RU: 156 students, APU: 17 students). In particular, one graduate from the class of 2020 was admitted to each of the following highly selective programs by way of special selection: Global Studies Major in the College of International Relations, the RU-American University Joint Degree Program in the College of International Relations, the College of Global Liberal Studies, the Information Systems Science and Engineering Course in College of Information Science and Engineering, and the Campus Asia Program in the School of Letters.

With regard to the SSH program, AY2020 marked the fourth year of our second basic slot designation. In AY2020, we also applied to be designated as a Core School again in AY2021. Although many projects were cancelled or delayed due to the impact of

the COVID-19 pandemic, we conducted online exchange activities with partners in Singapore (e.g., joint research with National Junior College on biostimulants) and Thailand (e.g., joint research with Princess Chulabhorn



Science High School Pathumthni). In addition, to explore future online possibilities, we held the High School Student Northern Conference (November-December 2020), a project adopted to support SSH exchanges, and were able to expand our collaborative activities on the theme of "Energy Choices in 30 Years" both in Hokkaido and nationwide.

As for the SGH, the designation period ended in AY2019, but we were able to achieve some degree of results by incorporating the content of the SGH Project into the Global Awareness subject for second-year high school students and overseas training programs (which ended up being cancelled due to COVID-19).

Basic Issue 4

Creation of the "No. 1 School for Advancement in Hokkaido" through Enhancement of Junior High and High School SP Courses

In total, 65 students who graduated in AY2020 advanced to the University of Tokyo, Kyoto University, and medical schools, marking a significant increase over the 49 from the year before and far surpassing our target number of 50. The breakdown was as follows: University of Tokyo: 3, Kyoto University: 4, and medical schools: 58

(Hokkaido University: 2, Sapporo Medical University: 6, Asahikawa Medical University: 7; Tohoku University: 2; Akita University: 1; Niigata University: 1; Kanazawa University: 1, Yamaguchi University: 1; Miyazaki University: 1; National Defense Medical College: 3; and private university medical schools: 33).

Basic Issue 5

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

We created systems for transfer student entrance examinations for both the junior and senior high schools, and after publicizing examination

guidelines on the school homepage, we held examinations three times per year (once each in June, September and February).

Basic Issue 6

Development of Systems and Environments that Support the Reforms

We are fully implementing ICT education in Co-Tan, the new active learning building that was completed in AY2019, and the classrooms are operating at a very high capacity as we proactively adopt active learning in all subjects. In addition, by the end of AY2020, we completed upgrades to the campus-wide Wi-fi environment using a subsidy for the improvement of the information and communication network environment for private

schools, which is related to MEXT's GIGA School concept, and new classes in which students can use their own devices (BYOD) in class will begin in AY2021.

Aiming to reform teacher work styles in AY2020, we increased the number of club advisors (14) and added staff to visit dormitory (3) and club support staff (3) as we strived to refine and streamline the duties that teachers should be focusing on.

4-4. Ritsumeikan Moriyama Junior and Senior High School



Basic Issue 1

School Development that Reinforces Position as a Top School in Shiga Prefecture

In response to the COVID-19 pandemic in AY2020, we defined our top priority as protecting the health and safety of our students while fulfilling our social responsibility to preventing the spread of infection. Since our students commute from a wide area, we took prompt action in light of the government's declaration of a state of emergency and the situation in neighboring municipalities. In order to ensure that student learning was not interrupted and to maintain their physical and mental health, we provided remote online classes and student interviews using ICT devices, and we adopted learning support applications and a web conferencing system. In this way, we achieved great results during the temporary school closure.

We also formulated a plan for the future of education with an eye on the year 2030, and aiming to build the Ritsumeikan Moriyama Model of Learning, which will nurture Game Changers who will contribute to society by creating new value and redefine learning from the perspectives of learning content, learning methods, and learning spaces, we launched the Future School project. Currently, we are working to improve learning by integrating face-to-face and online learning, dividing subjects into Fundamental and Inquiry-based subjects, and dividing learning styles into

the categories of individualized, cooperative, project-based, and applied. With the opening of the Science AP and Global AP programs, which are early-stage programs designed to nurture top-tier students in science, engineering, and the humanities, and thanks to the expert guidance of university faculty and undergraduate and graduate students as well as the support of the graduate-level Advanced Leadership Development Program, the Ritsumeikan Office of SDGs Promotion, and RIMIX, the quality of students' topic-based research and projects has improved significantly, and some students are even advancing to nationwide contests.

In the Frontier course (FT), we developed a diverse curriculum that includes a lecture series with Asahi Shimbun and the New York Global Training Program. We also significantly increased our students' university admission track record with five students gaining admission to Kyoto University, three to Kobe University, and one to the Shiga University of Medical Science, among others. Our students nearly achieved a 50% acceptance rate for national universities and medical schools, which led to a significant increase in students entering the FT course.

Basic Issue 2

Restructuring of New Courses and Enhancement of Curricula

In AY2020, we established the new Co-creation and Inquiry Department to oversee and manage the Inquiry-based subjects, and led by the Subject Coordinators, we made significant progress in promoting peer learning between the junior and senior high schools and collaboration with various colleges and graduate schools of Ritsumeikan University.

We also worked on developing an interdisciplinary school and subject-spanning systematic science program as part of the third phase of the Super Science High School Research Project. In addition to the existing Inquiry-based subjects of Thinking Design, Humanities Inquiry I, and Math and Science Inquiry I, we added Humanities Inquiry II, Math and Science Inquiry

II, AP Science, and AP Global to the curriculum, thereby completing the integrated six-year junior-senior high school Inquiry stream that starts with Lake Biwa Studies in the first year of junior high school (offered during the Integrated Study Period) and ends with Humanities Inquiry II/Math and Science Inquiry II in the third year of high school. In the mid-term evaluation of the SSH Project, all items were deemed to have been "largely achieved," but the overall assessment stated that "more effort is required," so we are working to solve the issues that were pointed out.

We made significant progress in collaborating with partner schools overseas as evidenced by the conclusion of a partner school agreement with the Affiliated Junior High School of Kongju National University in Korea, the conclusion of a recommendation agreement with Western Michigan University, and the

establishment of an Online Double Diploma Program with the Department of Education of Ontario, Canada (the first such partnership in Japan). We also offered new online exchange programs and study tours, which can be held without suffering any impact from COVID-19, and these attracted a total of 260 students. In total, 274 students attended our online study abroad information sessions, which suggests the demand for study abroad remains high despite the pandemic.

We implemented the Expert Curriculum (EC) for junior high school students in Advanced English, and 85.7% of participating students said the program was effective. Furthermore, the number of students passing Pre-2 or higher on EIKEN reached 58, and the number of students scoring highly on English tests continues to increase year-on-year due to the establishment of the Global course (GL) in the high school and EC courses for junior high school English.

Basic Issue 3

Promotion of Extracurricular Activities

In terms of extracurricular activities, the junior high school American football team and the brass band (ensemble division) participated in their respective Kansai tournaments, the women's track and field team set a new meet record in the 1,500m at the national meet, and the soccer team won the prefectural championship for the first time. At the high school level, the baton twirling, American football, hard tennis, chess, and art clubs all advanced to nationals again, the brass band (ensemble division) participated in the Kansai tournament again, and the women's track and field, men's soft tennis, and women's handball teams won their respective prefectural tournaments. This academic year, several official matches were cancelled due to COVID-19,

but our clubs managed to record significant achievements by practicing hard and taking appropriate measures amid the many restrictions they faced.

In addition, efforts to link inquiry-based and PBL-based learning in the classroom with the local community have resulted in an increasing number of students winning prizes in national competitions, including a second consecutive appearance in the Ritsumeikan President's Pitch Final Session, a semifinalist in the Career Koshien National Tournament (last year's finalist), and the winner of the Moriyama Career Challenge Grand Prize. In this way, the number of students winning or placing in national competitions is increasing.

Basic Issue 4

Stable Entrance Examination Policy

Regarding junior high school admissions for AY2021, we increased testing opportunities and offered multiple streams of test subjects in response to recent applicant trends. As a result, we attracted 767 applicants and 199 enrollees, both record highs, and we saw a dramatic increase in the number of students with Eiken Level 3 or higher (76).

In terms of high school admissions, we adopted the Challenge Application examination, under which students can apply for multiple courses, and

we implemented reforms, including changing the schedule for the written examinations, thereby yielding 537 applicants and 210 enrollees, both of which surpassed the figures for the previous year. With regard to the FT course in particular, several applicants applied concurrently with elite public schools in the prefecture, so the number of concurrent applicants and the retention rate both increased significantly, which demonstrates the degree of attention we are garnering as well as increased expectations for our education.

Basic Issue 5

Development of Staff and Faculty Organization

In AY2020, we implemented work style reforms in an effort to realize higher quality school education while reducing the administrative burden on our teachers. Specifically, we achieved remarkable results in improving operations and changing our teachers' awareness by focusing on the following four pillars: (1) undertaking thorough work management (adoption of an attendance management system), (2) streamlining and standardizing work (by reviewing the school timetable and adopting a

school work support system), (3) improvement of work and management systems (i.e., adopting a team teacher system and implementing club reforms), and (4) utilization of outside personnel (e.g., support staff and club advisors). The new team-teaching system not only reduced the burden on our teachers, it also proved highly effective in that it allowed teachers to offer personalized instruction and enabled thorough guidance from multiple teachers.

Basic Issue 6

Development and Expansion of Facilities

In terms of measures to prevent the spread of infectious diseases, we installed transparent boards on classroom desks, teacher's desks, teacher's room counters, and cafeteria tables as well as non-contact temperature sensing cameras and antibacterial spray stands at the entrances and exits of school buildings.

We modified the wireless LAN standard to improve communication speeds with an eye on advancing ICT education, and we upgraded information presentation devices, whiteboards, and teaching devices in the classrooms to the latest models.

5. The Ritsumeikan Trust (Comprehensive Academy Development)

Master Plan

Consider organizational issues for underpinning linkages within the Academy

Continuing from AY2019, the Office of SDGs Promotion implemented activities under the Ritsumeikan Impact-Makers Inter X (RIMIX) project. RIMIX is a program to nurture leaders who can help achieve the SDGs by leverage our strengths as a comprehensive academy that offers integrated education from the primary school up through the graduate school, provides coverage of various academic fields, and has around 50,000 students across all levels of education. To help prevent the spread of COVID-19, all programs were held online in AY2020, but they attracted numerous students from Ritsumeikan University, APU, and the affiliated schools, and we were able to present a creative action plan for solving the issues that society faces. We will continue to promote cooperation throughout the Academy on this entrepreneurship-type educational program developed within the framework of integrated education.

In addition, the Board of Trustees of the Ritsumeikan Trust issued a resolution on the next mid-term plan entitled "Challenge Design based on the R2030 Academy Vision." Both universities and the Division of Integrated Primary and Secondary Education (affiliated schools) are currently discussing how to elaborate upon the R2030 Challenge Design.

Undertake faculty organization development; improve the quality of faculty; promote FD

Ritsumeikan University undertook a range of FD activities to improve the teaching capacity of its faculty members. We encouraged newly appointed and second-year teachers to participate in the New Faculty Member FD Program, and we held three Educational Practice Forums organized by the Education and Learning Support Center to address the topic of hybrid classes that combine online and face-to-face teaching.

In accordance with the Faculty Organization Development Plan formulated in AY2019, APU reinforced its faculty system and significantly improved its student-teacher ratio.

Aiming to enhance the teaching capacity of affiliated school teachers, the Affiliated School Education and Research Training Center planned and implemented training sessions for individual subjects and school affairs training sessions, and it took measures to enhance these initiatives. Furthermore, we began implementing work style reforms for faculty in AY2020.

Staff Organization Development to Enhance the Capabilities of Staff who can Tackle Academy Issues

Based on our policy for a training-based personnel system, we implemented our planned training programs for staff. However, in AY2020, due to the COVID-19 pandemic and the resulting telecommuting situation, we reviewed the methods and content of various training programs, and we conducted online training sessions focusing mainly on the level-specific training sessions that needed to be conducted in the current academic year.

On the other hand, with regard to the review of operations for the entire

staff organization (including outsourcing), the infrastructure is being improved thanks to the efforts of the Division of Information Systems to upgrade workplace infrastructure, and we plan to consider measures, including conducting a fundamental review, as part of the R2030 Plan.

Administration

Based on the lessons learned from responding to natural disasters and accidents in AY2018, we revised the Basic Guidelines on Risk Management in AY2019 and established the Office of Risk Management Promotion in April 2020 to further promote risk management. We formulated the Ritsumeikan University BCP, which stipulates policies for education, research, student life, and the usage of facilities and equipment in response to the status of COVID-19 infections and the level of requests from the national and local governments.

In addition, we established the Office of Diversity and Inclusion (D&I) Promotion, published a statement by the President, and formulated the Basic Philosophy and Basic Policy for D&I, among other D&I-related initiatives.

Financial Operations for the Second Half of R2020

At the Academy level, we formulated the Basic Policy on Financial Operations for the Second Half of R2020 and are pursuing initiatives based thereupon. One challenge to tackle under this Basic Policy was to strengthen and diversify revenue streams and reduce expenses in order to maintain financial soundness while financially supporting the execution of our Academic Management Plan. Throughout the R2020 Plan period, the university implemented a series of policies to strengthen revenues, including revenues from donations and fund management, and we reviewed and reduced campus administrative costs and energy costs.

Although the Academy maintains a positive current account balance at present, revenue remains about the same, but the net ordinary income/loss in the Statement of Operating Activities continues to decline (and is particularly noticeable in the category of educational activity incomes and expenditures) due to increased expenditures to improve academic conditions as part of the R2020 Plan.

