2023
RITSUMEIKAN
OPERATING REPORT

The Ritsumeikan Trust

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On the Issuance of the AY2023 Operating Report

In AY2023, we would like to once again thank all stakeholders of the Academy for their continued dedication to student learning at every level of education and to our education and research activities. AY2023 marked the third year of the R2030 Academy Vision Challenge Design, our mid-to-long-term plan, and every school promoted a variety of initiatives with an eye on the 2030s. At Ritsumeikan University, we have been ambitiously undertaking initiatives toward the realization of our goal to become a "next-generation research university," including the activities of the Ritsumeikan Advanced Research Academy (RARA), which serves as a center for core researchers who pioneer cutting-edge research, and the establishment of the Ritsumeikan Earth & Space Exploration Center (ESEC), which pursues research that is unparalleled in Japan based on its vision of "contributing to the preservation and expansion of the humanosphere." These efforts are steadily yielding results as witnessed by our placement in the QS World University Rankings 2024 moving up to 631-640 (4th among private universities in Japan) and the acquisition of competitive research funding, such as grants-in-aid for scientific research and the Ministry of Education, Culture, Sports, Science and Technology's Project for the Development of Facilities for Industry-University-Government Collaboration and Joint Research through Cooperation among Regional Core and Distinctive Research Universities.

Turning to education, we formulated the Ritsumeikan Academy Competencies for cultivating innovative and emergent talent, and will begin using these on a trial basis in AY2025. As for liberal arts education, our Data Science +R Program (Basic Level) was accredited by the Minister of MEXT as a Literacy Level Mathematical, Data Science, and AI Education Program, and we are preparing to apply for Applied Level accreditation in AY2024. Also, in the final year of the Top Global University (SGU) Project, we met our target for the percentage of undergraduate students meeting the foreign language proficiency standard of at least Level B1 of CEFR, and aiming to further reform our English language education, we issued a proposal on reforming foreign language education to serve as a bridge to research and major education in and beyond AY2024. In graduate school academic affairs, we have enriched career path support by considering new degree programs in collaboration with research organizations and research institutes, establishing a teaching fellow system, and holding career management seminars throughout the year.

Meanwhile, Ritsumeikan Asia Pacific University (APU) opened the College of Sustainability and Tourism and implemented curriculum reforms in its existing colleges, thereby kicking off its so-called "second inception." In addition to strengthening cooperation with science and engineering universities and promoting the development of global human resources with an interdisciplinary knowledge of the humanities and the sciences, APU reformed its existing educational organizations and commenced operations of the Green Commons, the new classroom building, and AP House 5, the new international education dormitory. Furthermore, the restructuring of the administrative organization as part of governance reforms is being considered, and the new organization will go into effect in AY2024.

With regard to integrated education and the affiliated schools, we are pursuing a variety of initiatives aimed at enhancing linkages between the primary school, junior high schools, high schools, universities, and graduate schools based on inquiry-based learning. In addition to existing high school-university partnerships, we have begun efforts to create linkages to university and graduate school-level learning at an even earlier stage. We will further accelerate our efforts to maximize our competitive advantage as a comprehensive academy and increase opportunities for our students to receive direct guidance and advice from university faculty members, as well as to experience the fun and attractiveness of research from an early stage by collaborating with the university's Division of Research. In terms of Academy-wide initiatives, we streamlined duties by leveraging the digital transformation (DX) and moved forward with efforts to elaborate upon the R2030 Staff Policy under the Staff Policy Review Committee. In addition, we are working across organizational boundaries to achieve targets for diversity and inclusion (D&I), carbon neutrality, and other goals related to the SDGs.

In AY2024, we plan to tackle a variety of initiatives including working out the details of projects to commemorate the 155th anniversary of the founding of Ritsumeikan and the125th anniversary of the founding of the Academy, new developments at Biwako-Kusatsu Campus (BKC) based on the topics of well-being and the 30th anniversary of the campus, cultivating emerging talent and human resources for startups at Osaka Ibaraki Campus (OIC) based on the concept of Try Field, and compiling the basic plan for the tentatively named College of Arts and Design and Graduate School of Science in Arts and Design, which are scheduled to open on Kinugasa Campus in AY2026.

This report was formulated to communicate the Academy's initiatives for AY2023 to all of our stakeholders. We will continue pursuing education and research activities to fulfill our social responsibility, and we will provide our students at every level of education with the support they need to grow.

We kindly request your continued understanding and support.

May 31, 2024

The Ritsumeikan Trust
Chairperson of the Board of Trustees
Tomomi Morishima

The Ritsumeikan Trust
Chancellor
Yoshio Nakatani

1. Founding Spirit and Educational Philosophy

Ritsumeikan traces its roots to the private school of the same name founded in the Kyoto Imperial Palace in 1869 by Prince Kinmochi Saionji, one of the most prominent politicians and internationalists of Japan's modern era. The founder of the Ritsumeikan Academy, Kojuro Nakagawa inherited the spirit of this school, and made the founding philosophy of the Academy "Freedom and Innovation". Later, upon reflection of the painful experiences of World War II, "Peace and Democracy" were established as the educational philosophy of Ritsumeikan. Ritsumeikan pursues the creation of universal values based on academic freedom and searches for solutions to the pressing issues facing humankind, through educational endeavors based on its founding spirit and educational ideals, in order "to believe in the future, to live for the future". The Academy will foster learning and the development of individual talents in order to nurture just and ethical global citizens.

1-1. The Ritsumeikan Charter

The Ritsumeikan Charter

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

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

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

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

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

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

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

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

July 21, 2006 The Ritsumeikan Trust

1-2. R2030 – Our Vision for Ritsumeikan in 2030 –

To date, the Ritsumeikan Academy has pursued progressive education and research based on the educational philosophy of "peace and democracy" rooted in the founding spirit of "freedom and innovation." In 2010, we established an academy vision for 2020 with the slogan of "creating a future beyond borders," and since then we have pursued institutional development with even more fervor.

Carrying on this spirit and philosophy and paying respect to our history, we, the members of the Ritsumeikan Academy, established the R2030 Academy Vision as a new declaration of what we aim to become in the year 2030.

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

R2030 Academy Vision

Challenge your mind
Change our future

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

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

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

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

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

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

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

Ideal Shape of the Academy

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

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

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

Ideal Qualities in Our People

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

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

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

Policy Objectives of the R2030 Academy Vision

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

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

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

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

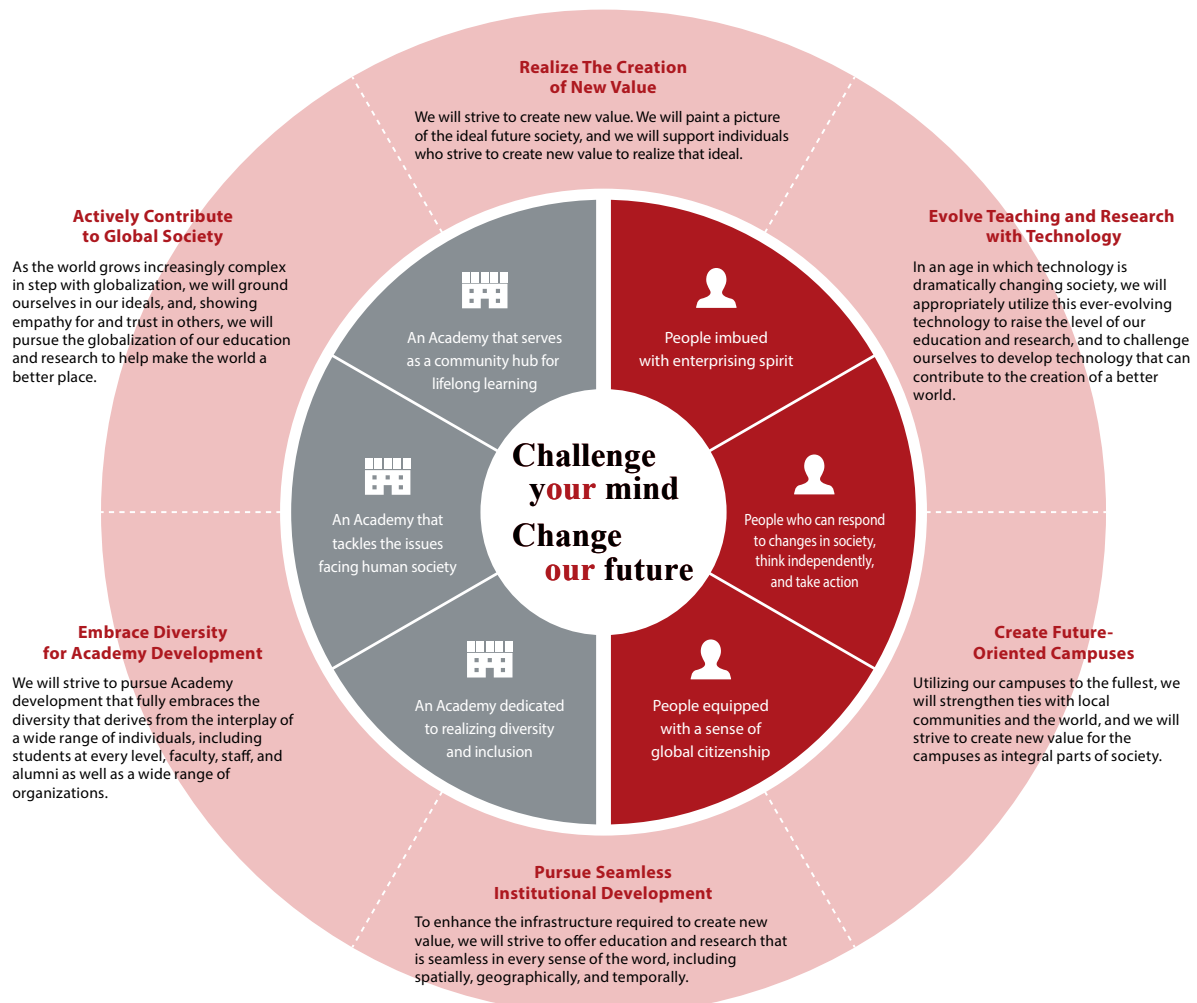**Create Future-Oriented Campuses**
Utilizing our campuses to the fullest, we will strengthen ties with local communities and the world, and we will strive to create new value for the campuses as integral parts of society.

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

Challenge your mind Change our future

An Academy that serves as a community hub for lifelong learning

An Academy that tackles the issues facing human society

An Academy dedicated to realizing diversity and inclusion

People imbued with enterprising spirit

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

People equipped with a sense of global citizenship

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

■ Ritsumeikan University

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

■ Ritsumeikan Asia Pacific University

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

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

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

2. History of the Ritsumeikan Trust (as of May 1, 2023)

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

3. Schools, Colleges, Departments, and Other Organizations of the Trust (as of May 1, 2023)

Ritsumeikan University

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

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

Biwako-Kusatsu Campus
1-1-1 Noji-Higashi, Kusatsu, Shiga

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

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

School of Law
Graduate School of Professional Teacher Education

Osaka Ibaraki Campus
2-150, Iwakura-cho, Ibaraki, Osaka

College of Business Administration
College of Policy Science
College of Comprehensive Psychology
College of Global Liberal Arts
Graduate School of Business Administration
Graduate School of Policy Science
Graduate School of Technology Management
Graduate School of Management
Graduate School of Human Science

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

4. Number of Students at Each Level

4-1. Ritsumeikan University (as of May 1, 2023)