In this context, the COVID-19 pandemic has brought about major changes in the Academy's educational and research activities as well as in the living and learning environment for students at every level. In AY2020, we set a budget of ¥2.5 billion yen for the entire Academy and have used these funds to implement comprehensive measures to continue our education and research projects and to encourage and support the learning and growth of our students, with the first priority being to protect their health.

During the R2030 period, which will begin in FY2021, we will strengthen our financial base and fund balances to support the sustainable advancement of education and research toward the realization of the R2030 Vision, and we will also examine our future financial management and financial structures over the medium to long term based on the educational and research practices we have undertaken amid the COVID-19 pandemic.

Glossary

Number

[4-4-4 System] A three-stage educational system that seeks to connect Ritsumeikan's primary, secondary and upper secondary academics. The first stage covers grades one through four in the primary school, the second stage covers grades five and six in the primary school and grades one and two at the junior high school level, and the third stage begins with the third year of junior high school and lasts until the third year of high school. By providing students with systematic learning within an integrated education framework, we aim to foster individuals with advanced academic ability, international perspective and human skills at each stage of development.

A

[AACSB] Association to Advance Collegiate Schools of Business. An independent international accreditation agency for management education.

[Active Learning] A collective term for teaching and learning methods that encourage the active participation of learners in the learning process, as opposed to just listening to faculty give lectures.

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

[AMBA] The Association of MBAs. An international accreditation agency for MBA programs that was founded in London in 1967. One of the world's top three business school accreditation agencies alongside AACSB and EQUIS.

[AOL] Assurance of Learning

[APM] Ritsumeikan Asia Pacific University College of International Management

[APS] Ritsumeikan Asia Pacific University College of Asia Pacific Studies

[APU] Ritsumeikan Asia Pacific University

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

B

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

[BKC] Biwako-Kusatsu Campus

C

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

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

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

[Cross-Appointment System] A system that allows researchers to belong to two or more institutions, be they universities, public research institutes, or companies, in accordance with an agreement between the respective institutions. With a certain degree of effort management, this system enables researchers to pursue research, development and/or teaching activities at all of the institutions to which they belong.

D

[DD] Double degree. Under a double degree system, a student who completes educational programs of the same level at (at least) two partnered universities and fulfills the respective graduation requirements is granted degrees from both institutions.

[Dual degree] A program that allows students to earn two university degrees, one from a Japanese university and one from a foreign university. Including the Ritsumeikan University College of Global Liberal Arts, Ritsumeikan University operates several dual degree programs at both the undergraduate and graduate levels.

E

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

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

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

F

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

[FT Course] Frontier Course. A course at Ritsumeikan Moriyama Junior and Senior High School that provides students with highly global scholastic ability and English communication skills and which aims to place them in science and humanities programs at highly selective national universities.

G

[Gap Term Study Abroad Program] A study abroad program for third-year students in all four of Ritsumeikan's affiliated high schools that makes use of the "gap" between high school graduation and university enrollment a term that can last anywhere from one to three months. Programs are currently held at the University of British Columbia (UBC, Canada) and Dublin City University (DCU, Ireland).

[Global Boarding School Project] Modeled after Western boarding schools that produce internationally viable human resources, this project, which aims to recruit students from both near and far, is the centerpiece of Ritsumeikan Keicho Junior and Senior High School's future vision.

[GCEP] Global Competency Enhancement Program. A program that utilizes APU's multicultural and multilingual environment where international students from approximately 80 countries and regions comprise about half the student body for corporate human resources development. Company employees are accepted as trainees, and they take subjects offered in English while living in the student dormitory (AP House) with other students.

[GL Course] A course offered by Ritsumeikan Senior High School that aims to cultivate global leaders with a strong interest in international issues and the ability to think about Japan's future role in the world.

[GSA] Ritsumeikan Asia Pacific University Graduate School of Asia Pacific Studies

[GSM] Ritsumeikan Asia Pacific University Graduate School of Management

I

[IB] International Baccalaureate. An international educational program created by the International Baccalaureate Organization. The program was established to provide students with an internationally recognized university entrance qualification and secure their path to university enrollment.

[IB Course] A course at Ritsumeikan Uji Senior High School based on the International Baccalaureate Diploma Program (IBDP), a program in which students can obtain qualifications to enroll in universities around the world. In this Course, which aims to equip students with the English skills, intellectual ability, and spirit of inquiry they will need to study at foreign universities, students take all subjects except Japanese in English starting from the freshman year.

[ICT] Information and Communication Technology

[IG Course] Integrated Global Course. A course at Ritsumeikan Uji Senior High School that give students more flexibility to choose subjects in line with their interests to enable interdisciplinary learning.

[IM Course] A course at Ritsumeikan Uji Senior High School that requires students to participate in the International Preparatory Stream (IPS-an immersion class that starts upon admission) and complete one year of study overseas so they may cultivate excellent English skills and advanced academic ability.

[IPS Class] An immersion class to prepare junior high school students who want to join the IB Course at Ritsumeikan Uji Senior High School. Students in this class spend three years of junior high school studying mathematics, science, and social studies in English.

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

J

[JICA] Japan International Cooperation Agency

[Joint Degree Program] Under a joint degree system, a student who completes a single educational program offered jointly by multiple partnered universities is granted one degree.

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

L

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

M

[MS Course] A course at Ritsumeikan Senior High School designed to nurture truly outstanding students with high academic skills and well-rounded personalities that have the potential to advance to medical, dental, or pharmaceutical courses in college and lead in the medical and pharmaceutical world of the 21st century.

N

[Numbering] The process of systematizing a curriculum by assigning numbers to lecture subjects and categorizing them in a way that shows students the steps and/or order they should follow in pursuing their course of study.

O

[OIC] Osaka Ibaraki Campus

■ P

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

[PHRD] Policy and Human Resources Development Fund

■ R

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

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

[RGS] Rits Global Summit. An event led by third-year students and teachers in Ritsumeikan Junior High School's Global Junior Class to welcome the students and teachers they met during their overseas training trip to Adelaide, Australia and treat them to the same hospitality they received.

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

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

[RSGF] Rits Super Global Forum. An event organized as part of the SGH Project by Ritsumeikan Senior High School in which high school students from throughout Japan and around the world gather to give presentations on what they have learned, share experiences and an awareness of issues with each other, and engage in discussions with the aim of learning the importance of seeking solutions to problems.

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

[RU] Ritsumeikan University

■ S

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

[SGH] Super Global High School. A program in which MEXT designates high schools that cooperate with domestic universities promoting internationalization, companies and international organizations to engage in the cultivation of human resources who can identify and solve global social issues and who can succeed in global business. The program encourages the development and deployment of high quality curricula and the improvement of systems therefor.

[SGU] Top Global University Project (Note: The abbreviation 'SGU' is based on the Japanese project name.) A MEXT program that aims to boost the international compatibility of Japan's higher education and ultimately enhance its international competitiveness by providing priority funding to: a) top-class universities that offer world-class education and research by promoting internationalization through partnerships with excellent foreign universities and undertaking university reforms, and b) universities spearheading internationalization.

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

[SP Course] A course with an educational program that incorporates project-based learning (PBL) and active learning for students of Ritsumeikan Keisho Junior and Senior High School who want to advance to the most elite universities.

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

[SSP] Student Success Program. A student support scheme that aims to create independent learners who can engage in learning in all aspects of campus life, both curricular and extracurricular, and maximize student growth.

■ T

[TOK] Theory of Knowledge. The core of the International Baccalaureate Diploma Program (IBDP). It aims to cultivate logical thinking and objectivity by making students evaluate the body of knowledge of individual academic disciplines from an interdisciplinary point of view.

■ W

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

Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions

Incorporated Educational Institutions

An incorporated educational institution refers to the legal entity established for the purpose of opening a private school as provided for in the School Education Act and the Private School Act.

While companies operate for the sake of profit, incorporated educational institutions do not: their objective is to conduct education and research activities and to give the outcomes of those activities back to society. In accordance with their respective founding principles and missions, these

institutions are highly public in that they engage in teaching and research, and they are also highly autonomous.

In accordance with the Private School Promotion Subsidy Act, incorporated educational institutions that receive subsidies from the national or local government ("private school subsidies") are required to create financial statements based on the Accounting Standards for Incorporated Educational Institutions stipulated by the Minister of MEXT.

Accounting Standards for Incorporated Educational Institutions

Due to the highly public nature of private schools, they are expected to be stable and to operate on a break-even basis to ensure long-lasting education and research activities. In light of this, MEXT established the Accounting Standards

for Incorporated Educational Institutions as a uniform set of guidelines to ensure that incorporated educational institutions receiving private school subsidies perform proper accounting.

Differences between Accounting for Incorporated Educational Institutions and Corporate Accounting

Financially speaking, companies are producing entities that produce and sell goods to recover the capital they have invested and to generate profits, which are then used to make new capital investments or improve existing facilities. Meanwhile, incorporated educational institutions secure revenues by admitting students and collecting fees from them, but if expenditures increase, increasing revenues to offset those outlays is difficult. In other words, they are

consuming entities.

Therefore, the purpose of corporate accounting is to disclose to shareholders the performance of profit-making business activities and the financial situation of a company, while the purpose of accounting for incorporated educational institutions is to assess and disclose the health of education and research activities undertaken as part of school operations from a financial standpoint.

Financial Ratios

The balance of revenues and expenditures, financial soundness, and other comprehensive indicators of financial standing are represented by the following financial ratios (p 58).

Ratios for the Statement of Operating Activities

Ratios that show the relationship of major expenditures to ordinary revenues: Personnel expenditure ratio, education and research expenditure ratio

Ratios that show the balance between revenues and expenditures: Ratio of net income/loss from educational activities, current account balance ratio, operating activities balance ratio

Ratios for the Statement of Financial Position

Ratios that demonstrate financial stability and soundness: Net asset ratio, ratio of total liabilities to total funds

1. Settlement of Accounts

1-1. Settlement of Accounts for AY2020

In order to maintain financial soundness, we have defined the financial independence of each school and the maintenance of a positive current account balance for the Trust as a whole as key indicators, and we are performing financial management for the second half of the R2020 Plan (AY2015 - AY2020). In AY2020, as the final year of the R2020 Plan, we promoted education and research and other projects based on the basic goals of the school and the basic issues to be addressed by each university and affiliated school. At the same time, under the extremely difficult circumstances of the pandemic, we did our utmost to ensure that students could continue their studies while preventing the spread of the infection. At present, although the Academy barely maintains a positive current account balance, which is one of our financial indicators, revenue remains about the same. On the other hand, increased expenditures to improve academic conditions as part of the R2020 Plan have led to annual declines in that balance. Furthermore, in AY2020, due to the emergency relief measures for students in response to the COVID-19 pandemic, the net income/loss from educational activities, which makes up part of the current account balance, dropped significantly into negative territory. In the process of realizing the ideal Academy and university that the R2030 Plan, which will begin in fiscal year 2021, aims to achieve, we will pursue the stabilization and diversification of our revenue base and review our expenditures, all while considering new ways of conducting education and research projects in the era of COVID-19 and beyond as we seek to further strengthen the financial base that supports the sustainable advancement of education and research as part of Financial Operations for R2030.

1-2. Statement of Cash Flow for FY2020

(in 100 million of JPY)

Item	FY2020 Budget	FY2020 Settlement	Difference
Revenues			
Revenue From Student Fees	584	583	Δ 1
Revenue From Processing Fees	32	28	Δ 4
Donation Revenue	13	12	Δ 1
Subsidy Revenue	99	110	11
(National Government Subsidy Revenue)	79	89	10
(Local Government Subsidy Revenue)	20	21	1
Revenue from Sales of Assets	0	0	0
Income from University-Owned Businesses	38	28	Δ 10
Income from Interest and Dividends	21	22	1
Miscellaneous Revenue	17	24	7
Revenue from Borrowings	150	0	Δ 150
Revenue from Advances Received	88	118	30
Amount Reversal from Specified Assets and Other Revenues	96	170	74
Revenue Adjustments	Δ 126	Δ 128	Δ 2
Carryover from Previous Year	219	219	0
Total: Revenues	1,231	1,187	Δ 44
Expenditures			
Personnel Expenditures	408	402	Δ 6
Education and Research Expenditures	286	267	Δ 20
Institutional Administrations Expenditures	56	58	2
Loan Interest Expenditures	0	0	Δ 0
Loan Repayment Expenditures	152	2	Δ 150
Facility-related Expenditures	47	39	Δ 8
Equipment-related Expenditures	20	18	Δ 2
Deposits for Specified Assets	63	181	117
Accounts Payable from Previous Fiscal Year and Other Expenditures	56	58	2
Reserve Fund	4	0	Δ 4
Expenditure Adjustments	Δ 60	Δ 70	Δ 10
Carryover into Next Year	198	233	35
Total: Expenditures	1,231	1,187	Δ 44

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

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

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

Cash Revenues

After excluding the balance carried forward from the previous academic year from the Revenues section total of JPY 118.7 billion, cash revenues for FY2020 came to JPY 96.8 billion.

We earned JPY 58.3 billion in revenues from student fees such as student tuition and admission fees.

Revenues from entrance examination fee payments and other fees totaled JPY 2.8 billion.

Revenues from subsidies amounted to JPY 11.0 billion, and consisted of ordinary expense subsidies for private universities and affiliated school operating subsidies as well as subsidies granted by MEXT under the new Higher Education Enrollment Support Program that began in FY2020. Regarding other revenues, revenues from a reversal of reserve specified assets came to JPY 14.5 billion and were allocated to emergency relief in response to the COVID-19 pandemic and campus maintenance for FY2020.