(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	—	734	2,880	3,126	
	Total	720	—	734	2,880	3,126	
College of Economics	Department of Economics	760	—	837	3,040	3,298	
	Department of International Economics	—	—	—	—	1	Student recruitment suspended in April 2017
	Total	760	—	837	3,040	3,299	
College of Business Administration	Department of Business Administration	650	—	782	2,600	2,850	
	Department of International Business Administration	145	—	171	580	626	
	Total	795	—	953	3,180	3,476	
College of Social Sciences	Department of Social Sciences	810	—	851	3,240	3,450	
	Total	810	—	851	3,240	3,450	
College of Letters	Department of Humanities	1,035	—	1,073	4,140	4,501	
	Total	1,035	—	1,073	4,140	4,501	
College of Science and Engineering	Department of Electrical and Electronic Engineering	154	12	191	640	685	
	Department of Mechanical Engineering	173	10	190	712	788	
	Department of Civil Engineering	—	—	—	—	2	Student recruitment suspended in April 2018
	Department of Environmental Systems Engineering	—	—	—	—	2	Student recruitment suspended in April 2018
	Department of Robotics	90	6	113	372	407	
	Department of Mathematical Sciences	97	—	93	388	394	
	Department of Physical Sciences	86	2	89	348	365	
	Department of Electronic and Computer Engineering	102	8	96	424	461	
	Department of Architecture and Urban Design	91	4	114	372	395	
	Department of Civil and environmental engineering	166	4	200	672	717	
	Total	959	46	1,086	3,928	4,216	
College of International Relations	Department of International Relations	335	—	341	1,340	1,429	
	American University Ritsumeikan University Joint Degree Program	25	—	13	100	54	
	Total	360	—	354	1,440	1,483	
College of Policy Science	Department of Policy Science	410	—	432	1,640	1,697	
	Total	410	—	432	1,640	1,697	
College of Information Science and Engineering	Department of Information Science and Engineering	475	40	499	1,980	2,071	
	Department of Computer Science	—	—	—	0	4	Student recruitment suspended in April 2017
	Department of Information and Communication Science	—	—	—	0	2	Student recruitment suspended in April 2017
	Department of Media Technology	—	—	—	0	2	Student recruitment suspended in April 2017
	Department of Human and Computer Intelligence	—	—	—	0	2	Student recruitment suspended in April 2017
	Total	475	40	499	1,980	2,081	
College of Image Arts and Sciences	Department of Image Arts and Sciences	160	—	170	640	691	
	Total	160	—	170	640	691	
College of Pharmaceutical Sciences	Department of Pharmacy	100	—	127	600	596	
	Department of Pharmaceutical Sciences	60	—	85	240	259	
	Total	160	—	212	840	855	
College of Life Sciences	Department of Applied Chemistry	111	—	112	444	444	
	Department of Biotechnology	86	—	90	344	327	
	Department of Bioinformatics	64	—	61	256	266	
	Department of Biomedical Sciences	64	—	59	256	244	
	Total	325	—	322	1,300	1,281	
College of Sport and Health Science	Department of Sport and Health Science	235	—	245	940	1,020	
	Total	235	—	245	940	1,020	
College of Comprehensive Psychology	Department of Comprehensive Psychology	280	—	315	1,120	1,232	
	Total	280	—	315	1,120	1,232	
College of Gastronomy Management	Department of Gastronomy Management	320	—	327	1,280	1,327	
	Total	320	—	327	1,280	1,327	
College of Global Liberal Arts	Department of Global Liberal Arts	100	—	100	400	357	Established in April 2019
	Total	100	—	100	400	357	
	Total	7,904	86	8,510	31,988	34,092	

*Enrollee numbers are the total number of students admitted in June 2022, September 2022, and April 2023. In addition, the number of students enrolled in April 2023 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	30	120	58	
	Doctoral Program	10	1	30	7	
	Total	70	31	150	65	
Graduate School of Ecomonics	Master's Program	50	45	100	87	
	Doctoral Program	5	8	15	24	
	Total	55	53	115	111	
Graduate School of Business Administration	Master's Program	60	31	120	71	
	Doctoral Program	15	3	45	25	
	Total	75	34	165	96	
Graduate School of Sociology	Master's Program	60	23	120	63	
	Doctoral Program	15	10	45	46	
	Total	75	33	165	109	
Graduate School of Letters	Master's Program	105	50	210	107	
	Doctoral Program	35	17	105	86	
	Total	140	67	315	193	
Graduate School of Science and Engineering	Master's Program	450	462	900	856	
	Doctoral Program	40	28	120	77	
	Total	490	490	1,020	933	
Graduate School of International Relations	Master's Program	60	68	120	152	
	Doctoral Program	10	11	30	48	
	Total	70	79	150	200	
Graduate School of Policy Science	Master's Program	40	39	80	74	
	Doctoral Program	15	10	45	26	
	Total	55	49	125	100	
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral Program	30	13	150	197	
	Total	30	13	150	197	
Graduate School of Language Education and Information Science	Master's Program	60	39	120	76	
	Total	60	39	120	76	
School of Law	Professional Degree Program	70	74	210	149	
	Total	70	74	210	149	
Graduate School of Technology Management	Master's Program	70	73	140	129	
	Doctoral Program	5	8	15	25	
	Total	75	81	155	154	
Graduate School of Management	Professional Degree Program	80	77	160	140	
	Total	80	77	160	140	
Graduate School of Sport and Health Science	Master's Program	25	31	50	59	
	Doctoral Program	8	12	24	47	
	Total	33	43	74	106	
Graduate School of Image Arts	Master's Program	10	11	20	22	
	Total	10	11	20	22	
Graduate School of Information Science and Engineering	Master's Program	200	194	400	387	
	Doctoral Program	15	15	45	66	
	Total	215	209	445	453	
Graduate School of Life Sciences	Master's Program	150	153	300	316	
	Doctoral Program	15	11	45	30	
	Total	165	164	345	346	
Graduate School of Pharmacy	Master's Program	20	32	40	61	Established in April 2020
	Doctoral Program	3	4	9	12	Established in April 2021
	Four-Year Doctoral Program	3	4	12	10	
	Total	26	40	61	83	
Graduate School of Professional Teacher Education	Professional Degree Program	35	23	70	55	
	Total	35	23	70	55	
Graduate School of Human Science	Master's Program	65	61	130	132	
	Doctoral Program	20	22	60	99	
	Total	85	83	190	231	
Graduate School of Human Science	Master's Program	20	18	40	38	Established in April 2021
	Doctoral Program	3	5	9	10	Established in April 2021
	Total	23	23	49	48	
	Master's Program	1,505	1,360	3,010	2,688	
	Doctoral Program	214	165	642	628	
	Five-Year Doctoral Program	30	13	150	197	
	Four-Year Doctoral Program	3	4	12	10	
	Professional Degree Program	185	174	440	344	
	Total	1,937	1,716	4,254	3,867	

* Enrollee numbers are the total number of students admitted in September 2022 and April 2023. In addition, the number of students enrolled in April 2023 does not include students who are not enrolled as of May 1st.

4-2. Ritsumeikan Asia Pacific University (as of May 1, 2023)

(Unit: Number of Persons)

College	Department	Enrollment Capacity	Second-Year Transfer Capacity	Third-Year Transfer Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
College of Asia Pacific Studies	Department of Asia Pacific Studies	510	12	18	532	2,542	2,609	
	Total	510	12	18	532	2,542	2,609	
College of International Management	Department of International Management	610	22	31	629	2,675	2,686	
	Total	610	22	31	629	2,675	2,686	
College of Sustainability and Tourism	Department of Sustainability and Tourism	350	0	0	261	350	261	
	Total	350	0	0	261	350	261	
	Total	1,470	34	49	1,422	5,567	5,556	

*Enrollee numbers are the total number of students admitted in Fall 2022 and Spring 2023.

(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	60	120	133	
	Doctoral Program	10	6	30	25	
	Total	70	66	150	158	
Graduate School of Management	Master's Program	40	48	80	82	
	Total	40	48	80	82	
	Total	110	114	230	240	

* Enrollee numbers are the total number of students admitted in Fall 2022 and Spring 2023.

4-3. Ritsumeikan Junior and Senior High School (as of May 1, 2023)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Junior High School		215	246	645	727	
Ritsumeikan Senior High School	Full-time general course	360	362	1,080	1,068	

4-4. Ritsumeikan Uji Junior and Senior High School (as of May 1, 2023)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Uji Junior High School		180	178	540	528	
Ritsumeikan Uji Senior High School	Full-time general course	405	409	1,215	1,230	

4-5. Ritsumeikan Keisho Junior and Senior High School (as of May 1, 2023)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Keisho Junior High School		180	190	540	583	
Ritsumeikan Keisho Senior High School	Full-time general course	305	328	915	943	

4-6. Ritsumeikan Moriyama Junior and Senior High School (as of May 1, 2023)

(Unit: Number of Persons)

School	Course	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Moriyama Junior High School		160	175	480	536	
Ritsumeikan Moriyama Senior High School	Full-time general course	320	346	960	1,042	

4-7. Ritsumeikan Primary School (as of May 1, 2023)

(Unit: Number of Persons)

School	Enrollment Capacity	Number of Enrollees	Intake Capacity	Current Enrollment	Remarks
Ritsumeikan Primary School	120	118	720	711	

5. Executives (Trustees and Auditors) (as of March 31, 2024)

Fixed number of Executives: 44 Trustees, 3 Auditors

Position	Name	Full-Time or Part-Time
Chairperson of the Board of Trustees	Tomomi Morishima	Full-time
Trustee; Chancellor; President of Ritsumeikan University	Yoshio Nakatani	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Yoko Matsubara	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Tadao Isaka	Full-time
Trustee; Vice Chancellor; Vice President of Ritsumeikan University	Akio Tokuda	Full-time
Trustee; Vice Chancellor; President of Ritsumeikan Asia Pacific University	Hiroshi Yoneyama	Full-time
Senior Executive Trustee	Hiroki Shikata	Full-time
Executive Trustee of General Affairs	Naruya Kida	Full-time
Executive Trustee of Financial Affairs	Yoichi Okumura	Full-time
Executive Trustee of Planning	Norihisa Yamashita	Full-time
Executive Trustee of Integrated Educational Affairs	Nobuyuki Kuno	Full-time
Executive Trustee of Ritsumeikan Asia Pacific University; Vice President of Ritsumeikan Asia Pacific University	Akito Asano	Full-time
Trustee	Mitsuji Ando	Part-time
Trustee	Hidetaka Itsuji	Part-time
Trustee	Kimihiko Uemura	Part-time
Trustee	Masumi Okano	Part-time
Trustee	Daisaku Kadokawa	Part-time
Trustee	Hideo Takasaki	Part-time
Trustee	Sachiko Hirabayashi	Part-time
Trustee	Wakako Matsumoto	Part-time
Trustee	Kenji Murakami	Part-time
Trustee	Mitoji Yabunaka	Part-time
Trustee	Yasuhiro Wakebayashi	Part-time

Position	Name	Full-Time or Part-Time
Trustee ; Vice President of Ritsumeikan University	Yoshifumi Noguchi	Full-time
Trustee; Vice President of Ritsumeikan Asia Pacific University	Hiroyuki Shinoda	Full-time
Trustee; Dean, Ritsumeikan University College of Law	Makoto Hizume	Full-time
Trustee; Dean, Ritsumeikan University College of Economics	Kazuko Takaya	Full-time
Trustee; Dean, Ritsumeikan University College of Business Administration	Akihiro Kinoshita	Full-time
Trustee; Dean, Ritsumeikan University College of Social Sciences	Manabu Kuroda	Full-time
Trustee; Dean, Ritsumeikan University College of Letters	Yuko Nakagawa	Full-time
Trustee; Dean, Ritsumeikan University College of Science and Engineering	Shigeru Takayama	Full-time
Trustee; Dean, Ritsumeikan University College of International Relations	Tomoaki Nishimura	Full-time
Trustee; Dean, Ritsumeikan University College of Policy Science	Michio Kishi	Full-time
Trustee; Dean, Ritsumeikan University College of Information Science and Engineering	Yoichi Yamashita	Full-time
Trustee; Dean, Ritsumeikan University College of Image Arts and Sciences	Toshikazu Ohshima	Full-time
Trustee; Dean, Ritsumeikan University College of Pharmaceutical Sciences	Ryo Kitahara	Full-time
Trustee; Dean, Ritsumeikan University College of Life Sciences	Mamoru Wakayama	Full-time
Trustee; Dean, Ritsumeikan University College of Sport and Health Science	Jin Nagazumi	Full-time
Trustee; Dean, Ritsumeikan University College of Comprehensive Psychology	Tatsuya Sato	Full-time
Trustee; Dean, Ritsumeikan University College of Gastronomy Management	Koji Amano	Full-time
Trustee ; Dean, Ritsumeikan University College of Global Liberal Arts	Ichiro Maekawa	Full-time
Trustee; Dean, Ritsumeikan Asia Pacific University College of Asia Pacific Studies	Yoichiro Sato	Full-time
Trustee; Dean, Ritsumeikan Asia Pacific University College of International Management	ALCANTARA Lailani L.	Full-time
Trustee ; Dean, Ritsumeikan Asia Pacific University College of Sustainability and Tourism	LI Yan	Full-time
Auditor	Yoshikazu Sagami	Full-time
Auditor	Masatada Rai	Part-time
Auditor	Yasuhiko Watanabe	Part-time

Regarding limited liability contracts

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

•Eligible individuals: Non-executive Trustees and Auditors (Total: 14 members)
Non-executive Trustees: Mitsuji Ando, Hidetaka Itsuji, Kimihiko Uemura, Masumi Okano, Daisaku Kadokawa, Hideo Takasaki, Sachiko Hirabayashi, Wakako Matsumoto, Kenji Murakami, Mitoji Yabunaka, Yasuhiro Wakebayashi
Auditors: Yoshikazu Sagami, Masatada Rai, Yasuhiko Watanabe

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

•Measures to ensure that the appropriateness of the execution of duties is not impaired by the contract
There is a provision in the contract stipulating that Non-executive Trustees and Auditors shall only perform their duties in good faith and without gross negligence.

Information pertaining to liability insurance for executives

In accordance with a resolution issued by the Board of Trustees on March 24, 2023, we renewed the liability insurance policy for executives on May 1, 2023 as outlined below.
Name of insurance: Liability insurance for corporate executives
Insurance company: Mitsui Sumitomo Insurance Co., Ltd.
Policyholder: The Ritsumeikan Trust
Insured parties: All Trustees, Auditors, and Councilors employed on or after the first day of coverage
Limit of coverage: ¥1 billion (no deductible; no indemnification) (insurance period: 1 year)
Scope of coverage: Legal damages, litigation expenses, and other incidental expenses in the operation of the incorporated educational institution
Measures to ensure that the appropriateness of the execution of duties is not impaired by the contract: The coverage shall not apply to damages caused by criminal acts or violations of laws and regulations by the insured parties.
Date of enrollment: May 1, 2021

6. Councilors (as of March 31, 2024)

Fixed number of Councilors: 103 (including 44 Trustees)

Position	Name	Position	Name	Position	Name
Councilor(Chairperson; External)	Morihiro Ogaki	Councilor (External)	Hasegawa Shigetoshi	Councilor (Internal)	Kiyotsugu Takaba
Councilor (External)	Takehiko Izumo	Councilor (External)	Hisashi Hama	Councilor (Internal)	Hiroki Tahara
Councilor (External)	Norio Ibaraki	Councilor (External)	Tadashi Hayakawa	Councilor (Internal)	Kazuhiro Tamura
Councilor (External)	Takashi Okoshi	Councilor (External)	Toranori Fukumoto	Councilor (Internal)	Yen-Wei Chen
Councilor (External)	Akihiro Ota	Councilor (External)	Masaaki Makikawa	Councilor (Internal)	Eigo Tsujii
Councilor (External)	Yoshihito Ota	Councilor (External)	Kosuke Matono	Councilor (Internal)	Noriaki Tsuchida
Councilor (External)	Katsuaki Ogawa	Councilor (External)	Masahiro Mizuta	Councilor (Internal)	Toshiyuki Tsutsui
Councilor (External)	Minako Okuno	Councilor (External)	Akimasa Yamashita	Councilor (Internal)	Masaki Teraoka
Councilor (External)	Rikito Obata	Councilor (Internal)	Kumiko Ebi	Councilor (Internal)	Keiji Terada
Councilor (External)	Yasutaka Kudo	Councilor (Internal)	Yoshiki Osawa	Councilor (Internal)	Hidenao Toyoda
Councilor (External)	Fumio Goto	Councilor (Internal)	Shinji Oyama	Councilor (Internal)	Masaru Nagata
Councilor (External)	Osamu Saito	Councilor (Internal)	Kaori Okamoto	Councilor (Internal)	Hattori Yosuke
Councilor (External)	Shigeru Saito	Councilor (Internal)	Hisaya Oda	Councilor (Internal)	Yasuhiro Higashitani
Councilor (External)	Rikifusa Satake	Councilor (Internal)	Noriko Ochi	Councilor (Internal)	Takeshi Fujimoto
Councilor (External)	Takuji Takahashi	Councilor (Internal)	Masahiro Kasahara	Councilor (Internal)	Miki Horie
Councilor (External)	Miho Takeda	Councilor (Internal)	Ryota Kanayama	Councilor (Internal)	Yuri Masaki
Councilor (External)	Kenzo Toki	Councilor (Internal)	Kenji Kikuchi	Councilor (Internal)	Maki Miyoshi
Councilor (External)	Tadashi Naruse	Councilor (Internal)	Hiroshi Kinokuni	Councilor (Internal)	Kazaru Yaegashi
Councilor (External)	Kei Nishimura	Councilor (Internal)	Shinya Saito	Councilor (Internal)	Naoya Yamaguchi
Councilor (External)	Yoshiyuki Nishimura	Councilor (Internal)	Yukiko Samano		

*Trustees omitted.

7. Principals (as of March 31, 2024)

President of Ritsumeikan University

Yoshio Nakatani

President of Ritsumeikan Asia Pacific University

Hiroshi Yoneyama

Principal of Ritsumeikan Primary School

Miki Horie

Principal of Ritsumeikan Junior and Senior High School

Yasuhiro Higashitani

Principal of Ritsumeikan Uji Junior and Senior High School

Noriko Ochi

Principal of Ritsumeikan Keisho Junior and Senior High School

Kenji Kikuchi

Principal of Ritsumeikan Moriyama Junior and Senior High School

Keiji Terada

8. Overview of Faculty and Staff (as of May 1, 2023)

(Unit: Number of Persons)

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
The Ritsumeikan Trust	0	0	28	0
Ritsumeikan University	1,398	1,729	1,019	2,847
Ritsumeikan Asia Pacific University	195	89	221	1011
Ritsumeikan Junior and Senior High School	141	42	15	7
Ritsumeikan Uji Junior and Senior High School	155	30	19	22

	Faculty		Staff	
	Full - time	Part - time	Full - time	Part - time
Ritsumeikan Keisho Junior and Senior High School	119	30	12	21
Ritsumeikan Moriyama Junior and Senior High School	117	24	12	23
Ritsumeikan Primary School	62	7	5	1
Total	2,187	1,951	1,331	3,932

*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, 2024)

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

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

- Division of Human Resources
  - Office of Human Resources

- Division of General Planning and Development
  - Office of General Planning and Development
  - Office of Planning and Operations Management
  - Office of Public Relations
  - Office of Startup and Business Development Promotion
  - Office of New Planning and Development at OIC

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

- Division of Academic Affairs
  - Office of Academic Affairs
  - Office of General Education
  - Office of Academic Affairs at Kinugasa Campus
  - Office of Academic Affairs at Biwako-Kusatsu Campus
  - Office of Academic Affairs at Osaka Ibaraki Campus
  - Office of Language Education Planning and Development
  - Office of Teacher Education

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

- Division of Research
  - Office of Research Planning and Development
  - RARA Office
  - Research Office at Kinugasa Campus
  - Research Office at Biwako-Kusatsu Campus
  - Research Office at Osaka Ibaraki Campus
  - Office of Effective Research Environment Management

- Division of International Affairs
  - Office of International Affairs at Kinugasa Campus
  - Office of International Affairs at Biwako-Kusatsu Campus
  - Office of International Affairs at Osaka Ibaraki Campus

- Division of Student Affairs
  - Office of Student Affairs at Kinugasa Campus
  - Office of Student Affairs at Biwako-Kusatsu Campus
  - Office of Student Affairs at Osaka Ibaraki Campus
  - Office for Athletes and Sports Services
  - Office of Medical Services

- Division of Career Services
  - Office of Career Services at Kinugasa Campus
  - Office of Career Services at Biwako-Kusatsu Campus
  - Office of Career Services at Osaka Ibaraki Campus

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

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

- Board of Trustees (Executive Board of Trustees)
  - Ritsumeikan Trust / Ritsumeikan University
    - College of Law/Graduate School of Law — Administrative Office, College of Law
    - College of Social Sciences/ Graduate School of Sociology — Administrative Office, College of Social Sciences
    - College of Letters/Graduate School of Letters — Administrative Office, College of Letters
    - College of International Relations/ Graduate School of International Relations — Administrative Office, College of International Relations
    - College of Image Arts and Sciences/ Graduate School of Image Arts — Administrative Office, College of Image Arts and Sciences
    - College of Economics/ Graduate School of Economics — Administrative Office, College of Economics
    - College of Science and Engineering/ Graduate School of Science and Engineering — Administrative Office, College of Science and Engineering
    - College of Information Science and Engineering/ Graduate School of Information Science and Engineering — Administrative Office, College of Information Science and Engineering
    - College of Pharmaceutical Sciences/ Graduate School of Pharmacy — Administrative Office, College of Pharmaceutical Sciences
    - College of Life Sciences/ Graduate School of Life Sciences — Administrative Office, College of Life Sciences
    - College of Sport and Health Science/ Graduate School of Sport and Health Science — Administrative Office, College of Sport and Health Science
    - College of Gastronomy Management/ Graduate School of Gastronomy Management — Administrative Office, College of Gastronomy Management
    - College of Business Administration/ Graduate School of Business Administration — Administrative Office, College of Business Administration
    - College of Policy Science/ Graduate School of Policy Science — Administrative Office, College of Policy Science
    - College of Comprehensive Psychology/ Graduate School of Human Science — Administrative Office, College of Comprehensive Psychology
    - College of Global Liberal Arts — Administrative Office, College of Global Liberal Arts
    - Graduate School of Core Ethics and Frontier Sciences
    - Graduate School of Language Education and Information Science — Administrative Office, Inter-Faculty Graduate Schools at Kinugasa Campus
    - Graduate School of Technology Management
    - Graduate School of Management — Administrative Office, Inter-Faculty Graduate Schools at Osaka Ibaraki Campus
    - School of Law
    - Graduate School of Professional Teacher Education — Administrative Office, Inter-Faculty Graduate Schools at Suzaku Campus
    - Division of Integrated Primary and Secondary Education — Office of Integrated Primary and Secondary Education
      - (Administrative Offices at each affiliated school)
    - Office of Auditing
  - Ritsumeikan Asia Pacific University
    - Ritsumeikan Asia Pacific University Administration and Student Services
      - Student Office
      - Career Office
      - Academic Office
      - Research Office
      - Admissions Office (International)
      - Admissions Office (Domestic)
      - Administration Office
      - Office of the President
      - Office of Planning
    - (College of Asia Pacific Studies/ Graduate School of Asia Pacific Studies)
    - (College of International Management/ Graduate School of Management)
    - (College of Sustainability and Tourism)
  - Ritsumeikan Junior and Senior High School — Administrative Office, Ritsumeikan Junior and Senior High School
  - Ritsumeikan Uji Junior and Senior High School — Administrative Office, Ritsumeikan Uji Junior and Senior High School
  - Ritsumeikan Keisho Junior and Senior High School — Administrative Office, Ritsumeikan Keisho Junior and Senior High School
  - Ritsumeikan Moriyama Junior and Senior High School — Administrative Office, Ritsumeikan Moriyama Junior and Senior High School
  - Ritsumeikan Primary School — Administrative Office, Ritsumeikan Primary School

1. Ritsumeikan University

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

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

In AY2023, we appointed six new RARA Fellows and six new RARA Associate Fellows—that is, researchers who are expected to demonstrate leadership in Ritsumeikan University's efforts to create pioneering, cutting-edge research—to the Ritsumeikan Advanced Research Academy (RARA), which was established with the aim of creating new research fields that will allow us to contribute to the future of society as a next-generation research university. This now brings the total number of fellows to 32. In addition, we selected RARA Student Fellows and provided them with support tailored to their respective career stages, held RARA colloquia and

symposia to promote mutual understanding among RARA Fellows, and implemented projects in which RARA Student Fellows could participate. Until now, the RARA x Rice Bowl Seminar, a venue where RARA Student Fellows can present their research, was primarily held at affiliated and partner schools, but in AY2023, we commenced a new collaboration with nearby preparatory schools, which resulted in the increased name recognition of RARA.

We proactively engaged in preparations to launch projects aimed at creating the advanced research hub that the RARA Plan aims to achieve and to secure large-scale government research subsidies, which led to RARA securing several grants from large-scale competitive funds. We also established the Grant-in-Aid Project Team, whose work led to RARA Fellows securing large Grant-in-Aid for Scientific Research Subsidies, and are pursuing initiatives in collaboration with Trust Executives and other divisions in an effort to achieve the goal of securing five billion yen in external funding set forth in the Fourth Mid-Term Plan for Research Advancement.

In relation to the expansion of our research networks, we concluded several new inter-institutional agreements by way of the International Joint Research Promotion Program, and we applied for and were successfully awarded targeted support under the Trust's International Joint Research Promotion Program (Global Hub Category). With this assistance, we will promote efforts to increase the number of international joint publications in the top 10%.

Furthermore, we are steadily implementing the High Impact Journal Submission Support System and our plan to promote career path advancement for female researchers.