Cash Expenditures

After excluding the balance carried forward to the next academic year from the Expenditures section total of JPY 118.7 billion, cash expenditures for FY2020 came to JPY 95.4 billion.

Personnel expenses totaled JPY 40.2 billion reflecting efforts to strengthen the faculty organization in order to improve the quality of education at the universities and affiliated schools. Expenditures for education and research totaled JPY 26.7 billion and included the development of an environment for online classes and financial aid scholarships, both of which were implemented as emergency relief measures for student learning in response to the COVID-19 pandemic. Expenditures for facilities were JPY 3.9 billion, and expenditures for equipment were JPY 1.8 billion. In FY2020, construction of Ritsumeikan Asia Pacific University Building I (Tokimachiba) and the large-scale renovation of Keimeikan Hall on Ritsumeikan University's Kinugasa Campus were carried out as was construction work to increase ventilation capacity to help prevent the spread of COVID-19 and the installation of outpatient Fever Clinics on the campuses.

1-3. Statement of Operating Activities for FY2020

(in 100 million of JPY)

Item	FY2020 Budget	FY2020 Settlement	Difference
General Account; Educaton and Reseach			
Student Fees	584	583	Δ 1
Processing Fees	32	28	Δ 4
Donations	8	7	Δ 1
Subsidies	98	106	8
Income from University-Owned Businesses	38	28	Δ 10
Miscellaneous	17	19	1
Total: Revenues	778	771	Δ 7
Personnel	405	404	Δ 1
Education and Research	351	329	Δ 22
(Depreciation Cost)	65	63	Δ 2
Instisutonal Administrations	63	63	Δ 0
(Depreciation Cost)	7	8	1
Unrecoverable Amount	0	0	0
Total: Expenditures	819	796	Δ 23
Income/Loss	Δ 41	Δ 25	16

General Account; Others

Income from Interest and Dividends	21	22	1
Other Revenues	0	5	5
Total: Revenues	21	27	6
Interest on Loan	0	0	Δ 0
Other Expenditures	0	2	2
Total: Expenditures	0	2	1
Income/Loss	21	25	5
Income/Loss of General Account	Δ 21	0.1	21

Special Account

Gains from Sales of Assets	0	0	0
Other Revenues	8	11	3
Total: Revenues	8	11	3
Balance of Asset Disposal	2	5	3
Other Expenditures	0	2	2
Total: Expenditures	2	7	5
Income/Loss	5	4	Δ 1
Reserve Fund	4	0	Δ 4
Net Income/Loss before Allocated Capital Funds	Δ 19	5	24
Total Amount of Allocated Capital Funds	Δ 50	Δ 27	24
Net Income/Loss for This Fiscal Year	Δ 70	Δ 22	47
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ 162	Δ 162	0
Amount Reversed from Capital Funds	0	0	Δ 0
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ 231	Δ 184	47
Total Revenues of Statement of Operations	807	809	3
Total Expenditures of Statement of Operations	826	805	Δ 21

*Due to rounding up, totals may not match the sum of individual items.
 *Items listed in parentheses are breakdowns of the items above them.
 *'Difference' refers to the budget amount less the settlement amount.
 *Total Revenues of Statement of Operations= Revenues from Cureent Account + Revenues from Special Account
 *Total Expenditures of Statement of Operations= Expenditures from Cureent Account + Expenditures from Special Account + Reserve Fund

Educational Activity Revenues and Expenditures

Educational activity revenues and expenditures show revenues and expenditures from educational and research activities that are included under ordinary revenues and expenditures.

Revenues totaled JPY 77.1 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 79.6 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 2.5 billion net income for FY2020.

Meanwhile, depreciation costs included in education and research expenses and administrative expenses reached JPY 7.1 billion.

Non-Educational Activity Revenues and Expenditures

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

Revenues comprised of interest, dividend and other income totaled JPY 2.7 billion, while expenditures, which included loan interest and other income, amounted to JPY 200 million, producing a final outcome of JPY 2.5 billion in net income for FY2020.

Ordinary Net Income/Loss

Tallying up the totals for educational activity and non-educational activity revenues and expenditures, the final outcome was JPY 10 million in ordinary net income.

Special Revenues and Expenditures

Special revenues and expenditures, which reflect one-time revenues and expenditures, increased due to an increase in subsidies for facilities and equipment, resulting in an income surplus of JPY 400 million in FY2020.

Net income/loss for current academic year

Tallying up the totals for educational activity, non-educational activity and special revenues and expenditures, the final outcome for the current academic year after subtracting JPY 2.7 billion included allocated to capital funds was net income of JPY 2.2 billion.

1-4. Statement of Financial Position for FY2020

(in 100 million of JPY)

Item	End of FY2020	End of FY2019	Change
Assets			
Fixed Assets	3,558	3,542	16
Tangible Fixed Assets	2,237	2,252	Δ 15
(Land)	697	694	2
(Buildings and Structures)	1,291	1,318	Δ 28
(Equipment for Education and Research)	79	78	0
(Books)	154	152	2
Specified Assets	1,310	1,276	34
(Reserve Assets for Type 3 Capital Fund)	137	137	0
(Reserve Assets for Type 4 Capital Fund)	57	56	1
(Reserve Assets for Retirement Benefits)	131	129	2
(Specified assets II)	985	954	31
Other Fixed Assets	11	14	Δ 3
Current Assets	258	239	18
(Cash and Deposits)	233	219	14
Assets: Total	3,816	3,781	35

Liabilities

Fixed Liabilities	269	270	Δ 1
(Long-term Debt and School Bonds)	130	131	Δ 1
(Reserve for Retirement Benefits)	131	129	2
Current Liabilities	231	200	31
(Short-term Debt and School Bonds)	1	2	Δ 1
(Advances Received)	118	111	7
(Deposits)	41	32	9
Liabilities: Total	500	470	30

Net Assets

Capital Funds	3,500	3,473	27
(Type 1 Capital Fund)	3,306	3,280	26
(Type 3 Capital Fund)	137	137	0
(Type 4 Capital Fund)	57	56	1
Net Income/Loss	Δ 184	Δ 162	Δ 22
Net Assets: Total	3,316	3,311	5
Liabilities and Net Assets: Total	3,816	3,781	35

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

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

**'Change' refers to end of FY 2020 amount less end of FY 2019 amount.

Assets

The Assets section shows all assets held as of the end of the fiscal year.

Tangible fixed assets, such as land, buildings, equipment and books, decreased by JPY 1.5 billion from the end of last academic year to JPY 223.7 billion owing to campus maintenance projects and other factors.

Specified assets, which include assets allocated to the reserve for retirement benefits (fixed liabilities), Type 3 and Type 4 capital funds and future facility maintenance, increased by JPY 3.4 billion from the end of last academic year to JPY 131 billion.

Liabilities and Net Assets

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

The total for the Liabilities sector for the fiscal year reached JPY 50 billion.

The Net Assets section increased by JPY 500 million from the previous academic year to JPY 331.6 billion supported by an increase in capital funds from acquisitions of assets allocated to capital funds (e.g., buildings, education and research equipment/fixtures, and books).

Statement of Cash Flow

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

Statement of Operating Activities

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

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

【Categories of Activity Revenues and Expenditures】

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

【Capital Funds】

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

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

Type 1: Acquisition cost of tangible fixed assets, such as land, buildings, equipment, supplies and books

Type 2: Amount of deposits or other funds set aside for the purpose of acquiring fixed assets in the future

Type 3: Amount for scholarship funds, research funds, and other funds

Type 4: Amount of operating funds required for administration (amount designated by the Minister of MEXT)

【Income/Loss】

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

Statement of Financial Position

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

【Assets】

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

【Liabilities and Net Assets】

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

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

1-5. Asset Inventory

Total Assets	¥381,585,796,860
Endowment	¥224,668,258,728
Operating Assets	¥156,917,538,132
<hr/>	
Total Liabilities	¥50,010,519,394
Net Assets	¥331,575,277,466

(as of March 31, 2021)

Type	Amount
Assets	
1 Endowment	
Land	2,299,753.80 m ² ¥69,670,437,324
Buildings	826,688.87 m ² ¥117,739,193,710
Books	3,242,074 ¥15,431,525,823
Equipment	17,432 ¥8,576,965,859
Construction in Progress	¥935,526,748
Other	¥12,314,609,264
2 Operating Assets	
Cash and Deposits	¥23,308,705,480
Assets Held for School Trips	¥173,071,565
Reserve Fund	¥131,018,651,113
Securities	¥123,999,157
Accounts Receivable	¥1,729,361,886
Advance Payments	¥511,599,643
Other	¥52,149,288
Total Assets	¥381,585,796,860

Type	Amount
Liabilities	
1 Fixed Liabilities	
Long-term Debt and School Bonds	¥13,000,000,000
Long-term Account Payable	¥811,932,821
Reserve for Retirement Benefits	¥13,103,045,947
2 Current Liabilities	
School bonds scheduled to be redeemed within the year	¥50,000,000
Account Payable	¥6,946,665,764
Advances Received	¥11,825,031,547
Deposits	¥4,100,771,750
Cash Held for School Trips	¥173,071,565
Total Liabilities	¥50,010,519,394
Net Assets	¥331,575,277,466

1-6. Audit Report

Audit Report

May 21, 2021

To: The Board of Trustees and Trust Council of the Ritsumeikan Trust
 From: Yoshikazu Sagami, Full-time Auditor of the Ritsumeikan Trust
 Yasuhiko Watanabe, Auditor of the Ritsumeikan Trust
 Masatada Rai, Auditor of the Ritsumeikan Trust

In accordance with Article 37, Paragraph 3 of the Private School Act and Article 16, Paragraph 1, Item 4 of the Ritsumeikan Trust Act of Endowment, we, the auditors, hereby report on the operations and status of property of the Ritsumeikan Trust for the 2020 fiscal year commencing on April 1, 2020 and ending on March 31, 2021.

1. Method

We, the auditors, examined the operations and status of property of the Ritsumeikan Trust by attending meetings of the Board of Trustees and the Trust Council, receiving reports from the Trustees and other executives on the performance of duties, viewing important management documents, etc., and collaborate with the accounting auditor to consider financial statements. We have carried out audit procedures that we consider necessary.

2. Results

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

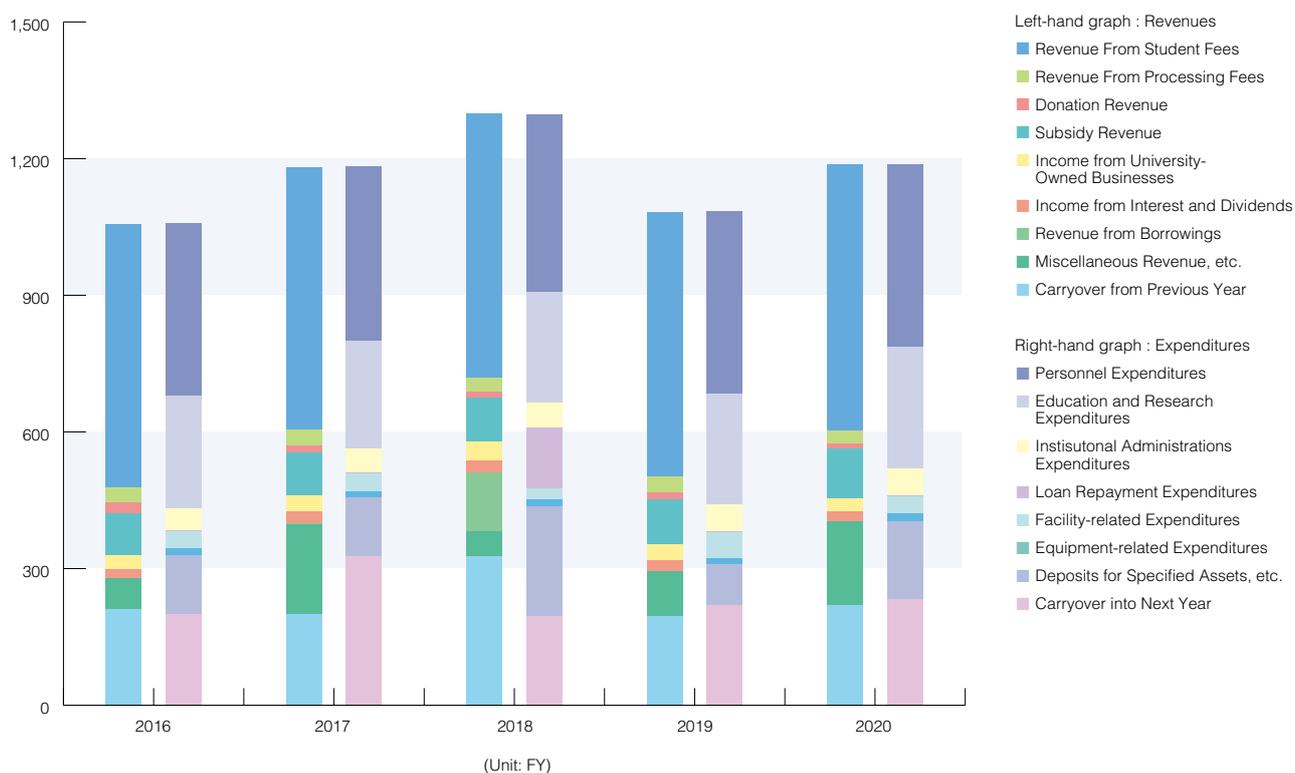
2. Year-to-year Changes

2-1. Historical Cash Flow (FY2016 ~ 2020)