By expanding upon these activities, we will continue working to realize our goal of becoming a next-generation research

university in a cross-divisional effort with all members of the university in order to place in the 300-399 level of the QS World University Rankings and the 100-199 level of the THE Impact Rankings, both of which are Key Goal Indicators (KGIs) that we set for AY2025, and to maintain the current upward trend in our rankings.

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

With the Ritsumeikan Knowledge Nodes (RKNs) initiative, Ritsumeikan University aims to become an important and unique Knowledge Node in an international network where the virtual and real worlds are interlinked by expanding our continuing partnerships with overseas universities and research institutes, international organizations, corporations, NGOs, and researchers both at home and abroad. In AY2023, as part of the infrastructure improvements to contribute to the development of RKNs, we explored the possibility of and established a seventh overseas office, and promoted the formation of overseas educational field sites to promote global learning, including online education. We also strengthened cooperation between our overseas offices and the offices in the university and summarized the efforts of the overseas offices over the past 10 years as part of the post-program evaluation of the Top Global University (SGU) Project. In terms of new academic developments, we reached an agreement with the Indian Institute of Technology Hyderabad (IITH) and other Indian universities to commence student exchange programs with an eye on expanding to joint degree programs (JDP) in the future.

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

To move forward with digital transformation (DX), we completed the development of the Ritsumeikan Data Platform (RDP) to serve as the foundation for DX, and the Division of DX Promotion for Education and Research is holding discussions on student and faculty member portal projects based on its ICT Infrastructure Policy. In the next academic year, we plan to conduct a proof-of-concept (PoC) for both projects, and will move forward with the projects in a flexible and agile manner while striving to incorporate a diverse array of opinions. Several faculty members tested the new learning management system (LMS) Moodle, and we moved ahead with the development of linkages across various sets of data.

We completed the development of a data analysis system, which is currently being used by some users, but looking toward a university-wide rollout, we will consider expanding the data that can be handled by the RDP and enhancing training programs on data utilization. We are also planning to elaborate upon a DX Human Resources Development Plan with the aim of realizing the institutional promotion of DX.

In addition, we envision the establishment of a student support system (which will provide students with a wide array of advice) rooted in Ritsumeikan's Human Resources Development Competencies and utilizing Ritsumeikan's own generative AI trained on various student data. In AY2023, we formulated the Competencies and signed a cooperation agreement on

generative AI with Microsoft. We plan to conduct a PoC of the generative AI system in or after next academic year.

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

We opened the Ritsumeikan University Earth & Space Exploration Center (ESEC) in July 2023, and the Center began to undertake research in fields related to the Center. ESEC has established five research visions—(i) search for lunar water resources, (ii) create exploration equipment, (iii) analyze lunar materials, (iv) build a lunar base, and (v) train astronauts—and is currently working on research projects to explore water and other resources on the Moon and to develop infrastructure for human activities on the Moon. The Director of ESEC led the team in charge of developing and operating the Multi-Band Camera (MBC) that was equipped to the Small Lander for Investigating Moon (SLIM), the first-ever lander to make a pinpoint landing on the Moon on January 20, 2024, and Ritsumeikan and ESEC personnel are participating in important projects in lunar resource exploration and development, including the post-landing lunar surface observations and research in which several ESEC researchers were involved. ESEC will continue to elaborate on related projects and promote further research and project development, including collaborations with domestic and international research institutions and companies. It will also consider a plan for establishing a learning hub with an eye on further working of the details thereof going forward.

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

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

Two fields covered by Engineering for Human Wellbeing (EHW) (i.e., (i) macro survivability engineering and (ii) micro survivability engineering) have been positioned as domains where advanced, interdisciplinary science education and research that embodies the next-generation research university concept can be developed, and discussions are underway to elaborate upon a strategy for this project. In AY2023, meetings were held with the executives of each college and graduate school, the Biwako-Kusatsu Campus (BKC) Future Vision Committee was convened, and projects to commemorate the 30th anniversary of BKC's founding were

considered, and these discussions focused on the future plans for colleges, graduate schools, and the campus that will serve as the basis for concrete implementation. We will further elaborate upon these initiatives while collaborating even more with various institutions outside the university, including those in the medical, health, and life science fields.

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

With regard to the Design & Art Research field, we compiled a basic plan and set up an Establishment Committee in preparation for the establishment the tentatively named College of Arts and Design and Graduate School of Science in Arts and Design in April 2026. While pursuing a new kind of future-oriented design studies to be offered by a comprehensive university located in the historical city of Kyoto, we envision the development of education and research that transcends the natural sciences and the humanities/social sciences based on the technology and sensibility of art. In addition, with regard to the Digital & Communication field, we are considering launch a project in a collaborative effort among our existing graduate schools, rather than pursuing new academic expansion.

③ Implement the Socially Connected Campus concept

To realize the Socially Connected Campus (SCC) concept, which is the concept for new developments on Osaka Ibaraki Campus (OIC), we have worked to create places and mechanisms that will contribute the development of education and focused on the identification and solution of social issues and the creation of new value, with the aim of promoting an "expanded recombination of research and education" and the "cultivation of innovative and emergent talent" in a next-generation research university. Furthermore, we elaborated upon the SCC concept, decided to establish the Ritsumeikan Co-Creation Initiative in AY2024 to promote and support social co-creation not only at OIC but throughout Ritsumeikan University, worked out the details of management programs and projects, and promoted the organization of Social Co-Creation Advisors and other stakeholders with whom we will tackle these projects going forward. First, we will work on cultivating emergent talent at OIC while pursuing initiatives that will contribute to the development of a university campus for the future, then we will expand these initiatives to the entire university.

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

In AY2023, the final year of the SGU Project, we actively promoted various initiatives including study abroad programs, overseas travel as part of seminars and other courses, participation in and presentations at international conferences by graduate students, and encouragement of online international exchange with students from partner universities in regular classes. Specifically, we designated AY2023 as the year to revitalize study abroad in the post-COVID era, and in addition to the existing Study Abroad Challenge Scholarship for undergraduate students traveling abroad as part of their regular classes, we provided additional financial aid of 30,000 yen to all study abroad students in cooperation with the Trust and the Alumni Association of Ritsumeikan University. Another new initiative we implemented were online international exchange programs in which international students from partner universities participated via remote-controlled robots and international students participated as avatars in the metaverse—a bold, progressive initiative that had never been attempted before. As a result, the number of outbound students fell slightly short of the target (3,200), but it was the highest number on record. It should also be noted that we expect to achieve our goal of accepting 4,500 international students.

Extracurricular international exchange programs attracted 5,916 participants, or almost four times the target of 1,500. These activities were not limited to cultural exchange, which have always garnered a great deal of interest, but were expanded to include a variety of elements, such as exchange combining activities in one's own major with inquiry-based projects.

As one of the concrete measures to globalize our entire academic system, we aimed for 50% of our undergraduate students and 80% of our graduate students (total for all students: 53.3%) to achieve the foreign language proficiency standard of at least Level B1 of CEFR for English by the end of AY2023, and we undertook academic improvements to this end. As a result, we achieved the target for undergraduate students, and although we did not meet the target for graduate students, we improved the figure dramatically compared to AY2022 by enacting measures such as encouraging graduate students to take the TOEIC test. With regard to AY2024 and beyond, we are considering how to make these initiatives self-sustaining by utilizing the learning environment and online content developed under the SGU Project.

With regard to career support, we held various events on campus, provided support for English-basis students in cooperation with the colleges and graduate schools, and collaborated with external organizations including the Sustainable University Consortium for Career Empowerment and Societal Support (SUCCESS) and the Osaka Employment Center for Foreigners. As a result, the career path tracking rate for third-year undergraduate (B3) and first-year master's level (M1) international students reached 88.7% (+2.8% years-on-year), and the percentage of fourth-year undergraduate (B4) and second-year master's level (M2) international students finding employment in Japan reached 57.8%.

As the final year of the SGU Project comes to a close, we are compiling a report that summarizing each division and office's respective target indicators and initiatives in preparation for the post-program evaluation. Based on the objective opinions of the

External Evaluation Committee members, we will further brush up the report for the final SGU Project evaluation to be conducted in AY2024.

⑤ Pursuing new developments in education for adult learners

In AY2023, we offered a range of non-degree programs primarily via the Academic Center of Ritsumeikan (ACR) and the Ritsumeikan Saionji Juku.

ACR offered 144 courses (including 139 online courses), and the total number of applicants reached 57,803. In addition to original ACR programs, including the in-person (hybrid) sessions at Funeboko Chokaijo (a traditional Kyoto townhouse) that were held 32 times on topics including "Exploring Japanese History," "Thinking about the SDGs", and "Interpreting Contemporary Society," we implemented collaborative events between internal organizations, including the Research Office, Office of Regional Planning and Partnerships, and the affiliated schools, and local governments and companies.

Opened in AY2014, the Ritsumeikan Saionji Juku entered its 10th year in AY2023, and to date, 193 participants have completed the program. It continuously holds lectures that are open not only current Saionji Juku students but also to alumni association members and program graduates, which leads to the formation of new networks. We are planning to publish a book to commemorate the 10th anniversary of Saionji Juku as we strive to provide knowledge to a large number of businesspeople to help them think about how to lead their lives amid ever-changing social conditions.

Since launching in January 2023, the Mirai Learning Platform, which serves as a node of education for working adults, has been utilized by many people, as evidenced by 10,841 MyPage registrants (as of March 31, 2024).

⑥ Implementing multifaceted open innovation

The Grassroots Innovation Program (GRIP), which is now in its third year of operation, adopted 15 projects as planned, putting out a call for applications that placed a greater emphasis on the potential for future commercialization in addition to providing support for grassroots activities. One of these selected projects led to a startup, and another one is expected to lead to a startup in the near future.

Although we did not reach the target for number of projects selected in AY2023 for the Ritsumeikan Impact-Makers Inter X (RIMIX) Commercialization Subsidy due to the differences in the

progress of research, the number of candidates for selection in AY2024 and beyond has increased compared to the end of the previous academic year, and we are bolstering our follow-up efforts to ensure these projects can be adopted next academic year. We also provide support for past subsidized projects to obtain a variety commercialization subsidies and grants from institutions including the Japan Science and Technology Agency (JST) and the New Energy and Industrial Technology Development Organization (NEDO).

In addition, the number of people involved, including affiliated school students, faculty, and staff, as well as people outside the university, increased due to an increase in the number of entrepreneurship education programs as a result of being selected for the MEXT EDGE Prime Initiative and the stable continuation of community-oriented initiatives like OIC Connect. This year was a year in which we were able to strengthen OIC's networks both inside and outside of the university.

Furthermore, following our selection for a Cabinet Office subsidy project, we have been making progress in establishing a framework and developing mechanisms for follow-up, including the hiring of external support personnel with wide-ranging expertise and experience in areas such as fundraising for commercial development.

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

① Fundamentally expanding graduate school academics

As a means to pursue the expanded recombination of education and research in pursuit of our goal of becoming a next-generation research university, we have begun considering new interdisciplinary degree programs in cooperation with our research organizations and institutes.

In addition, to support graduate students' career path development, we enhanced our support for a wide range of graduate students by holding career management seminars throughout the year to help them acquire transferable skills that are highly applicable to society and by introducing a system for foreign language learning and foreign language translation.

Furthermore, following the establishment of the Teaching Fellow (TF) system, we plan to offer the Pre-FD program as a regular graduate course starting in AY2025 so that even more graduate students can take the program. Duties related to career path development

were transferred to the Division of Research in AY2023, resulting in the participation of many graduate students in research projects at our research institutes and centers. In particular, 45 new graduate students earned fellowships under the NEXT Fellowship Program for doctoral students and were able to receive financial and career support unique to the program.

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

From the viewpoint of realizing learner-oriented education and creating a course offering environment in which students can feel they have achieved learning outcomes, the Academic Affairs Committee decided to revise the academic calendar from AY2025 onward to 14 weeks of 95-minute classes (including the delivery of VOD classes of 20 minutes or more).

In terms of inquiry-based education reforms, we will begin offering university-wide inquiry-based foundation courses in the form of the Liberal Arts Seminar on a trial basis from the 2024 academic year. In addition, as a new step toward cultivating innovative and emergent talent, we decided to formulate the Ritsumeikan Academy Competencies in AY2023. We will conduct research and hold discussions in AY2024, and begin a trial operation of the Competency Framework in AY2025.

Furthermore, with regard to liberal arts education, our Data Science +R Program (Basic Level) was accredited by the Minister of MEXT as a Literacy Level Mathematical, Data Science, and AI Education Program. We plan to apply for Applied Level accreditation in May 2024 for our Data Science +R Program (Applied Basic Level). Several courses in this program are offered via distance learning, which allows students to take interactive classes anytime, anywhere using the new LMS.

Regarding the next LMS, we began pilot operations in AY2023 to study any issues that arose. Pilot operations will continue in AY2024, and after running the new LMS in parallel with Manaba +R in AY2025, we are aiming for a full-scale rollout in AY2026.

As for foreign language education reforms, we proposed the document entitled "Toward the University-Wide Deployment of English Language Education to Serve as a Bridge to Research and Major Education: Final Report of the English Language Reforms Task Force". The number of undergraduate students meeting the foreign language standard (CEFR B1 or higher) reached 17,580 (51.7%), thereby achieving the 50% target set for the final year of the SGU Project.

③ Realizing new forms of learning and student support

Under the R2030 Plan, it is important to develop and produce human resources who will continue to independently learn and tackle challenges by cultivating students' inquisitiveness and explorativeness, establishing a coordination system to encourage the development of these skills, and realize a framework that enables students to ascertain (visualize) their own growth by enacting new measures including a redefinition of extracurricular activities. Also, by helping students to realize their desired career paths, we aim to become the number one university where students can achieve a sense of growth. To this end, the Student Support Operational Reform Project was launched in collaboration with the Division of Student Affairs, the Division of Career Services,

and the Division of International Affairs to share the concept of Student Success and to define and share "self-authorship" as a core quality that our students should acquire. We established six task forces (RDP, support desk, scholarships, general affairs, peer support, and human resource development) and the completed this project up through the second phase. In addition, we reaffirmed the importance of sports at Ritsumeikan, and aiming to elaborate the Ritsumeikan Sports Promotion Strategy to realize "inspiring Ritsumeikan sports" and to become a next-generation research university that creates connections with the sports world, we formulated six policy proposals (verification of the strengthening plan, acquisition of top athletes, digitalization, quality improvement of leaders, club management that reflects the diverse student composition, strengthening sports as part of integrated education) and are working out the specifics in preparation for the launch of the tentatively named Sports Promotion Bureau.

The participation rate for extracurricular and self-directed activities in AY2023 was 51.8%, a slight decrease from the previous academic year, but the rate has been on the rebound since the COVID-19 pandemic.

With regard to difficult examinations, a record 81 students passed the national civil service career-track examination (78 (5th in Japan) according to the National Personnel Authority; two passed the general knowledge examination; the university is aware of three other passing students). Although 20 students passed the bar examination, which was an increase compared to AY2022, we still fell short of our target. As for the certified public accountant examination, 39 students passed (38 according to a Mitakai survey; the university is aware of one other passing student), which was a significant decline from the AY2022 figure of 54. Although we have largely achieved our goals in relation to creating a population of applicants, we will continue working to strengthen our approach to new student groups as we head into the next academic year.

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

We are promoting collaborative efforts with the RARA Office and the Division of Research with the aim of enabling students to experience the excitement of research. In addition, all of the affiliated schools also offer many classes that emphasize inquiry-based learning. Going forward, by further strengthening cooperation with the universities and graduate schools, we aim to further upgrade and develop the quality of Ritsumeikan's unique inquiry-based learning

that links the primary school, junior high schools, high schools, universities and graduate schools, and we will also consider the possibility of accelerating the process.

At Ritsumeikan Senior High School, we are working to elaborate upon initiatives to raise the level of STEAM education, inquiry-based learning, and problem-based research by establishing and utilizing the Next Generation Multipurpose Lab in collaboration with the College of Science and Engineering. Ritsumeikan Keisho Senior High School will also begin discussions with members from Ritsumeikan University and APU in order to work out the details of the GL Course. In addition to these and other initiatives, each school is working to raise the level of high school-university connections and new partnerships based on their respective unique characteristics and focal points.

⑤ Creating value by making the campuses more distinctive

As for the Kyoto Campuses, the second phase of the renovation of the Kyoto Museum for World Peace was completed, placing all the permanent exhibits on one floor and transforming the museum into a facility that accommodates universal design. At Biwako-Kusatsu Campus (BKC), the design of the Grassroots Innovation Center and the Advanced Cross-verse Innovation Commons is almost complete, and we are considering the renovation of Union Square to improve the dining environment and other factors. In addition, taking into account the 30th anniversary of the opening of BKC, we are continuously deliberating a future vision for the campus with an eye on 2030 by way of the BKC Future Vision Review Committee and discussions with the deans of the colleges. At Osaka Ibaraki Campus (OIC), we completed the construction of a new building to support new developments concurrent with the relocation of the College and Graduate School of Image Arts and Sciences and the College and Graduate School of Information Science and Engineering to the campus. We are also working on opening a hub for communication and exchange (slated for AY2025) in the core facility to be established at Grand Green Osaka (the second phase of the Umeda North redevelopment project).

⑥ Further promoting the SDGs and carbon neutrality

We are continuously working to enhance the content of our SDG website in order to share and disseminate the status of our initiatives related to the SDGs and carbon neutrality to the outside world and to promote behavioral changes in our university students, junior high and high school students, faculty, and staff. By consolidating relevant research and social activities from throughout the Academy and introducing select faculty and students who are involved in these activities, we aim to create opportunities for individual initiatives to be expanded and supported as university-wide efforts. As part of the University Coalition for Carbon Neutrality, we assumed the role of secretariat for the Zero Carbon Campus Working Group and have pursued various other initiatives to promote carbon neutrality with other universities. In relation to Kyoto City being designated by the Ministry of the Environment as a Leading Decarbonization Region, the Managing Director of the Ritsumeikan Office of SDGs Promotion assumed the chairpersonship of the Sustainable Tourism Working Group and we undertook activities in cooperation with the Kyoto City government. At the same time, with regard to discussion on a roadmap to carbon neutrality by 2030, we are currently exploring the

specifics of said roadmap while working to ascertain the status of decarbonization efforts.

We revamped the previous Global Environment Symposium as the SDGs Symposium in AY2023 and reorganized it into a framework to enable the discussion of multifaceted issues beyond just decarbonization and global environmental issues. In February 2024, a panel discussion was held on the challenges and prospects for biodiversity conservation in Shiga Prefecture and Lake Biwa under the title "Protecting Living Things: Current Status and Initiatives in Shiga Prefecture and Lake Biwa" in a joint effort of the government (Shiga Prefecture), a local company (Panasonic Corporation), and Ritsumeikan faculty and students. This provided an opportunity to recognize the need for collaborative efforts within and outside the university to promote biodiversity conservation, which has been a growing concern in recent years, and to promote initiatives in cooperation with the government and corporate partners.

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

In 2025, we will celebrate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy. We designated the academic years around 2025, namely, 2023 to 2026, as the years in which we will implement projects to commemorate the anniversary, and by promoting R2030 Challenge Design projects and anniversary projects in an integrated manner, we aim to communicate to the world the ambition and dynamism of the Ritsumeikan Academy as embodied in the motto "Challenge your mind. Change our Future." In AY2023, we held a commemorative lecture entitled "Toward the Creation of the Future of Education: Expectations for Ritsumeikan" to coincide with an event commemorating the renovation of the Kyoto Museum for World Peace. In AY2024, we will undertake projects to commemorate the 30th anniversary of the opening of BKC and the new developments at OIC. In addition, we decided to hold a ceremony to commemorate the 155th anniversary of the founding of Ritsumeikan and the 125th anniversary of the founding of the Academy on October 18, 2025, and we are working on preparations for this event.

In terms of the promotion of donation policy, we are working on a policy (for AY2024-AY2030) that will support the R2030 Challenge Design, and we have already started soliciting for the Ritsumeikan Academy 125th Anniversary Project: Donations for Social Impact.

2. Ritsumeikan Asia Pacific University

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

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

In AY2023, we opened the College of Sustainability and Tourism, which was a core element of the R2030 Challenge Design First Half Plan. Also, as the first year to implement the academic reforms to our existing colleges, we are offering classes under the new curriculum stipulated in the "Implementation Guidelines for the 2023 Academic Reforms." The new classroom and AP House 5, which had been under consideration in conjunction with plans to open the new college and reform of the existing colleges, went into operation in AY2023. We promoted the APU Model for Education, which leverages both internal and external resources, by strengthening collaboration with outside organizations and tapping into the networks of APU faculty members to offer classes taught by faculty members from other universities, and we will continue to expand upon this model in AY2024 and beyond.

② Admissions strategy

By enhancing our digital marketing, we have worked to accept students from a diverse array of countries and regions without relying on our overseas offices, and the percentage of international students hailing from countries and regions where we have overseas offices fell to 59%.

This initiative has helped us maintain a high level of student diversity, with our current students now representing more than 100 countries and regions. In addition, with regard to domestic students, the percentage of students who enroll in APU as their first choice remains high at 73%, thanks to our proactive efforts in high school-university partnership programs centering on our affiliated schools, partner schools, and schools with which we have agreements

③ Raise the level of learning and student support

We have been administering the Student Voices Project since AY2020 to create a framework for soliciting a wide range of feedback from students and appropriately incorporating their opinions into university administration. We have been administering the Student Voices Project since AY2020 to create a framework for soliciting a wide range of feedback from students and appropriately incorporating their opinions into university administration. In AY2023, we held an open roundtable discussion between the student volunteers on this project and relevant divisions in the university, and the students summarized their recommendations for the university on a range of topics including the undergraduate curriculum, scholarships, on-campus dining, and bus service to and from the campus. In AY2024, we plan to launch the APU Student Future Visionary Vice President system, which will incorporate the essence of the Student Voices Project.

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

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

We established a new research center framework to create opportunities for interdisciplinary open collaboration, strengthen the ability to disseminate research outcomes, and promote the acquisition of external research funding. We also established a research staff system to promote the development of young

researchers and the acquisition of large research projects. While making use of these systems, we will continue working to propose specific plans and policy measures for the advancement of research.

❸ Contribute to the growth of local communities around the globe (Create a new public-private model for regional development where universities play the central role)
① Unify and strengthen external cooperation with the establishment of a new center

In terms of education, research, campus life, and other activities, we have defined efforts to interact, cooperate, and collaborate with a wide range of organizations and people outside the university, including the national government, local governments, local communities, companies, institutions, organizations, academic research institutions, and alumni, as social cooperation activities. We formulated a policy and strategy for these activities called the "Social Collaboration Policy" and decided to establish the APU Connection Hub as the administrative framework to handle community outreach and regional partnerships. Furthermore, we concluded general cooperation agreements with Hiji Town in Oita Prefecture, Biratori Town in Hokkaido, JTB Corporation, and the Kyushu Institute of Technology and Iizuka City in Fukuoka Prefecture, thus establishing a foundation for solving social and regional issues through education, research, and student activities.

❹ Strengthen lifelong career path diversity for alumni who can succeed in the global arena
① Bolster placement in international organizations and advancement to foreign graduate schools

With regard to support for advancement to graduate school, faculty members from each college held graduate school advancement support events in addition to the events organized by the Career Office. This led to an increase in the number of seminar participants, with nearly double the number of students participating compared to the previous year. We also plan to launch a website for students who want to continue on to graduate school.

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

In addition, to encourage students seeking employment in international organizations to think about their career paths, we launched a website detailing the career paths of our graduates who have gone on to work in careers related to international cooperation.

② Strengthen support for student entrepreneurs

In the spring semester of 2023, we started offering seminars led by APU alumni entrepreneurs in collaboration with several entrepreneurship support organizations (3 seminars in AY2023). In addition, the APU Startup Program currently has 34 groups of 51 students in its sixth cohort, and their activities will continue until the fall of 2024.

Furthermore, the university joined the Platform for All Regions of Kyushu & Okinawa for Startup Ecosystem (PARKS) this academic year, and we have begun to shift to more practical entrepreneurship education by way of FD activities led by faculty members involved in entrepreneurship education and inviting entrepreneurs as guest speakers in regular classes.

❺ Enhance organizations and networks of alumni who can change the world as global leaders
① Strengthen alumni policy

In December 2023, the APU Alumni Association held its 20th anniversary event, which attracted approximately 900 people to the APU campus. During the event, APU Alumni Association board members, domestic and international chapter leaders, and APU executives (President, Vice Presidents, Director-General, and Deputy Directors) exchanged opinions on the various measures outlined in the 2030 Challenge Design Second Half Plan and confirmed their commitment to strengthening cooperation between APU and the Alumni Association. Going forward, we will further bolster the relationship between APU and its alumni by sharing APU content with alumni, providing opportunities for collaboration between alumni, and developing contact channels between alumni and current students. Furthermore, it was agreed that the APU Alumni Association Support Change Makers Scholarship Fund, which was established with a donation of 50 million yen from the APU Alumni Association, will be utilized to (1) support initiatives to realize an inclusive society (Target: faculty, students and alumni), (2) support cooperation in developing off-campus study programs (i.e., develop new programs in cooperation with APU), and (3) support actions undertaken by students (Target: students).