(in 100 million of JPY)

Item	FY2016	FY2017	FY2018	FY2019	FY2020
Revenues					
Revenue From Student Fees	580	578	579	581	583
Revenue From Processing Fees	31	33	32	34	28
Donation Revenue	26	17	11	17	12
Subsidy Revenue	90	94	98	97	110
Revenue from Sales of Assets	—	0	0	1	0
Income from University-Owned Businesses	32	34	42	37	28
Income from Interest and Dividends	19	27	25	23	22
Miscellaneous Revenue	17	18	23	23	24
Revenue from Borrowings	—	1	130	—	—
Revenue from Advances Received	105	100	103	111	118
Amount Reversal from Specified Assets and Other Revenues	64	197	47	80	170
Revenue Adjustments	Δ119	Δ117	Δ120	Δ118	Δ128
Carryover from Previous Year	212	201	327	196	219
Total: Revenues	1,057	1,182	1,297	1,084	1,187
Expenditures					
Personnel Expenditures	378	382	391	391	402
Education and Research Expenditures	248	236	241	243	267
Institutional Administrations Expenditures	48	53	56	61	58
Loan Interest Expenditures	—	0	0	0	0
Loan Repayment Expenditures	2	2	132	2	2
Facility-related Expenditures	38	39	26	56	39
Equipment-related Expenditures	16	14	15	14	18
Deposits for Specified Assets	130	127	244	92	181
Accounts Payable from Previous Fiscal Year and Other Expenditures	56	56	51	57	58
Expenditure Adjustments	Δ59	Δ54	Δ55	Δ58	Δ70
Carryover into Next Year	201	327	196	219	233
Total: Expenditures	1,057	1,182	1,297	1,084	1,187

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



2-2. Historical Operating Activities (FY2016 ~ 2020)

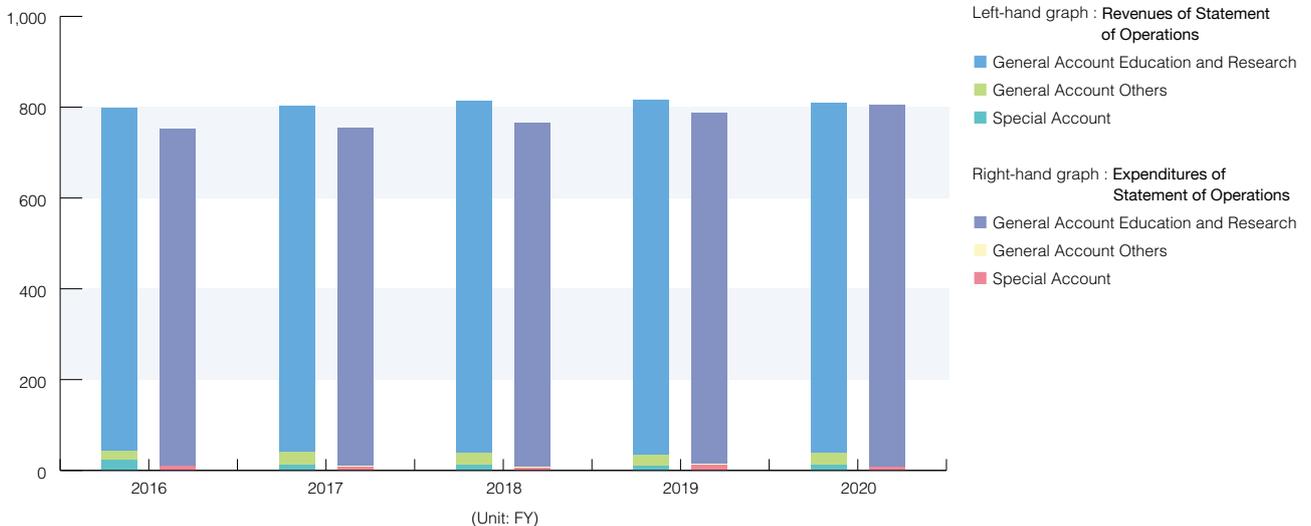
(in 100 million of JPY)

Item	FY2016	FY2017	FY2018	FY2019	FY2020
General Account; Educator and Research					
Student Fees	580	578	569	572	578
Processing Fees	31	33	32	34	28
Donations	6	7	6	12	7
Subsidies	88	93	96	96	106
Income from University-Owned Businesses	32	34	42	37	28
Miscellaneous	18	17	20	21	19
Total: Revenues	755	762	774	782	771
Personnel	377	387	393	402	404
Education and Research	311	299	305	306	329
Instisutonal Administrations	54	59	61	65	63
Unrecoverable Amount	0	0	0	0	0
Total: Expenditures	742	746	759	774	796
Income/Loss	13	16	15	8	Δ 25
General Account; Others					
Income from Interest and Dividends	19	27	25	23	22
Other Revenues	—	1	3	1	5
Total: Revenues	19	28	28	24	27
Interest on Loan	—	0	0	0	0
Other Expenditures	1	1	1	2	2
Total: Expenditures	1	1	1	2	2
Income/Loss	18	27	26	22	25
Income/Loss of General Account	31	43	41	31	0
Special Account					
Gains from Sales of Assets	0	—	—	—	0
Other Revenues	24	13	11	10	11
Total: Revenues	24	13	11	10	11
Balance of Asset Disposal	8	8	5	11	5
Other Expenditures	1	0	1	1	2
Total: Expenditures	9	8	6	12	7
Income/Loss	15	4	5	Δ 2	4
Net Income/Loss before Allocated Capital Funds	46	48	47	28	5
Total Amount of Allocated Capital Funds	Δ 36	Δ 16	Δ 9	Δ 40	Δ 27
Net Income/Loss for This Fiscal Year	10	32	37	Δ 12	Δ 22
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ 242	Δ 229	Δ 191	Δ 153	Δ 162
Amount Reversed from Capital Funds	3	7	—	4	0
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ 229	Δ 191	Δ 153	Δ 162	Δ 184
Total Revenues of Statement of Operations	795	798	803	816	809
Total Expenditures of Statement of Operations	738	752	755	788	805

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

*Total Revenues of Statement of Operations= Revenues from Cureent Account + Revenues from Special Account

*Total Expenditures of Statement of Operations= Expenditures from Cureent Account + Expenditures from Special Account + Reserve Fund



2-3. Historical Financial Position (FY2016 ~ 2020)

(in 100 million of JPY)

Item	End of FY2016	End of FY2017	End of FY2018	End of FY2019	End of FY2020
Assets					
Fixed Assets	3,419	3,342	3,521	3,542	3,558
Tangible Fixed Assets	2,312	2,288	2,259	2,252	2,237
Specified Assets	1,088	1,034	1,245	1,276	1,310
Other Fixed Assets	20	20	17	14	11
Current Assets	220	345	221	239	258
Assets: Total	3,639	3,687	3,742	3,781	3,816
Liabilities					
Fixed Liabilities	263	138	267	270	269
Current Liabilities	187	313	193	200	231
Liabilities: Total	451	451	459	470	500
Net Assets					
Capital Funds	3,418	3,427	3,436	3,473	3,500
Type 1 Capital Fund	3,227	3,235	3,245	3,280	3,306
Type 2 Capital Fund	—	—	—	—	—
Type 3 Capital Fund	137	137	137	137	137
Type 4 Capital Fund	54	55	55	56	57
Net Income/Loss	Δ 229	Δ 191	Δ 153	Δ 162	Δ 184
Net Assets: Total	3,189	3,236	3,283	3,311	3,316
Liabilities and Net Assets: Total	3,639	3,687	3,742	3,781	3,816

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



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

3. Financial Ratios

Financial Ratios for the Statement of Operating Activities

(Unit:%)

Ratio	Calculation	Evaluation	FY2016	FY2017	FY2018	FY2019	FY2020	National average
Personnel ratio	Personnel Expenditures ÷ General Revenues	▼	48.7	49.1	49.0	49.9	50.6	53.2
Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	△	40.2	37.9	38.0	38.0	41.3	33.5
Balance of Payments in General Accounts; Education and Research	Income/Loss of General Accounts; Education and Research ÷ Revenues in General Accounts; Education and Research	△	1.7	2.1	1.9	1.1	Δ 3.3	2.6
Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	△	4.0	5.5	5.2	3.8	0.0	4.2
Operating Activities Balance Ratio	Net income/loss for given academic year prior to allocation to capital funds ÷ revenue from operating activities	△	5.8	5.9	5.7	3.5	0.6	4.7

* General Revenues = Revenues from General accounts

* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2019 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the Promotion and Mutual Aid Corporation for Private Schools.

* The definitions of ratios can be found in the section entitled "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" (p. 50).

Financial Ratios for the Statement of Financial Position

(Unit:%)

Ratio	Calculation	Evaluation	FY2016	FY2017	FY2018	FY2019	FY2020	National average
Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	△	87.6	87.8	87.7	87.6	86.9	88.6
Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	▼	12.4	12.2	12.3	12.4	13.1	11.4

* Scale: △: Higher values are better ▼: Lower values are better. National averages are the figures from FY2019 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the Promotion and Mutual Aid Corporation for Private Schools.

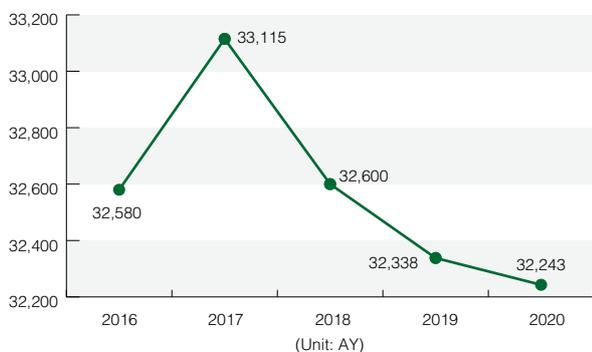
* The definitions of ratios can be found in the section entitled "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" (p. 50).

1. Student Numbers (as of May 1, 2020)

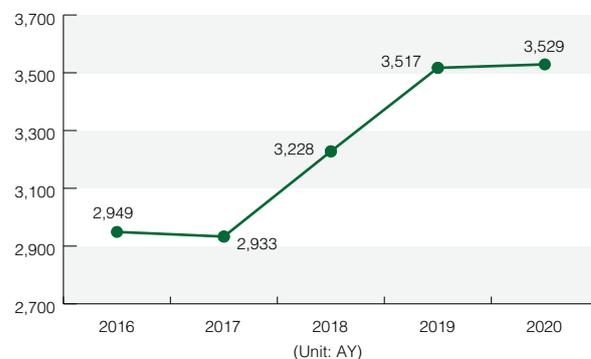
(Unit: Number of Persons)

		2016	2017	2018	2019	2020
Ritsumeikan University	No. of Undergraduate Students	32,580	33,115	32,600	32,338	32,243
	No. of Graduate Students	2,949	2,933	3,228	3,517	3,529
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,553	5,534	5,471	5,333	5,475
	No. of Graduate Students	178	189	215	208	197
Affiliated School	No. of Students	6,828	6,915	6,949	7,030	7,200
Total		48,088	48,686	48,463	48,426	48,644

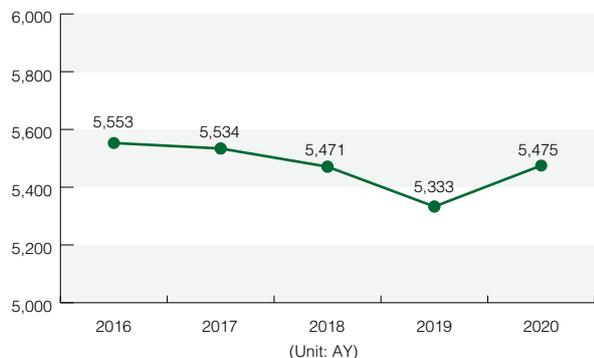
Ritsumeikan University / No. of Undergraduate Students



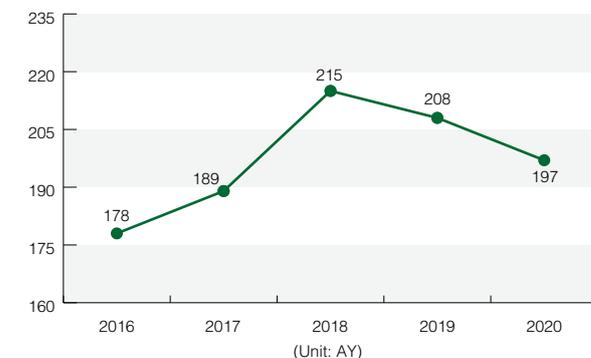
Ritsumeikan University / No. of Graduate Students



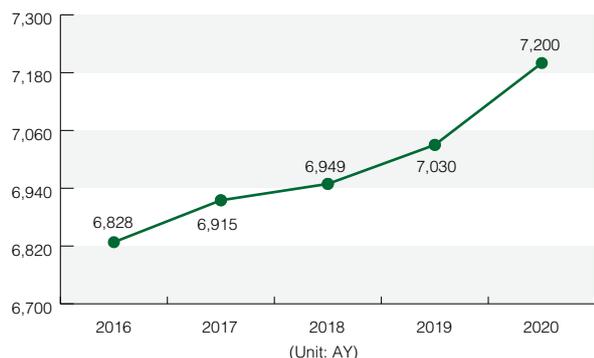
Ritsumeikan Asia Pacific University / No. of Undergraduate Students



Ritsumeikan Asia Pacific University / No. of Graduate Students



Affiliated School / No. of Students



Total



2. Admissions Statistics (as of March 31, 2021)

Ritsumeikan University / Per College

(Unit: Number of persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	720	6,739	2,958
College of Economics	760	8,093	3,700
College of Business Administration	795	9,501	3,039
College of Social Sciences	810	9,181	3,187
College of Letters	1,035	9,681	3,502
College of Science and Engineering	959	16,446	7,853
College of International Relations	317	2,834	1,045
College of Policy Science	370	3,860	1,319
College of Information Science and Engineering	475	5,200	2,047
College of Image Arts and Sciences	160	2,155	410
College of Pharmaceutical Sciences	160	1,636	798
College of Life Sciences	325	6,056	2,922
College of Sport and Health Science	235	1,931	788
College of Comprehensive Psychology	280	2,810	827
College of Gastronomy Management	320	2,821	917
College of Global Liberal Arts	50	217	182
Total	7,771	89,161	35,494

*Does not include transfers.