❻ Create organizations and infrastructure to support a Global Learning University
① Governance reforms

In response to the dramatic changes in the circumstances surrounding the university, we undertook a fundamental reorganization of the administrative organization in order to create a policy-oriented administrative organization and improve the efficiency and sophistication of administrative operations. In AY2023, we made preparations for the transition to the new organization that will be launched in AY2024.

With regard to diversity, equity, and inclusion (DE&I) initiatives, we launched a research project for inclusive community development, promoted cooperation with local governments, concerned groups, and companies, and discussed measures to develop human resources who will contribute to the realization of a DE&I environment.

② Review of the financial structure

To strengthen our financial base so that we are not solely dependent on tuition revenue, we successfully developed a new revenue policy that includes increasing dormitory fee revenues by establishing new dormitories and securing new donation revenue from private-sector companies. We will continue to promote a diversified revenue policy that effectively utilizes both soft and hard resources on campus.

3. Integrated Primary and Secondary Education and the Affiliated Schools

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

① **Development of integrated primary school-junior high school-high school-university-graduate school education**

We are undertaking more initiatives in which affiliated school students can learn about the excitement of research in collaboration with the RARA Office and the Division of Research. In terms of enhancing and accelerating vertical learning connections between and among the primary school, junior high schools, high schools, universities, and graduate schools centered on inquiry-based learning, we are considering collaborations in the Liberal Arts Seminar that is scheduled to be offered at Ritsumeikan University starting in AY2025.

In addition, as a new step toward cultivating innovative and emergent talent, we formulated the Ritsumeikan Academy Competencies in cooperation with Ritsumeikan University. We will begin using this Competency Framework on a trial basis in AY2025.

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

Ritsumeikan Primary School and Ritsumeikan Junior High School are currently collaborating on problem-based research, and Ritsumeikan Primary School is also considering curriculum reforms that will go into effect in AY2025. Tanaka Gakuen Ritsumeikan Keisho Elementary School and Ritsumeikan Keisho Junior High School are proactively undertaking activities including classroom exchanges, and Ritsumeikan Keisho Junior High School is considering curriculum reforms to prepare for the intake of elementary school students in AY2025.

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

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

We continue to implement online (including hybrid) learning and events based on our experience of developing online content during the COVID-19 pandemic. As part of this, we are also conducting educational exchanges with foreign schools, and we archive these events and use them as content. With regard to what form education should take in curricular subjects, we are also engaged in in-depth discussions on mechanisms to support individual optimized learning using online resources.

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

① **Developing hybrid education that realizes the Future Classroom**

We plan to start considering the creation of a learning platform to support student learning by first utilizing online tools and then developing content that Ritsumeikan already has as well as educational content that can be deployed to all of the affiliated schools. We will also share information on and verify various other initiatives being implemented the schools, while elaborating upon the development of a new hybrid type of education.

② **Growth through extracurricular activities**

Club activities are a part of school education, and we will undertake initiatives based on the premise that these activities contribute to the physical and mental growth of our students. It is also essential to create an environment for activities that takes into account the safety and security of students. Taking these points into consideration, we are moving forward with club activity reforms, and we have introduced club activities in cooperation with a local dance school and have started outsourcing club advisory functions for some club activities. Going forward, we will consider expanding these initiatives to other clubs. Discussions are also underway regarding collaboration with Ritsumeikan University's Office for Athletes and Sports Services.

③ **Improving the educational infrastructure and developing teachers' capabilities**

In order to improve the professional competencies of teachers who lead inquiry-based learning at each affiliated school, we are actively working with the university to provide students with opportunities to receive guidance and advice from each division and from university faculty members. We plan to hold discussions with the aim of improving expertise, facilitation skills, and management skills going forward.

3-1. Ritsumeikan Primary School

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

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

We used the Concept Book to students and parents that (i) the school is not only a place where children grow on their own, but also where they grow together with adults and (ii) the school is a learning community where children and adults engage in peer learning and grow together. We also established the five core competencies of "Curiosity, Communication, Collaboration, Creativity, and Challenge," and we aim to conduct educational activities that foster these competencies.

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

In pursuit of comprehensive school internationalization, we identified DE&I as the core of our discussion on future school development. We formulated a philosophy and concept for this, while also incorporating the International Class concept in a progressive manner. In its new developments in global education, Ritsumeikan Primary School focuses on the following three areas of global education and has formulated 15 action plans: (1) awareness of human rights in the context of diversity, (2) inquisitiveness that transcends cultural and linguistic barriers, and (3) global leadership to change the world. Among these, in AY2023, we implemented the following: World Week (RU), online exchange session with foreign schools (Yotsuba Academy in the United States and others), Chinese and Korean language courses in collaboration with the Campus Asia Program (RU), reverse gap term intake of students from Chitralada School (Thailand), the International Cooperation Project (OECD), collaboration with the College of Global Liberal Studies (RU), and the Rits Global Gateway Camp. We also resumed those study abroad programs that had been suspended due to the COVID-19 pandemic, namely, the program for 5th graders at Polytechnic School (United States) and the program for 6th graders at Toowoomba Anglican School (Australia).

③ Developing EdTech-driven free learning styles

We redesigned the entire system and established a mechanism for sharing information. We also clarified and organized tasks for AY2024, focusing on data management with a view to centralizing information. As in-person activities are returning to pre-pandemic levels, we are using ICT in pre- and post-program activities to connect students to people who are active

in various fields in the real world, thereby enhancing the effectiveness of face-to-face education.

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

Rits Plaza, Rits Plus, and Rits Academy, which mainly target people from off campus, received very positive feedback from many participants for allowing them to experience the features and attractions of our school. We also launched the new Rits World (a learning space operated jointly with a partner company) in AY2023, and this has come to be very popular.

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

In order to enhance the educational value of 12-year integrated education, we held regular discussions in the R12 Administrators Meeting, shared the status of students after entering junior high school, and conducted joint primary-junior high-high school training sessions. We plan to elaborate upon 12-year digital portfolios in conjunction with the Academy-wide Ritsumeikan Data Platform (RDP) Development Policy. In addition, we were able to formulate a set of ideals, statement, and catchphrase for the kind of school we want to become, something we have spent three years discussing at the primary school, and we compiled these in the Concept Book. To foster this kind of learning community, we are working closely with junior high school and high school teachers, staff, and parents to share information. We hope to provide more opportunities for parents to visit Nagaokakyo Campus in the future.

3-2. Ritsumeikan Junior and Senior High School

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

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

With an eye on cultivating talent who can support our goal of becoming a next-generation research university and a next-generation inquiry-based learning Academy, starting with students enrolling in AY2022, we introduced a new curriculum emphasizing the cultivation of inquiry skills for students entering the junior high school and high school in order to develop the education for self-reliance that is unique to Ritsumeikan Junior and Senior High School. We are moving forward with distinctive educational practices including problem-based learning in "Basic Inquiry I/II" for first-year junior high school students, inquiry-based research in collaboration with Nagaokakyo City in "Problem-based Research I" for first-year high school students, and presentation sessions in "Problem-based Research II/III" for second- and third-year high school students. We open Saturday Box on Saturdays to support students' inquiry-based learning and independent activities, and this has attracted attention from both inside and outside the school for its original content, including features in educational journals. The entire school promotes initiatives to enhance the spirit of inquiry with this diverse array of bold endeavors and collaborations.

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

With the flagship school-sponsored Japan Super Science Fair (JSSF) and the Rits Super Global Forum (RSGF) events, opportunities for face-to-face overseas exchanges have resumed, and coupled with the use of ICT, hybrid educational exchanges with overseas schools and overseas exchange partners have increased significantly from our initial estimate. The school dispatched a total of 380 students abroad on 26 programs, and 19 students participated in long-term study abroad programs. In addition, we welcomed 345 students from other countries, and the number of foreign schools with which we have educational agreements reached 16. Forty-one schools in Japan and overseas participated in international joint research with us, and we held an online research outcome presentation session in English in January.

In addition to our designation as a Super Science High School (SSH) in the Progressive Reform category, Phase II (23rd year in total) in AY2024, the Ministry of Education, Culture, Sports, Science and Technology decided to designate us a Science and Technology Human Resources Development Core School. In a survey of third-year high school students about to graduate, a majority of all students responded that they would like to try study abroad during their time at university.

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

In order to strengthen STEAM education, we decided to establish a new Division of STEAM Education in AY2024 to play a central role in planning, materialization, and operation. In addition, as a pillar of the Ritsumeikan Junior and Senior High School's 120th anniversary commemorative project in 2025, preparations are underway to open the tentatively named Next Generation Multipurpose Lab by partially renovating the school premises. This facility is expected to play a major role in strengthening ties with the community. We were also able to deploy a wide range of future-oriented educational activities, such as entrepreneurship education workshops using the digital fabrication equipment that we introduced ahead of the other schools. The number of current second and third-year students wishing to enter science-related undergraduate schools is high, at approximately 60%, indicating that both our male and female students are highly oriented toward the sciences.

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

Continuing from last academic year, we held information sessions and guided tours of the Nagaokakyo Campus for parents of Ritsumeikan Primary School students, and we deepened their understanding of our integrated education by providing opportunities to see and learn about the facilities and learning at Ritsumeikan Junior and Senior High School. In addition, we strengthened career guidance mainly by cooperating with Ritsumeikan University and APU, and we encouraged students to participate in summer schools and other programs organized by the various colleges, including the Labo Stay offered by the College of Science and Engineering at Ritsumeikan University. The students who participated indicated they were highly satisfied with their experience. The outcomes of inquiry-based learning include our high school students winning the Koshien of Knowledge national championship for the second year in a row and placing in national science competitions, which demonstrates that our integrated education has led to a wide range of positive results.

3-3. Ritsumeikan Uji Junior and Senior High School

1 Major policies for Ritsumeikan Uji Junior and Senior High School in the first half of the R2030 Challenge Design period
① Creating an energetic school that students and parents are proud of: Invigorating a variety of activities
This year marked the first year of the post-COVID-19 era as various events returned to normal, and amid this backdrop, the self-directed activities of students and initiatives undertaken by outside groups such as the Parents' Association also regained their vitality. We also implemented numerous hybrid initiatives, such as the International High School Student Conference, utilizing the online system know-how developed from our experience with the pandemic. With regard to the AL Network, we are making steady progress toward building a consortium by further deepening our initiatives to date and increasing the number of partner schools and partner companies. In terms of self-directed activities, the high school American football team won its third national championship, the first in two years, and the junior high school American football team won the Kansai Junior High School championship and was runner-up in the national championship, thus maintaining Ritsumeikan Uji's tradition of self-directed activities. Other individual activities have also produced remarkable results, including achievements at both the national and international levels.

② Becoming a school where students learn independently: Education that only the affiliated schools can provide and integrated education up through the graduate level
As for ICT-based learning, computer terminals are treated as yet another learning utensil, and students are encouraged to utilize a variety of digital content on their own accord. As for inquiry-based learning, project-based learning is being practiced in all junior and senior high school courses, as well as in the Period for Integrated Learning through Inquiry, and it is becoming increasingly sophisticated. High school-university partnership initiatives were centered on one-off lectures, mainly by way of collaborative projects held in each section of the third-year "Humanities Inquiry" courses in the IG Course. We conducted the BKC Project for third-year junior high school students jointly with the other affiliated schools, thereby enabling the streamlining of operations and affording students with an enhanced experiential program. A total of 200 people attended an open workshop on inquiry-based learning in January 2024, which

served as an opportunity for the school to disseminate its inquiry-based learning nationwide. In this workshop, not only the best students presented, but all of the third-year students, especially those in the IG Course, gave presentations, and these were highly praised by the participants for giving them a realistic understanding of the school's learning process.

③ Education that paves the way for Society 5.0: Aiming to be the best in Japan
The junior high school IP Course reached the final year of its first full cycle, and combined with the high school IB Course, we have successfully established a six-year curriculum that meets international standards. We are working on expanding the high school IB Course by increasing the number of students accepted and shifting to two classes per grade. The number of applicants for both the IP and IB Courses has been increasing, and we expect to accept 30 students in the IP Course and 50 students in the IB Course for admission in 2024, including expected transfer students, which is proof that the school's international education is highly regarded. In November 2023, we held the first post-pandemic IBDP final examination, and the results of our IB education are showing, with three students scoring 40 or higher. Although the results for the September admission to overseas universities have not been released yet, we expect to produce more students who will go on to study at overseas universities than in AY2022.