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

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

*The enrollment capacity for the College of Global Liberal Arts does not include September admissions (Capacity: 50).

Ritsumeikan Asia Pacific University / Per College

(Unit: Number of persons)

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Asia Pacific Studies	460	2,187	809
College of International Management	380	1,755	740
Total	840	3,942	1,549

*The number of applicants and number of accepted applicants include only the figures for AY2021 spring 1st Year admissions.

Ritsumeikan Asia Pacific University /Per Graduate School

(Unit: Number of Persons)

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Asia Pacific Studies	Master's	60	41	23
	Doctoral	10	5	2
Graduate School of Management	Master's	40	16	11
	Master's Program	100	57	34
Doctora Program	10	5	2	
Total		110	62	36

*Does not include transfers.

*The number of applicants and number of accepted applicants include only the figures for AY2021 spring admissions. The graduate school enrollment capacity is not divided into spring and fall categories.

Affiliated Junior and Senior High Schools

(Unit: Number of Persons)

Schools	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Ritsumeikan Junior High School	215	864	321
Ritsumeikan Uji Junior High School	180	640	254
Ritsumeikan Keisho Junior High School	180	538	343
Ritsumeikan Moriyama Junior High School	160	767	378
Ritsumeikan Senior High School	360	466	365
Ritsumeikan Uji Senior High School	405	433	295
Ritsumeikan Keisho Senior High School	305	471	437
Ritsumeikan Moriyama Senior High School	320	537	385
Total	2,125	4,716	2,778

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

Ritsumeikan University / Per Graduate School

(Unit: Number of Persons)

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Law	Master's	60	39	9
	Doctoral	10	3	3
Graduate School of Economics	Master's	50	66	29
	Doctoral	5	1	1
Graduate School of Business Administration	Master's	60	149	55
	Doctoral	15	7	4
Graduate School of Sociology	Master's	60	211	53
	Doctoral	15	12	8
Graduate School of Letters	Master's	105	69	49
	Doctoral	35	25	15
Graduate School of Science and Engineering	Master's	450	490	452
	Doctoral	40	8	8
Graduate School of International Relations	Master's	60	101	43
	Doctoral	10	5	4
Graduate School of Policy Science	Master's	40	31	28
	Doctoral	15	2	1
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	30	36	25
Graduate School of Language Education and Information Science	Master's	60	71	38
School of Law	Professional Degree	70	304	128
Graduate School of Technology Management	Master's	70	173	73
	Doctoral	5	3	3
Graduate School of Management	Professional Degree	80	170	69
Graduate School of Sport and Health Science	Master's	25	54	36
	Doctoral	8	13	13
Graduate School of Image Arts	Master's	10	32	12
Graduate School of Information Science and Engineering	Master's	200	206	171
	Doctoral	15	15	15
Graduate School of Life Sciences	Master's	150	169	161
	Doctoral	15	6	6
Graduate School of Pharmacy	Master's	20	37	37
	Doctoral	3	5	5
	Four-Year Doctoral	3	2	2
Graduate School of Professional Teacher Education	Professional Degree	35	36	32
Graduate School of Human Science	Master's	65	176	71
	Doctoral	20	32	25
Graduate School of Gastronomy Management	Master's	20	22	19
	Doctoral	3	3	3
Master's Program		1,505	2,096	1,336
Doctoral Program		214	140	114
Five-Year Doctoral Program		30	36	25
Four-Year Doctoral Program		3	2	2
Professional Degree Program		185	510	229
Total		1,937	2,784	1,706

*The number of applicants and number of accepted applicants include only the figures for AY2021 April admissions. The graduate school enrollment capacity is not divided into spring and fall categories.

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

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

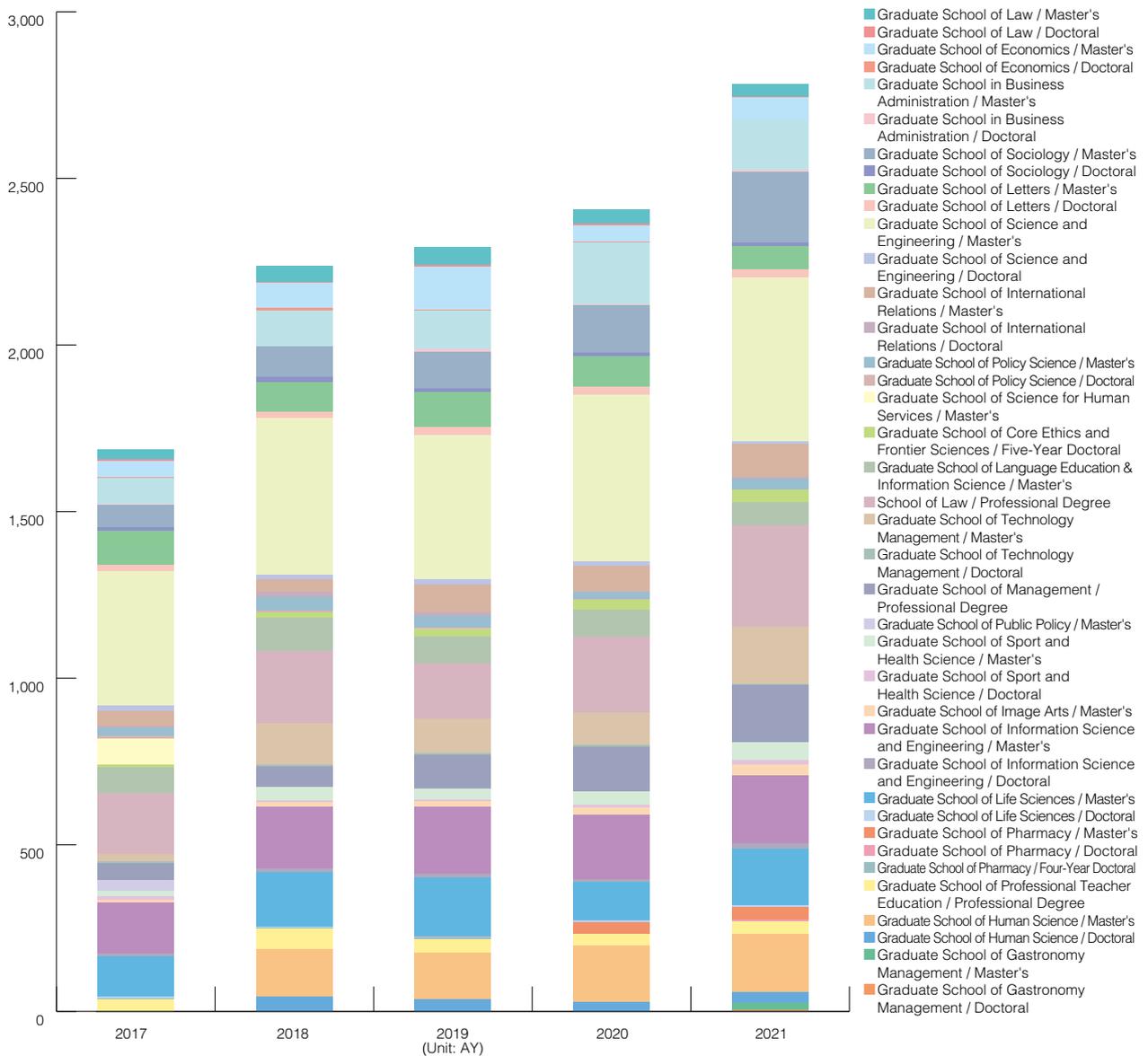
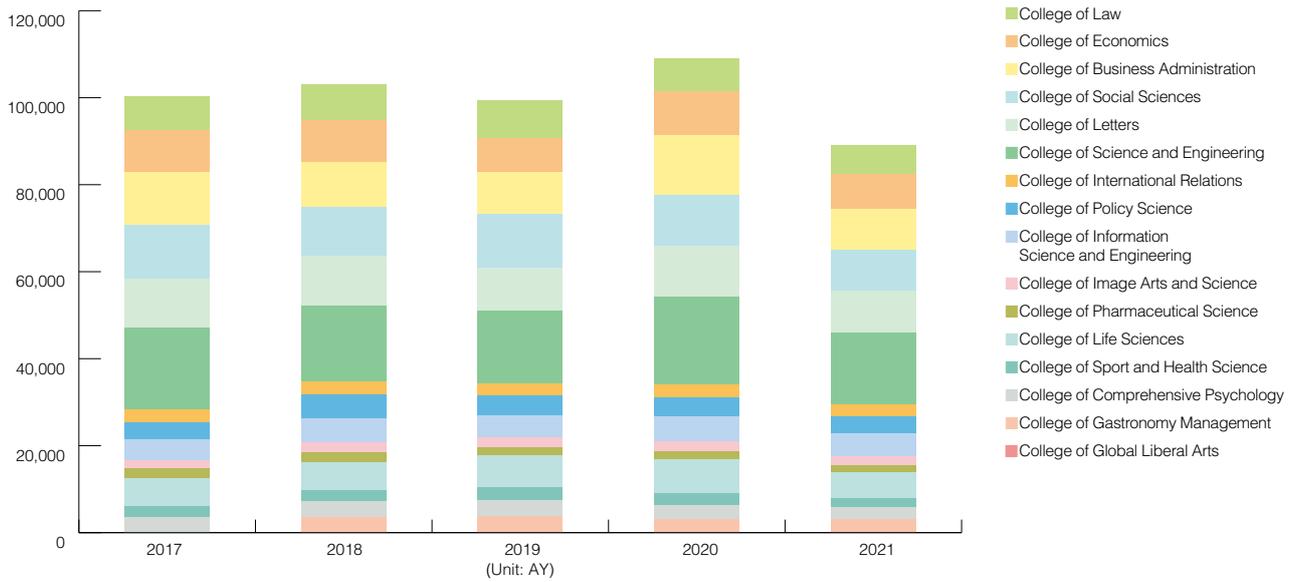
(Unit: Number of Persons)

College	2017	2018	2019	2020	2021
College of Law	7,686	8,392	8,679	7,663	6,739
College of Economics	9,804	9,437	7,821	9,984	8,093
College of Business Administration	12,003	10,395	9,719	13,802	9,501
College of Social Sciences	12,546	11,342	12,300	11,721	9,181
College of Letters	11,105	11,297	9,907	11,811	9,681
College of Science and Engineering	18,887	17,406	16,648	19,975	16,446
College of International Relations	2,952	3,173	2,847	2,941	2,834
College of Policy Science	3,795	5,318	4,683	4,355	3,860
College of Information Science and Engineering	4,981	5,713	4,903	5,854	5,200
College of Image Arts and Science	1,697	2,091	2,342	2,302	2,155
College of Pharmaceutical Science	2,316	2,389	1,908	1,932	1,636
College of Life Sciences	6,415	6,354	7,216	7,622	6,056
College of Sport and Health Science	2,494	2,517	2,874	2,745	1,931
College of Comprehensive Psychology	3,606	3,780	3,669	3,373	2,810
College of Gastronomy Management	-	3,461	3,845	2,879	2,821
College of Global Liberal Arts	-	-	49	97	217
Total	100,287	103,065	99,410	109,056	89,161

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

(Unit: Number of Persons)

Graduate Schools	Programs	2017	2018	2019	2020	2021
Graduate School of Law	Master's	32	49	55	42	39
	Doctoral	3	2	4	4	3
Graduate School of Economics	Master's	51	76	129	51	66
	Doctoral	3	7	1	3	1
Graduate School in Business Administration	Master's	76	110	118	184	149
	Doctoral	3	0	6	3	7
Graduate School of Sociology	Master's	68	89	112	143	211
	Doctoral	11	16	10	9	12
Graduate School of Letters	Master's	100	88	104	93	69
	Doctoral	21	21	26	23	25
Graduate School of Science and Engineering	Master's	401	471	432	499	490
	Doctoral	18	12	18	16	8
Graduate School of International Relations	Master's	45	38	81	76	101
	Doctoral	6	15	12	2	5
Graduate School of Policy Science	Master's	25	41	35	20	31
	Doctoral	6	6	4	4	2
Graduate School of Science for Human Services	Master's	78	-	-	-	-
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	7	17	21	30	36
Graduate School of Language Education & Information Science	Master's	80	98	82	79	71
School of Law	Professional Degree	182	218	166	228	304
Graduate School of Technology Management	Master's	23	123	102	97	173
	Doctoral	4	5	6	7	3
Graduate School of Management	Professional Degree	51	64	101	133	170
Graduate School of Public Policy	Master's	33	-	-	-	-
Graduate School of Sport and Health Science	Master's	16	38	34	40	54
	Doctoral	10	5	4	8	13
Graduate School of Image Arts	Master's	9	15	16	23	32
Graduate School of Information Science and Engineering	Master's	153	186	204	194	206
	Doctoral	8	9	9	6	15
Graduate School of Life Sciences	Master's	121	165	177	116	169
	Doctoral	5	4	2	7	6
Graduate School of Pharmacy	Master's	-	-	-	33	37
	Doctoral	-	-	-	-	5
	Four-Year Doctoral	2	1	8	2	2
Graduate School of Professional Teacher Education	Professional Degree	37	62	38	33	36
Graduate School of Human Science	Master's	-	143	141	169	176
	Doctoral	-	44	36	29	32
Graduate School of Gastronomy Management	Master's	-	-	-	-	22
	Doctoral	-	-	-	-	3
Master's Programs		1,311	1,730	1,822	1,859	2,096
Doctoral Programs		98	146	138	121	140
Five-Year Doctoral Programs		7	17	21	30	36
Four-Year Doctoral Programs		2	1	8	2	2
Professional Degree Programs		270	344	305	394	510
Total		1,688	2,238	2,294	2,406	2,784

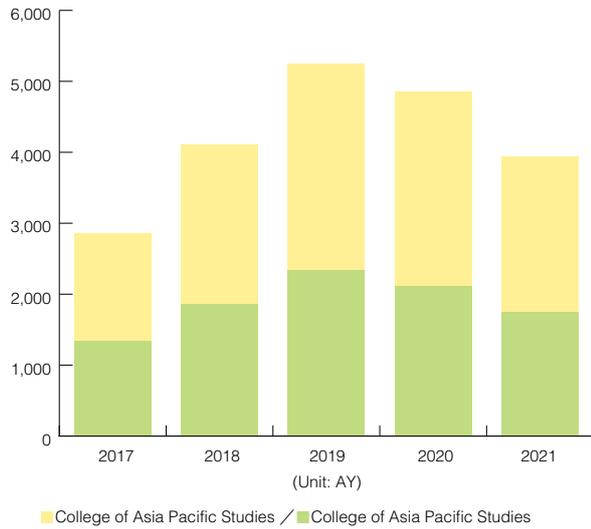


Ritsumeikan Asia Pacific University / College

Spring Enrollment

(Unit: Number of Persons)

College	2017	2018	2019	2020	2021
College of Asia Pacific Studies	1,507	2,249	2,913	2,741	2,187
College of International Management	1,344	1,863	2,336	2,118	1,755
Total	2,851	4,112	5,249	4,859	3,942

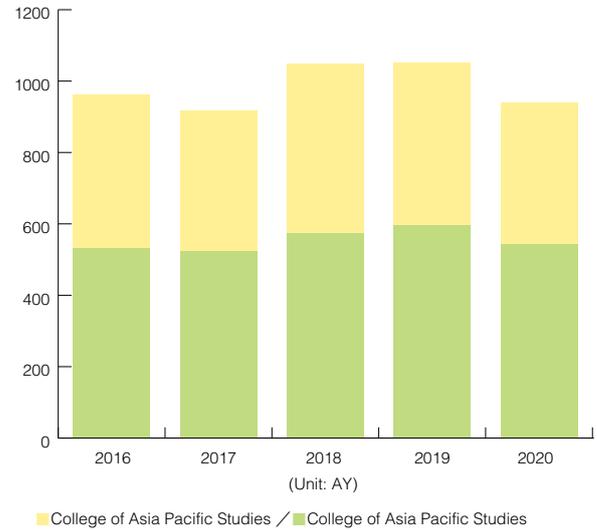


Ritsumeikan Asia Pacific University / College

Fall Enrollment

(Unit: Number of Persons)

College	2016	2017	2018	2019	2020
College of Asia Pacific Studies	429	392	474	455	397
College of International Management	533	524	575	597	543
Total	962	916	1,049	1,052	940



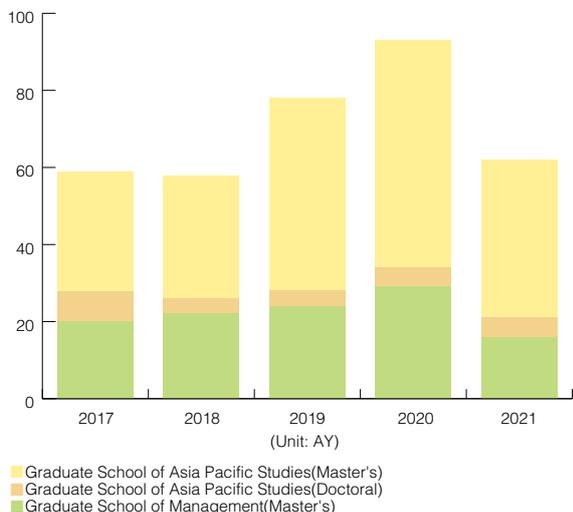
Ritsumeikan Asia Pacific University / Graduate Schools

Spring Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2017	2018	2019	2020	2021
Graduate School of Asia Pacific Studies	Master's	31	32	50	59	41
	Doctoral	8	4	4	5	5
Graduate School of Management	Master's	20	22	24	29	16
Master's Programs		51	54	74	88	57
Doctoral Programs		8	4	4	5	5
Total		59	58	78	93	62

* Only for spring admissions.

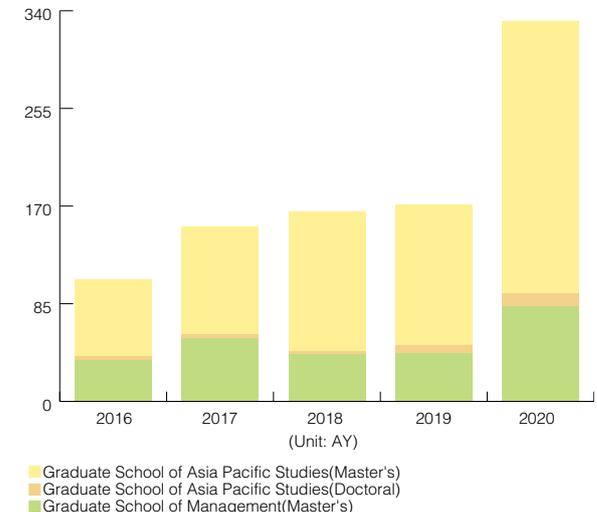


Ritsumeikan Asia Pacific University / Graduate Schools

Fall Enrollment

(Unit: Number of Persons)

Graduate Schools	Programs	2016	2017	2018	2019	2020
Graduate School of Asia Pacific Studies	Master's	67	94	121	122	237
	Doctoral	3	3	3	7	11
Graduate School of Management	Master's	36	55	41	42	83
Master's Programs		103	149	162	164	320
Doctoral Programs		3	3	3	7	11
Total		106	152	165	171	331



3. Faculty and Staff Numbers (as of May 1, 2020)

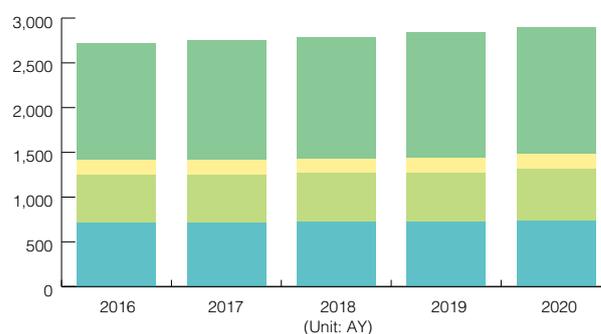
Faculty and Staff Numbers

(Unit: Number of Persons)

		2016	2017	2018	2019	2020
Ritsumeikan University	No. of Faculty	1,308	1,344	1,359	1,399	1,415
Ritsumeikan Asia Pacific University	No. of Faculty	172	169	166	166	167
Affiliated School	No. of Faculty	526	532	547	553	583
Ritsumeikan Trust	No. of Full-Time Staff	716	712	719	721	734
Total		2,722	2,757	2,791	2,839	2,899

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

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



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

Student-Teacher Ratios / Ritsumeikan University

(Unit: Number of Persons)

College	Department	No. of Full-Time Faculty	No. of Enrolled Students Per Full-Time Faculty Member
College of Law	Department of Law	62	52.0
College of Economics	Department of Economics	76	42.6
College of Business Administration	Department of Business Administration	54	50.4
	Department of International Business Administration	17	34.4
	Total	71	46.5
College of Social Sciences	Department of Social Sciences	101	34.5
College of Letters	Department of Humanities	121	33.6
College of Science and Engineering	Department of Electrical and Electronic Engineering	27	22.4
	Department of Mechanical Engineering	29	24.4
	Department of Robotics	21	17.9
	Department of Mathematical Sciences	24	15.7
	Department of Physical Sciences	27	12.0
	Department of Electronic and Computer Engineering	19	23.3
	Department of Architecture and Urban Design	14	24.6
	Department of Civil and Environmental Engineering	33	20.4
Total	194	19.9	
College of International Relations	Department of International Relations	56	24.4
	American University Ritsumeikan University Joint Degree Program	23	1.5
	Total	61	23.0
College of Policy Science	Department of Policy Science	52	32.7
College of Information Science and Engineering	Department of Information Science and Engineering	102	19.1
College of Image Arts and Sciences	Department of Image Arts and Sciences	29	23.4
College of Pharmaceutical Sciences	Department of Pharmacy	51	11.3
	Department of Pharmaceutical Sciences	10	24.2
	Total	61	13.4
College of Life Sciences	Department of Applied Chemistry	23	19.0
	Department of Biotechnology	18	19.1
	Department of Bioinformatics	14	18.2
	Department of Biomedical Sciences	17	14.5
Total	72	17.8	
College of Sport and Health Science	Department of Sport and Health Science	35	28.1
College of Comprehensive Psychology	Department of Comprehensive Psychology	37	31.2
College of Gastronomy Management	Department of Gastronomy Management	33	27.9
College of Global Liberal Arts	Department of Global Liberal Arts	19	5.4

*The number of enrolled students in the Department of Economics in the College of Economics includes 72 students from the Department of International Economics, a department for which student recruitment was discontinued.

*The number of enrolled students in the Department of Civil and Environmental Engineering in the College of Science and Engineering includes 195 students from the Department of Civil Engineering and Department of Environmental Systems Engineering, a department for which student recruitment was discontinued.

*Nine professors and 9 associate professors in the Department of International Relations of the College of International Relations are listed twice because they concurrently serve as full-time faculty in the American University-Ritsumeikan University Joint Degree Program.

*The number of enrolled students in the Department of Information Science and Engineering in the College of Information Science and Engineering includes 163 students from the Department of Computer Science, the Department of Information and Communication Science, the Department of Media Technology, the Department of Human and Computer Intelligence, as well as first-year students, all of which are departments for which student recruitment has been discontinued.

Student-Teacher Ratios / Ritsumeikan Asia Pacific University

(Unit: Number of Persons)

College	Department	No. of Full-Time Faculty	No. of Enrolled Students Per Full-Time Faculty Member
College of Asia Pacific Studies	Graduate School of Asia Pacific Studies	49	57.3
College of International Management	Graduate School of International Management	39	68.4

4. International Exchange

Number of Students Sent Overseas (as of March 31, 2021)

(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	13	College of International Relations	20	College of Sport and Health Science	2
College of Economics	14	College of Policy Science	9	College of Comprehensive Psychology	9
College of Business Administration	12	College of Information Science and Engineering	2	College of Gastronomy Management	3
College of Social Sciences	4	College of Image Arts and Science	2	College of Global Liberal Arts	1
College of Letters	108	College of Pharmaceutical Science	9	Graduate Schools	12
College of Science and Engineering	18	College of Life Sciences	4		
				Total	242

* Covers programs operated by the Center for International Education, the Colleges, the Graduate Schools and other academic centers (i.e., credit transfer and for-credit programs). This includes 240 participants who participated online due to the COVID-19 pandemic.