④ Developing a rewarding workplace that understands the organization
Looking at the school administration framework for AY2024, we have undertaken a reorganization by assigning more next-generation leaders to the divisional staff in order to revitalize divisional operations. We defined curriculum reforms as one of the anniversary projects, and we formed a committee to begin considering reforms. At the end of AY2023, we finalized a policy direction for reforms and decided to make minor changes beginning in AY2026, and we will continue considering the specifics in AY2024. With regard to the management of meetings, we have achieved the bilingualization of materials, and we also provided consecutive interpretating for oral presentation to facilitate the participation of English-speaking teachers in meetings.

3-4. Ritsumeikan Keisho Junior and Senior High School

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

① The GL concept: New developments in global education

The GL concept consists of four pillars: (i) development of a curriculum that enables students to enter foreign universities, (ii) PBL that harnesses the uniqueness of Hokkaido,(iii) recruitment strategies (for both students and teachers), and (iv) the on-campus dormitory plan. In AY2023, we successfully concluded a cooperation agreement with the Kanazawa Institute of Technology International College of Technology, which has a campus in Hakusan City, Ishikawa Prefecture, allowing us to envision these concepts in concrete terms and complete the groundwork for the GL concept. As a boarding school, the International College of Technology actively accepts international students and provides an English-based STEAM curriculum, and we plan to further deepen our collaboration with them going forward. In addition, in cooperation of the Division of Integrated Primary and Secondary Education and APU, we plan to hold a meeting to discuss the specifics of the GL concept in the first half of AY2024. We aim to finalize the concept by the end of AY2024, and use the 30th anniversary in AY2025 as an opportunity to revise the curriculum, engage in recruiting, and realize the facility improvement plan. AY2023 was also a year of significant progress in terms of building relationships with potential partners who demonstrate a strong affinity to school's R2030 Plan. We established regular meetings with Hokkaido University and Rapidus Corporation to deepen our relationship of trust with them.

In AY2023, 9 students decided to advance to foreign universities, so in order to strengthen support for students who want to go to university abroad, we are working with Crimson Education Japan to hold discussions that take the GL concept into account, and we will continue these discussions in AY2024.

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

In AY2023, we once again achieved our target of sending 50 students to the University of Tokyo, Kyoto University and medical schools, including 30 students who secure their placement while still enrolled. In particular, the number of students who have been accepted to public medical schools has increased, and we now rank sixth in the Hokkaido and Tohoku regions. For a small-group SP Course, we believe this is a

considerable achievement. In the SP Course, we have been working on the Keisho Model of Learning (class design guidelines) with the aim of moving away from examination-oriented teaching, piloting numerical guidelines for collaborative learning, and making adjustments to excessive homework assignments. We have received comments on this point from both inside and outside the school, especially from cram school administrators and parents of students preparing for entrance examinations, but we have carefully explained our thinking and sought their understanding. From now on, it will be important to link this shift in learning in the SP Course to actual results, and the teachers and staff will work together to improve classes and support student growth. What's more, as part of the SP concept, we are making strides in establishing relationships mainly with Hokkaido University's Faculty of Veterinary Medicine and the Strategic Innovation Program (SIP). In AY2024, we will discuss the development of human resources for startups and the possibility of collaboration with the Faculty of Agriculture and the Faculty of Medicine.

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

In AY2023, the topic of the summer training for teachers and staff was consolidated into one topic, namely, the primary-junior high school linkage, and the executive board of Tanaka Gakuen Ritsumeikan Keisho Elementary School also participated, which allowed us to deepen our interactions with them. In addition, we held two information sessions for Keisho Elementary School parents and invited them to the school festival, so we feel that we are making progress in building relationships of trust with the parents of our students. At this stage, all graduates of the first graduating class in the spring of 2025 have indicated that their first choice is to attend Keisho. In terms of further collaboration, teachers from Keisho Junior and Senior High School will be dispatched to teach Japanese and math in AY2024 to help bridge the gap. Regarding English, we will consider a support plan to further improve the English proficiency of students entering Keisho Elementary School so their English skills do not stagnate. While the Division of Elementary-Junior High School Cooperation will continue playing a central role, the Project Team and the executives will work together to make the final preparations for elementary school students entering the junior high school in the spring of 2025.

3-5. Ritsumeikan Moriyama Junior and Senior High School

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

① Curriculum reforms

We began operations focused on the 4Cs (Critical thinking, Communication, Collaboration, Creative thinking) as the basis for skills-based learning. In order to achieve this educational objective, we are restructuring our evaluation system, and the entire teacher body, led by the Educational System Working Group, is discussing the issue through a series of in-school training sessions and visits to progressive schools (Nara Prefectural High School and Sapporo Shinyo High School). We revised the final examinations for both the junior high and high school, and in the high school, we reduced the frequency with which examinations were administered to less than 20% for some courses. The use of individually optimized learning is expected to increase along with the development of inquiry-based learning in the classroom. We are continuing to promote the use of individual applications as part of the after-school Terakoya DX project, which is a joint research project with the Division of Admissions at Ritsumeikan University. In addition, the number of game changers has increased, including a group of students placing fourth in the RoboCup Junior World Championship, which resumed after the pandemic.

② Reorganizing departments and courses

We realized the introduction of staggered timetables for junior high and high school students and the revision of classes to 6 periods of 50 minutes, which has resulted in a significant improvement in accessibility (i.e. Alleviating congestion at JR Moriyama Station) and a much wider range of use of the school's facilities. In terms of junior high school recruitment, the new name of Advanced Course is taking root, and we succeeded in attracting 2% more students year-on-year and raising the selectivity score of enrollees to the target figure. We established the Educational System Working Group to examine the high school credit system and semester system, and we are currently engaged in school-wide discussions in preparation for the adoption of these systems in AY2026.

③ Advancing student government and extracurricular activities

In terms of promoting a new kind of student self-government in the post-COVID-19 era, we added rule-making to the AY2023 policies for both the junior high school and high school. Each student took ownership as they worked on reviewing the school rules, and the junior high school revised the rules for bringing smartphones with the involvement of the parents. Events that were interrupted by the COVID-19 pandemic were not simply resumed, but were expanded in new directions, and the Cultural Festival in particular was a great success, attracting more than 10,000 visitors. In terms of overseas exchange, we were able to host more than 500 inbound students.

④ Restructuring the faculty organization and redefining the roles of teachers

We redefined the role of teachers according to the concept of the Adult Quota. By having teachers concentrating on work that requires a teaching license, we are working to raise the level of both learning and communication. In this context, the 2023 academic year marked the first year of the second round of work style reforms, and we entered a new phase of our reform efforts. With regard to club duties, which account for 75% of teachers' overtime, we promoted outsourcing and increased the number of directly hired advisors. As a result of these efforts, we achieved an 89% reduction in overtime work for the six clubs targeted for outsourcing, and we are on the way to solving the difficult problem of guaranteeing a variety of activities while allowing teachers to focus on their primary duties. In addition, we reduced overall overtime by 30%, and we have been able to greatly strengthen the school's administrative support system for non-club-related duties.

⑤ Rebuilding learning spaces

The replacement of regular classroom desks and chairs it the high school with the introduction of having students bring two devices (one PC and one tablet) is progressing on schedule and will be completed in AY2024. In addition, we completed the deployment of hybrid systems throughout the school buildings, and we actively utilize online classes during inclement weather and flu outbreaks, which effectively enables uninterrupted learning.

As for hard infrastructure, we completed the first phase of renovation of Junior High School Building No. 1. The Learning Commons, which was designed to accommodate new learning, has been well received, and we monitored its usability and incorporated this into the second phase of construction slated for 2024.

4. The Ritsumeikan Trust

❶ Organizational reforms and improvements to frameworks
① Deliberating and elaborating upon organizational and governance reforms

Based on the "Chancellor's Statement," "Basic Vision and Basic Policy on the Promotion of Diversity and Inclusion," and "Basic Stance on Sexual Diversity," all of which were formulated in December 2020, aiming to promote a wide range of diversity and inclusion (D&I) issues while sharing them within and outside the Academy, we held various seminars on D&I, and we also established a D&I consultation desk to provide consultation services to faculty and staff with diverse needs. In addition, the D&I Promotion Office and the Division of Research have worked together to conduct awareness-raising activities dealing with diversity on a variety of topics throughout the Academy and to recruit and promote female faculty and staff. As a result, the ratio of female faculty and staff has improved despite the severe situation in terms of securing a pool of female applicants. Progress is being made in the use of maternity and childcare leave and leaves of absence by male faculty and staff, with staff in particular finding it easier to take leave for longer periods of time. In AY2023, we established the "Guidelines for Providing Reasonable Accommodation to Ritsumeikan Trust Faculty and Staff (which took effect on June 28, 2023) and the "Ritsumeikan Trust Faculty and Staff Partnership System Regulations" (which take effect on April 1, 2024).

We conducted an assessment of the status of compliance with the Private University Governance Code in AY2022, and confirmed that we are in compliance with all four basic principles of 1) ensuring autonomy, 2) ensuring publicness, 3) ensuring credibility and transparency, and 4) ensuring continuity as well as the underlying compliance principles. We reported this information to the Japan Association of Private Colleges and Universities and published it on the website. The results of the AY2023 assessment will be released by the end of May 2024. In response to the revised Private School Act (which takes effect April 1, 2025), we established a committee under the Board of Trustees to consider proposed revisions to the Act of Endowment. The committee compiled an interim report on basic principles and policies for use the in the formulation of proposed revisions to the Act of Endowment, and reported this to the Board of Directors and the Trust Council on March 29, 2024.

② Deliberate and elaborate upon a staff policy

Based on the opinions solicited on an Academy-wide basis on "R2030 Challenge Design Staff Policy Review Committee Report: R2030 Staff Policy Concept and Basic Direction" (March 2023 Executive Board of Trustees), we reorganized the committee into the R2030 Challenge Design Staff Policy Development Committee (May 2023 Executive Board of Trustees). The R2030 Staff Policy will be comprehensively implemented based on the three pillars of organizational reforms, personnel system reforms, and work style reforms. As part of these efforts, starting with reforms to the personnel system for permanent staff members, we have been considering a detailed vision to reform the personnel system into one that emphasizes performances in roles, centered on a grade classification system that clarifies the growth steps and roles of permanent staff members.

It is also expected that these personnel system reforms will foster a mindset where D&I is understood as something that affects everyone as we develop an organization and environment to secure human resources with a diverse array of experience and abilities and ensure that they can play an active role. Organizational reforms include the reorganization of the Division of Academic Affairs, the Division of Research, the Division of Student Affairs, the Division of International Affairs, the Division of Career Services, and the offices of the APU Secretariat in the second half of AY2023 and the first half of AY2024 in order to enhance planning, social outreach, and the various other functions of each division.

❷ Financial operations in accordance with the Basic Policy on Financial Operations
① Realizing a budget design with an eye on securing a positive net income/loss from educational activities

We were unable to achieve a positive net income/loss from educational activities in the General (Basic) Budget up through AY2023, however, thanks to rigorous budget reviews and cost reductions, particularly focusing on campus management outsourcing fees, and in terms of revenue, revising tuition for students entering Ritsumeikan University from AY2024 onwards, securing large subsidies, and obtaining external funding, we were able to achieve a positive net income/loss from educational activities in the General (Basic) Budget in the budget-making process for AY2024.

② Maintaining, strengthening, and diversifying the revenue base

We revised tuition for students entering Ritsumeikan University from AY2024 onwards. With these revisions, we will maintain and strengthen the revenue base to support the sustainable advancement of education and research through tuition policy. In addition, we are diversifying our revenue streams by utilizing external funding for several projects due in part to being selected for large subsidies and acquiring external funds. We managed financial assets as planned based on the diversified portfolio of financial assets determined in the investment policy.

③ Using DX to promote operational streamlining and cost-cutting

In the AY2023 budget, we implemented budget refinement and cost reductions, resulting in a reduction of approximately 350 million yen in the expenditure budget compared to the AY2022 budget. Furthermore, a system replacement is scheduled for August 2024, which is expected to further promote operational efficiency and budget reductions by way of DX.

④ Building assets through advanced asset management

With regard to facility use, we identified survey items to ascertain satisfaction with facility use for the next academic year, and we confirmed data on the status of facility usage. As noted above, we managed financial assets as planned based on the diversified portfolio of financial assets determined in the investment policy.

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

We updated information on the financial disclosure website, which was revamped last year with student input, earlier than in previous years. In addition, in response to the decision to revise tuition fees for students entering Ritsumeikan University in the 2024 academic year, we informed students by way of the University Plenary Council website and have been working to help all members of the Academy to form a better understanding of our finances.