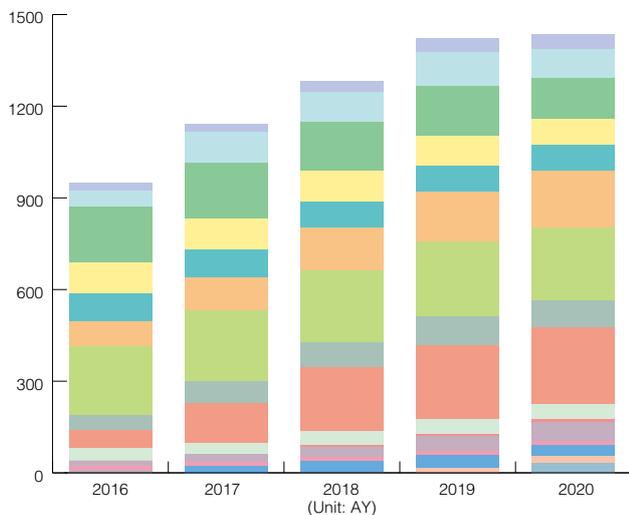
Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2020)

Ritsumeikan University / College

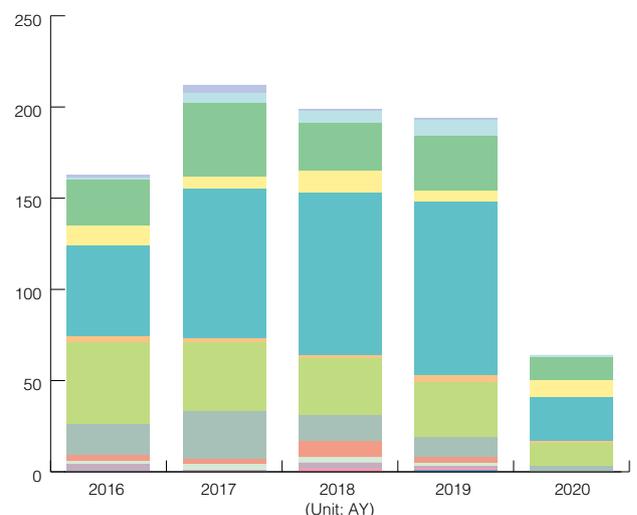
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
College of Law	25	26	33	48	52	2	4	1	1	0
College of Economics	53	101	100	109	93	1	6	7	9	1
College of Business Administration	184	183	159	163	136	25	40	26	30	13
College of Social Sciences	100	102	102	100	82	11	7	12	6	9
College of Letters	91	89	85	82	84	50	82	89	95	24
College of Science and Engineering	81	107	139	166	186	3	2	2	4	1
College of International Relations	227	234	236	243	241	45	38	31	30	13
College of Policy Science	48	70	81	96	86	17	26	14	11	3
College of Information Science and Engineering	60	130	210	243	253	3	3	9	3	0
College of Image Arts and Sciences	40	38	45	46	49	2	3	3	2	0
College of Pharmaceutical Science	0	1	5	9	10	0	0	0	0	0
College of Life Sciences	19	27	35	47	60	4	1	3	1	0
College of Sport and Health Science	12	10	12	14	12	0	0	2	1	0
College of Comprehensive Psychology	9	23	35	41	39	0	0	0	1	0
College of Gastronomy Management	-	-	4	11	21	-	-	0	0	0
College of Global Liberal Arts	-	-	-	6	33	-	-	-	0	0
Total	949	1,141	1,281	1,424	1,437	163	212	199	194	64

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



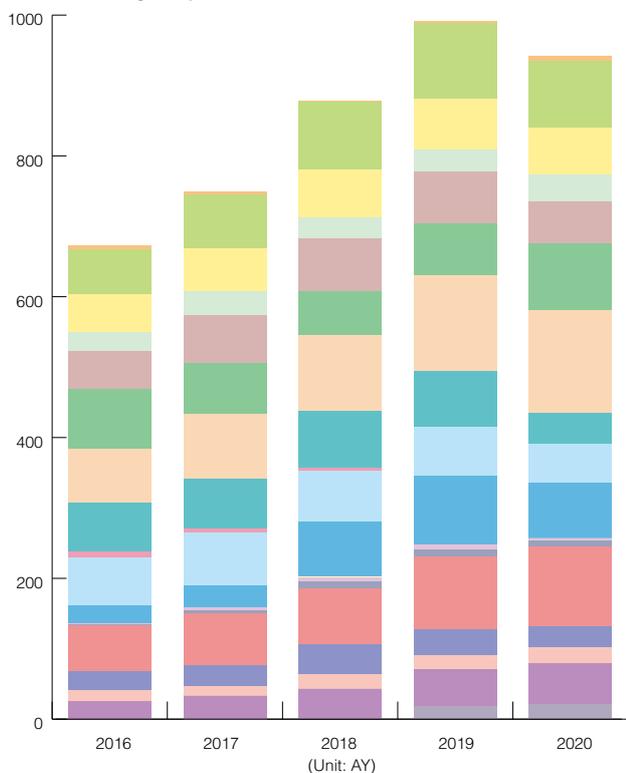
■ College of Law / ■ College of Economics / ■ College of Business Administration / ■ College of Social Sciences / ■ College of Letters / ■ College of Science and Engineering / ■ College of International Relations / ■ College of Policy Science / ■ College of Information Science and Engineering / ■ College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

Ritsumeikan University / Graduate School

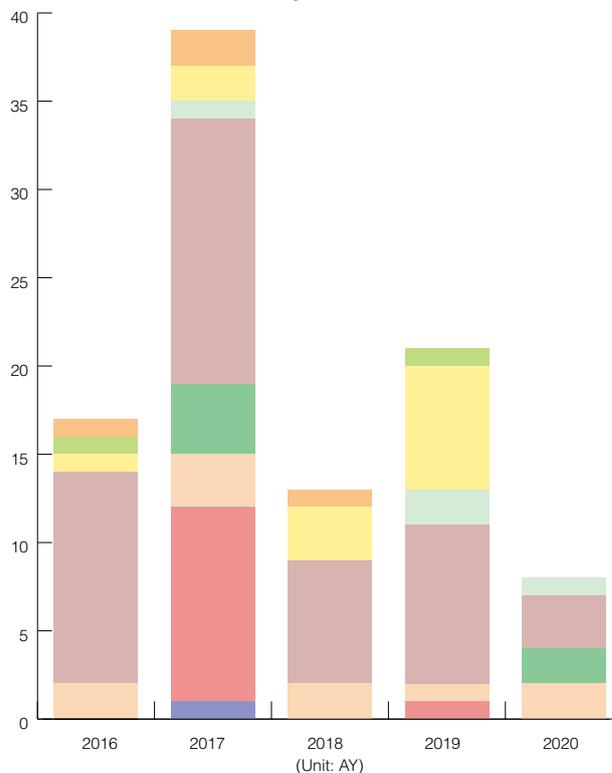
(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Graduate School of Law	6	4	1	4	6	1	2	1	0	0
Graduate School of Economics	63	76	97	108	95	1	0	0	1	0
Graduate School of Business Administration	55	62	68	71	66	1	2	3	7	0
Graduate School of Sociology	26	33	30	32	39	0	1	0	2	1
Graduate School of Letters	54	69	74	73	59	12	15	7	9	3
Graduate School of Science and Engineering	85	71	63	74	96	0	4	0	0	2
Graduate School of International Relations	77	93	107	136	145	2	3	2	1	2
Graduate School of Policy Science	69	71	82	80	44	0	0	0	0	0
Graduate School of Science for Human Services	8	5	3	0	0	0	0	0	0	0
Graduate School of Language Education and Information Science	69	76	73	68	55	0	0	0	0	0
Graduate School of Technology Management	25	30	78	98	79	0	0	0	0	0
Graduate School of Public Policy	0	1	1	0	0	0	0	0	0	0
Graduate School of Sport and Health Science	2	3	6	7	4	0	0	0	0	0
Graduate School of Image Arts	1	4	9	10	9	0	0	0	0	0
Graduate School of Information Science and Engineering	65	75	80	104	112	0	11	0	1	0
Graduate School of Life Sciences	26	29	43	36	30	0	1	0	0	0
Graduate School of Core Ethics and Frontier Sciences	17	14	20	20	23	0	0	0	0	0
Graduate School of Pharmacy	0	0	0	0	0	0	0	0	0	0
School of Law	0	0	0	0	0	0	0	0	0	0
Graduate School of Technology Management	25	33	36	53	58	0	0	0	0	0
Graduate School of Professional Teacher Education	-	0	0	0	0	-	0	0	0	0
Graduate School of Human Science	-	-	7	18	21	-	-	0	0	0
Total	673	749	878	992	941	17	39	13	21	8

Number of Regularly-Enrolled International Students



Number of Short-Term Exchange Students



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

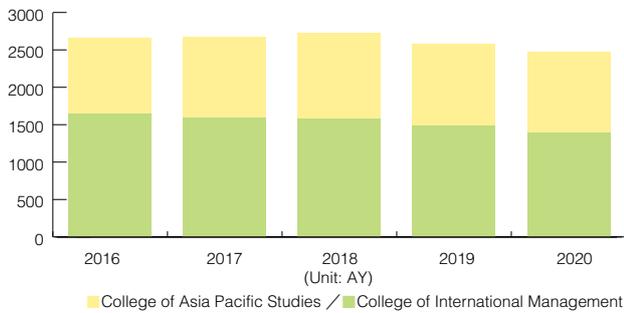
Ritsumeikan Asia Pacific University / College

(Unit: Number of Persons)

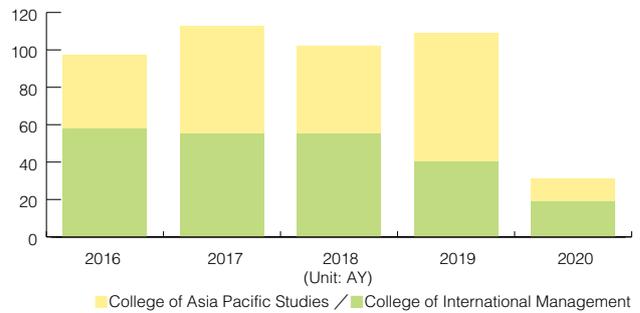
(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
College of Asia Pacific Studies	1,015	1,075	1,139	1,103	1,069	39	58	47	69	12
College of International Management	1,646	1,594	1,582	1,484	1,398	58	55	55	40	19
Total	2,661	2,669	2,721	2,587	2,467	97	113	102	109	31

Number of Regularly-Enrolled International Students



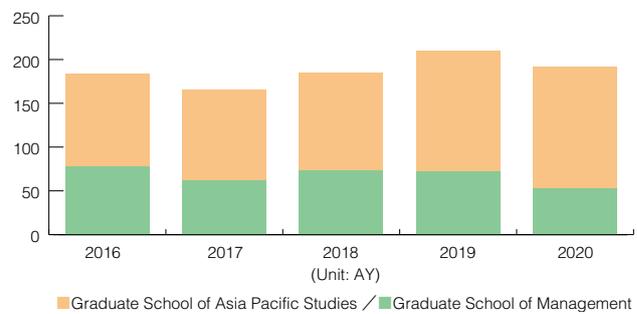
Number of Short-Term Exchange Students



Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2016	2017	2018	2019	2020
Graduate School of Asia Pacific Studies	106	103	111	138	139
Graduate School of Management	78	62	74	72	53
Total	184	165	185	210	192



Ritsumeikan University International Students

(Unit: Number of Persons)

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Graduate		
China	818	656	5	1,479
South Korea	385	23	5	413
Indonesia	53	56	2	111
Taiwan	27	20	5	52
India	24	14	0	38
Malaysia	19	2	0	21
Vietnam	17	23	0	40
Singapore	11	1	0	12
Hong Kong	8	3	2	13
Thailand	8	13	0	21
Myanmar	4	11	0	15
Nepal	2	7	0	9
Sri Lanka	2	0	0	2
Bangladesh	1	14	0	15
Philippines	1	5	0	6
Mongolia	1	1	0	2
Pakistan	1	5	0	6
Laos	0	6	0	6
Cambodia	0	4	0	4
Macau	0	1	0	1
Bhutan	0	2	0	2
Tajikistan	0	1	0	1
Asia Subtotal	1,382	868	19	2,269
Saudi Arabia	2	2	0	4
Turkey	2	2	0	4
U.A.E.	1	0	0	1
Islamic Republic of Iran	1	0	0	1
Afghanistan	0	3	0	3
Syrian	0	2	0	2
Middle East Subtotal	6	9	0	15

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Graduate		
Uganda	5	0	0	5
Somalia	1	1	0	2
South Africa	1	1	0	2
Namibia	1	0	0	1
Egypt	0	5	0	5
Nigeria	0	5	0	5
Zambia	0	1	0	1
Senegal	0	1	0	1
Malawi	0	1	0	1
Tunisia	0	1	0	1
Guinea	0	1	0	1
Mauritius	0	1	0	1
Africa Subtotal	8	18	0	26
U.S.A	22	8	8	38
Canada	2	1	2	5
Mexico	1	0	2	3
Paraguay	1	0	0	1
Chile	0	1	0	1
Argentina	0	1	0	1
Honduras	0	1	0	1
Colombia	0	1	0	1
North America & South America Subtotal	26	13	12	51
Australia	1	0	0	1
New Zealand	1	0	0	1
Vanuatu	0	1	0	1
Palau	0	1	0	1
Oceania Subtotal	2	2	0	4
U.K.	6	1	0	7
Sweden	3	0	3	6

Country/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Graduate		
Russian	2	1	0	3
Spain	1	1	6	8
Switzerland	1	0	0	1
Germany	0	1	5	6
France	0	1	9	10
Kyrgyz	0	10	0	10
Uzbekistan	0	4	0	4
Italy	0	2	3	5
Norway	0	0	4	4
Hungary	0	3	2	5
Finland	0	0	4	4
Ukraine	0	2	0	2
Bulgaria	0	1	1	2
Czech	0	2	2	4
Slovak	0	0	2	2
Malta	0	1	0	1
Slovenia	0	1	0	1
Europe Subtotal	13	31	41	85
Total	1,437	941	72	2,450
Kinugasa Campus	508	336	52	896
Biwako-Kusatsu Campus	635	337	4	976
Osaka Ibaraki Campus	294	268	16	578
Suzaku Campus	—	0	0	0

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

Ritsumeikan Asia Pacific University International Students

(Unit: Number of Persons)

Country / Area	Under graduate	Graduate	Non-Degree Students	Special Auditing Students	Total
South Korea	523	2	0	1	526
Indonesia	366	26	0	0	392
China	357	10	0	0	367
Vietnam	311	20	0	0	331
Thailand	214	7	0	0	221
Bangladesh	96	13	0	0	109
Taiwan	81	3	0	4	88
India	70	10	1	0	81
Nepal	63	4	0	1	68
Sri Lanka	50	8	0	0	58
Mongolia	48	3	0	1	52
Malaysia	26	1	0	0	27
Myanmar	16	9	0	0	25
Cambodia	14	1	0	0	15
Philippines	10	4	0	0	14
Pakistan	8	5	0	0	13
Hong Kong	5	0	0	5	10
Singapore	6	1	0	0	7
Bhutan	2	0	0	0	2
Timor-Leste	0	2	0	0	2
Laos	0	1	0	0	1
Asia Subtotal	2,266	130	1	12	2,409
Afghanistan	1	7	0	0	8
Iran	2	0	0	0	2
Yemen	1	1	0	0	2
Syrian	0	2	0	0	2
Israel	1	0	0	0	1
Turkey	1	0	0	0	1
Middle East Subtotal	6	10	0	0	16
Kenya	3	3	0	0	6
Ghana	2	3	0	0	5
Uganda	3	1	0	0	4
Somalia	3	1	0	0	4
Nigeria	2	2	0	0	4
Rwanda	3	0	0	0	3
Liberia	2	1	0	0	3
Morocco	2	0	0	0	2
Ethiopia	1	1	0	0	2
Angola	1	0	0	0	1
Cote d'Ivoire	1	0	0	0	1
Comoros	1	0	0	0	1
Sierra Leone	1	0	0	0	1
Zimbabwe	1	0	0	0	1
Botswana	1	0	0	0	1
Mozambique	1	0	0	0	1
Lesotho	1	0	0	0	1
South Africa	1	0	0	0	1
Cameroon	0	1	0	0	1
Tanzania	0	1	0	0	1
Burundi	0	1	0	0	1
Africa Subtotal	30	15	0	0	45
U.S.A	36	7	0	3	46
Canada	5	0	0	3	8
Mexico	0	2	0	1	3
Ecuador	2	0	0	0	2
Costa Rica	2	0	0	0	2
Barbados	1	0	0	0	1
Dominican	0	1	0	0	1
Brazil	0	1	0	0	1
North America & South America Subtotal	46	11	0	7	64
Australia	8	0	0	0	8
Samoa	4	0	0	0	4
Tonga	3	0	0	0	3
New Zealand	3	0	0	0	3
Fiji	1	0	0	0	1
Micronesia	1	0	0	0	1
Kiribati	0	1	0	0	1
Cook	0	1	0	0	1
Solomon Islands	0	1	0	0	1
Vanuatu	0	1	0	0	1
Papua New Guinea	0	1	0	0	1
Oceania Subtotal	20	5	0	0	25
Uzbekistan	56	3	0	0	59
Tajikistan	0	10	0	0	10
Norway	9	0	0	0	9
U.K.	4	1	0	3	8
Finland	7	0	0	0	7
Netherlands	5	1	0	0	6
France	1	1	0	3	5
Germany	3	0	0	1	4
Italy	0	1	0	3	4
Kazakhstan	2	1	0	0	3
Poland	1	1	0	0	2
Switzerland	1	0	0	1	2
Austria	1	0	0	0	1
Cyprus	1	0	0	0	1
Kyrgyz	1	0	0	0	1
Spain	1	0	0	0	1
Czech	1	0	0	0	1
Denmark	1	0	0	0	1
Bulgaria	1	0	0	0	1
Belgium	1	0	0	0	1
Russian	1	0	0	0	1
Iceland	0	1	0	0	1
Georgia	0	1	0	0	1
Lithuania	0	0	0	1	1
Europe Subtotal	98	21	0	12	131
Other	1	0	0	0	1
Other Subtotal	1	0	0	0	1
Total	2,467	192	1	31	2,691
	3,008	5	33	8	3,054
	5,475	197	34	39	5,745

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

5. Number of Degrees Granted (as of March 31, 2021)

	Degree	Number
Ritsumeikan University Graduate School	Doctoral	92
	Master's	1,173
	Professional	114

	Degree	Number
Ritsumeikan Asia Pacific University Graduate School	Doctoral	3
	Master's	101

6. Number of Students Passing Difficult Examinations (as of 2020)

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	249
2	Kyoto University	131
3	Waseda University	90
4	Hokkaido University	69
5	Tohoku University	65
6	Chuo University	60
7	Ritsumeikan University	59
8	Okayama University	56
9	Tokyo Institute of Technology	51
9	Nagoya University	51

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	University of Tokyo	126
2	Keio University	125
3	Kyoto University	107
4	Chuo University	85
5	Hitotsubashi University	84
6	Waseda University	75
7	Kobe University	62
8	Osaka University	34
9	Meiji University	30
10	Doshisha University	28
23	Ritsumeikan University	8

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

Rank	University	Number
1	Keio University	169
2	Waseda University	98
3	Chuo University	74
4	Meiji University	60
5	Ritsumeikan University	52
6	University of Tokyo	49
7	Kobe University	47
8	Kyoto University	43
9	Hosei University	42
10	Doshisha University	34

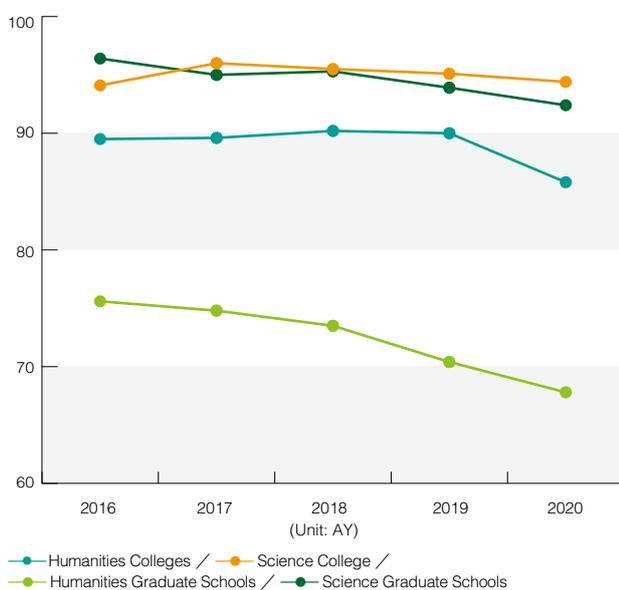
(Mitakai survey of CPAs)

7. Post-graduation Career Paths (as of March 31, 2021)

Ritsumeikan University / Advancement Rate (Unit: %)

	2016	2017	2018	2019	2020
Humanities Colleges	89.5	89.6	90.2	90.0	85.8
Science Colleges	94.1	96.0	95.5	95.1	94.4
Humanities Graduate Schools	75.6	74.8	73.5	70.4	67.8
Science Graduate Schools	96.4	95.0	95.3	93.9	92.4

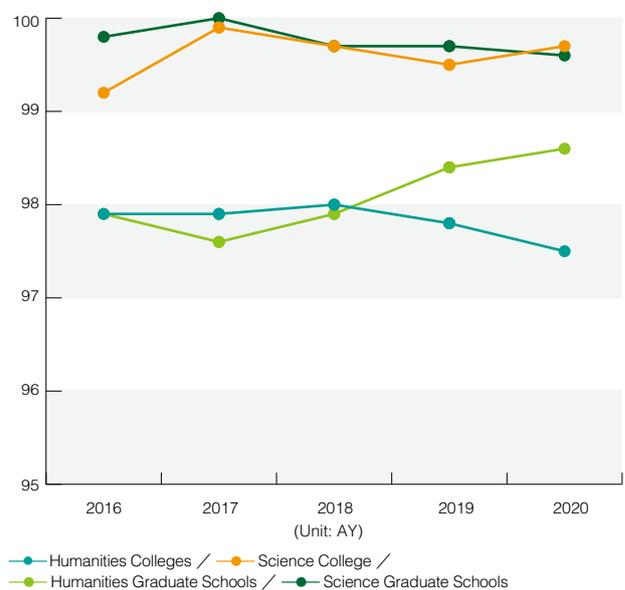
*Advancement Rate = (Job Placement + Advancement) ÷ No. of Graduates × 100.
 *The Number of Graduates Includes Spring Semester and Accelerated Program Graduates.
 *Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), individuals who continue their studies while seeking employment, individuals who go on to work in a family business, individuals who sign a professional sports contract, individuals who start a business, and individuals with prospective employment.
 *Advancement: This refers to advancement to graduate schools in Japan, universities or graduate schools in other countries, other universities and other post-secondary schools.



Ritsumeikan University / Known Advancement Rate (Unit: %)

	2016	2017	2018	2019	2020
Humanities Colleges	97.9	97.9	98.0	97.8	97.5
Science Colleges	99.2	99.9	99.7	99.5	99.7
Humanities Graduate Schools	97.9	97.6	97.9	98.4	98.6
Science Graduate Schools	99.8	100.0	99.7	99.7	99.6

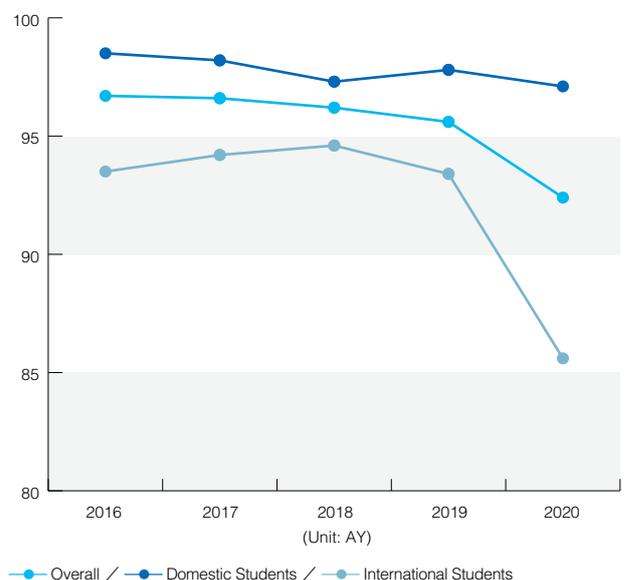
*Known Advancement Rate = (Job placement + Advancement + Other) ÷ No. of Graduates × 100.
 *The Number of Graduates Includes Spring Semester and Accelerated Program Graduates.
 *Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant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



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

	2016	2017	2018	2019	2020
Overall	96.7	96.6	96.2	95.6	92.4
Domestic Students	98.5	98.2	97.3	97.8	97.1
International Students	93.5	94.2	94.6	93.4	85.6

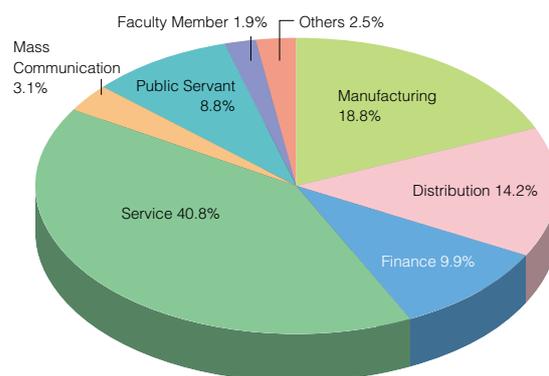
*Job placement rate = Successful hires ÷ job seekers × 100.
 *Includes fall graduates.
 *Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant or faculty member), individuals who continue their studies while seeking employment, individuals who go on to work in a family business, and individuals who start a business.



Ritsumeikan University / Job placement statistics by industry

Industry	Ratio
Manufacturing	18.8%
Distribution	14.2%
Finance	9.9%
Service	40.8%
Mass Communication	3.1%
Public Servant	8.8%
Faculty Member	1.9%
Others	2.5%

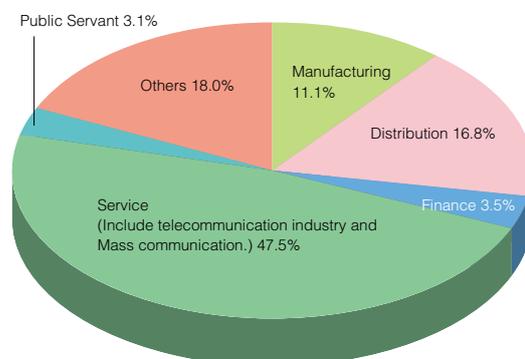
*Includes September 2020 and March 2021 graduates.
 *Others include those who: Continue their studies while seeking employment, go on to work in a family business, sign a professional sports contract, start a business and who failed to clearly report their career decision.
 *About the type of industry classification, I classify it by this school's original index.
 *Because the ratio by industry is rounded off to the second decimal place, the total may not be 100%.



Ritsumeikan Asia Pacific University / Job placement statistics by industry

Industry	Ratio
Manufacturing	11.1%
Distribution	16.8%
Finance	3.5%
Service (Include telecommunication industry and Mass communication.)	47.5%
Public Servant	3.1%
Others	18.0%

*Includes September 2020 and March 2021 graduates.
 *Includes graduate students who completed their degrees.
 *Includes international Students.
 *Civil Service includes graduates who work for administrative organizations in Japan as well as overseas.
 *Others include those who: Chose employment in foreign countries, go on to work in a family business, start a business, or who failed to clearly report their career decision.
 *Because the ratio by industry is rounded off to the second decimal place, the total may not be 100%.



8. Research Funds (as of March 31, 2021)

Ritsumeikan University

		Number	Amount(JPY)
Public Research Funding	Grants-in-Aid for Scientific Research (MEXT / JSPS) *1	751	1,400,220,000
	Other Public Research Funding	143	1,219,272,274
Research Funding for Industry-Academia Cooperation	Contracted Research	236	332,684,111
	Joint research	172	158,749,096
	Grants and Subsidies etc.	80	63,876,250
	Private Research Founding	129	160,117,524
	Revenue from Patents etc *2	26	4,630,392
	Other revenue *3	31	12,709,105
Total		1,568	3,352,258,752

*1: Including Grant-in-Aid for JSPS Fellows and fund for the Promotion of Joint International Research (Fostering Joint International Research) .
 *2: Royalties, Licensing and Transfer Fees.
 *3: Revenue from Research Consortium Membership Dues, Rental Fee for SR Center by Non-university Personnel.



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