5. KGI Achievement Level

Policy Objective	No.	KGI	Actual Performance 2023	Target Standard 2025
1. Ritsumeikan University				
(1) Policies that should be undertaken to achieve our goal of becoming a next-generation research university that are directly linked to the improvement of research capacity and aim for a world university ranking in the 200s as one of the main indicators	1	Overall rank in the QS World University Rankings	631-640	301-400
	2	Overall rank in the THE Impact Ranking	201-300	101-200
	3	Top 10% in number of international joint publications (per year)	38 articles	160 articles
	4	Number of grant-in-aid / large grants awarded (Type A or higher) (per year)	4	10
	5	Amount of external funding secured (per year)	JPY 7.26 billion	JPY 5 billion
	6	Indicators for DX promotion (set by METI)	Level 2	Level 5
(2) Policies that should be undertaken to connect the improvement of research capacity to the advancement of education and to address the development of emergent human resources	7	Establishment of degree programs (Undergraduate)	40% progrrss	At least one program
	8	Establishment of degree programs (Graduate)	30% progrrss	At least one program
	9	Satisfaction with job placement / advancement (Undergraduate)	(Calculation in progress)	90%+ (maintained)
	10	Satisfaction with job placement / advancement (Graduate)	(Calculation in progress)	90%+ (maintained)
	11	Job placement rate[1]	96.5%	95%+ (maintained)
	12	Advancement rate[2]	89.6%	85%+ (maintained)
	13	Known advancement rate	98.6%	98%+ (maintained)
	14	Number of current graduate students	3,867	5,000
	15	Graduate school advancement rate (Science and engineering)	51.1%	70%
	16	Graduate school advancement rate (Humanities)	6.2%	10%
	17	Number of international students in the graduate schools	1,335	1,300
	18	Number of doctoral degrees granted:	129	150
	19	Number of people experiencing learning at RU (excluding undergraduate and graduate students)	58,157	500,000
	20	Number people involved in startups	4,966	4,000
	21	Total value / valuation of companies involved in startup support	JPY 40.4 billion	JPY 30 billion+
	22	Number of companies started via diversified commercialization efforts	135 companies	150 companies
(3) Policies that should upgrade and accelerate the continuation and expansion of policies in the second half of R2020 with an eye on creating value for coexistence with society	23	Number of international students in the undergraduate colleges	2,197	2,300
	24	Number of students passing difficult examinations (Bar examination final success rate)	18.2%	40%
	25	Number of students passing difficult examinations (Number passing the Certified Public Accountant essay examination)	39	55
	26	Number of students passing difficult examinations (Number passing the career-track examination for national public servants)	80	60
	27	Number of students passing difficult examinations (Number of unofficial job offers for career-track national public servant positions)	17	10
	28	CO2 emissions[3]	+1.6%	-18%
	29	Achievement of educational objectives[4]	75.5%	86%
	30	Internal advancement	76.0 %	77%
	31	Percentage of affiliated school graduates who are satisfied with having chosen RU/APU	86.7%	90%

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

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

*3: CO2 emission coefficients: AY 2019: 0.352 t-CO2/1,000 kWh; AY2023: 0.360 t-CO2/1,000 kWh

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

Policy Objective	No.	KGI	Actual Performance 2023	Target Standard 2025
2. Ritsumeikan Asia Pacific University				
(1) From Diverse & Multicultural to Diversity & Inclusion: Pursuing new growth and creating internationally-competitive approaches to education at APU	32	Withdrawal rate (Undergraduate): (Calculation in progress)	1.40%	Under 1%
	33	International student ratio	47.9%	50%
	34	Number of countries and regions represented by current students	106	100
	35	Sense of student growth (at graduation)	75.4%	95%
	36	Percentage of students studying for at least two hours	43.6%	70%
(2) Promote world-class research that contributes to the community and society	37	QS World University Rankings: Institution Classification/ Research Intensity	Low	High
	38	Amount of external funding received	JPY 241 million	JPY 125 million
(3) Contribute to the growth of local communities around the globe (Create a new public-private model for regional development where universities play the central role)	39	Overall rank in the THE Impact Ranking	1000+	201-300
	40	Number of external partner institutions	68	80
	41	Number of academic programs offered with external partners (Curricular)	10	20
(4) Strengthen lifelong career path diversity for alumni who can succeed in the global arena	42	Level of satisfaction with career path the time of graduation (Students with a decided career path)	89.8%	90%
	43	Percentage of students advancing to employment or higher education by unconventional means	6.8%	10%
(5) Enhance organizations and networks of alumni who can change the work as global leaders	44	Number of alumni who maintain ties to APU after graduation (Cumulative annual total)	1,000	2,500
(6) Create organizations and infrastructure to support a Global Learning Community	45	Percentage of non-Japanese permanent staff members	6.5%	8%
	46	Number of nationalities of permanent faculty staff (excluding Japan)	5	4-6
	47	Percentage of permanent staff with degrees (master's or higher)	14%	20%
	48	Ratio of tuition to total expenses	78.3%	75%
3. Integrated Primary and Secondary Education and the Affiliated Schools				
(1) From affiliated schools to integrated education schools: Integrated education where the primary school, junior high schools, high schools, universities, and graduate schools work together to cultivate students	49	Internal advancement	76.0%	77%
(2) Designing various learning venues: Striving to produce leaders for a multicultural society	50	Percentage of current students with diverse backgrounds	100%	10%
	51	Percentage of students involved in inquiry-based learning	90%	80%
(3) Learning for student development: Developing the Ritsumeikan version of the Future Classroom	52	Level of satisfaction with sense of student growth	94%	95%
	53	Level of satisfaction with learning that accommodate individual interests (Individually optimized learning)	77%	90%
3-1. Ritsumeikan Primary School				
(1) Major policies for Ritsumeikan Primary School in the first half of the R2030 Challenge Design period	54	Level of student satisfaction / Level of guardian satisfaction	96%	98%
	55	Number of foreign exchange partner schools	9 schools	12 schools
3-2. Ritsumeikan Junior and Senior High School				
(1) Major policies for Ritsumeikan Junior and Senior High School in the first half of the R2030 Challenge Design period	56	Level of student satisfaction / Level of guardian satisfaction	93%	95%
	57	Internal advancement rate	78%	80%
	58	Level of satisfaction with inquiry-based learning	87%	90%
	59	Faculty organization reforms: Female faculty ratio; permanent	38%	45%
	60	Faculty organization reforms: Female faculty ratio; management	33%	37.5%
3-3. Ritsumeikan Uji Junior and Senior High School				
(1) Major policies for Ritsumeikan Uji Junior and Senior High School in the first half of the R2030 Challenge Design period	61	Level of student satisfaction / Level of guardian satisfaction	95%	97%
	62	Internal advancement rate	88%	88%
	63	Number of students advancing to foreign universities	17	25
	64	Students with international backgrounds	329	400
	65	Percentage of students surpassing 430 on TOEFL in 3rd year of IG Course	51%	70%

Policy Objective	No.	KGI		Actual Performance 2023	Target Standard 2025
3-4. Ritsumeikan Keisho Junior and Senior High School					
(1) Major policies for Ritsumeikan Keisho Junior and Senior High School in the first half of the R2030 Challenge Design period	66	Level of student satisfaction / Level of guardian satisfaction		92.8%	95%
	67	Internal advancement rate		47%	50%
	68	Number of students accepted to University of Tokyo / Kyoto University / medical schools		45	50
	69	Number of students accepted to University of Tokyo / Kyoto University / medical schools (while still enrolled)		41	30
	70	Number of students accepted to foreign universities		8	7
3-5. Ritsumeikan Moriyama Junior and Senior High School					
(1) Major policies for Ritsumeikan Moriyama Junior and Senior High School in the first half of the R2030 Challenge Design period	71	Level of student satisfaction (high school study support)		6.64	7.0
	72	Level of guardian satisfaction		76.8%	80%
	73	Internal advancement rate		85.6%	90%
	74	Faculty organization reforms: Female faculty ratio; permanent		26.6%	45%
	75	Faculty organization reforms: Female faculty ratio; management		0%	30%
	76	Spaces created to accommodate new learning styles		516 seats	720 seats
	77	Spaces created to accommodate new learning styles (LC %)		36%	50%
	78	Game changer indicator (Number of social projects implemented)		6	14
	79	Game changer indicator (Number of projects attempted)		450	1,440
	80	Enhancing and diversifying on-site extracurricular activities: Number of premier clubs advancing to national competitions)		3 clubs	All clubs
	81	Enhancing and diversifying on-site extracurricular activities: Number of activity groups		50	100
The Ritsumeikan Trust					
(1) Organizational reforms and improvements to frameworks	82	Female faculty ratio (including non-tenured)	RU	25.0%	26.7%+
			APU	35.8%	35%+
			Affiliated schools / Integrated education managers	16.7%	30%+
	83	Female manager ratio (Assistant Manager and above)		22.1%	30%+
	84	Ratio of employees with disorders (entire Ritsumeikan group)		2.69%	2.86%
	85	Staff sense of fulfillment with work		80.5%	90%+
	86	Percentage of employees with master's degree or higher (Staff)		15.8%	15%+
(2) Financial operations in accordance with the Basic Policy on Financial Operations	87	Ordinary net income/loss ratio		2.7%	0%+
	88	Ratio of tuition to total expenses		71.3%	75% or lower
	89	Educational activities balance ratio		-1.7%	0%+
	90	Percentage of Specified Assets I held		100%	100%
	91	Percentage of Specified Assets II held		67.4%	50% - 100%
	92	Liquidity ratio		103%	100%+
	93	Net asset ratio		86.4%	85%+

Glossary

■ Number

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

■ A

[APU] Ritsumeikan Asia Pacific University

[APU Startup Program] A practical extracurricular program in which faculty, staff, and business startup support organizations from within and outside of Oita Prefecture assist students in their startup activities.

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

■ B

[BKC] Biwako-Kusatsu Campus

■ C

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

■ D

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

■ E

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

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

■ G

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

■ I

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

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

[ICT] Information and Communication Technology

■ J

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

■ 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.

■ N

[NEXT Fellowship Program] A program adopted by the Ministry of Education, Culture, Sports, Science and Technology for its Project for Establishing University Fellowships for the Creation of Innovation in Science and Technology that supports highly qualified and motivated doctoral students by providing them with research support and funding as well as an environment in which they can devote themselves to interdisciplinary and cutting-edge research.

■ O

[OIC] Osaka Ibaraki Campus

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

■ P

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

■ R

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

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

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

[RU] Ritsumeikan University

■ S

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

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

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

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

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

Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions

Incorporated Educational Institutions

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

While companies operate for the sake of profit, incorporated educational institutions do not: their objective is to conduct education and research activities and to give the outcomes of those activities back to society. In accordance with their respective founding principles and missions, these institutions are highly public in that they engage in teaching and research, and they are also highly autonomous.

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

Accounting Standards for Incorporated Educational Institutions

Due to the highly public nature of private schools, they are expected to be stable and to operate on a break-even basis to ensure long-lasting education and research activities. In light of this, MEXT established the Accounting Standards for Incorporated Educational Institutions as a uniform set of guidelines to ensure that incorporated educational institutions receiving private school subsidies perform proper accounting.

Differences between Accounting for Incorporated Educational Institutions and Corporate Accounting

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

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

Financial Ratios

The balance of revenues and expenditures, financial soundness, and other comprehensive indicators of financial standing are represented by the following financial ratios (p 46).

Ratios for the Statement of Operating Activities

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

Ratio indicating revenue composition: Revenue from student fees ratio

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

Ratios for the Statement of Financial Position

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

1. Settlement of Accounts

1-1. Settlement of Accounts for AY2023

Although the Academy maintains a positive current account balance at present, revenue remains about the same, the net income/loss from educational activities dropped significantly into negative territory, and the situation remains dire. Amid this backdrop, in AY2023, we promoted initiatives based on a policy of improving the quality of education, maintaining and improving research conditions, and financially supporting the implementation of the Challenge Design and other bold attempts to realize the Academy Vision. Although revenues increased due to our selection for the Project for Strengthening Core Regional and Distinctive Research Universities and other subsidies, pressure on expenditures increased due to the effects of the continuing sharp rise in prices and the depreciation of the yen and in response to changes in social conditions. With the downgrading of COVID-19 to a Class 5 infectious disease, various programs were resumed, resulting in an increase in both revenues and expenditures.

Amid this ongoing unpredictable social situation, we must urgently pursue the diversification and fortification of our revenue base, improve the operational infrastructure, use DX to review our expenditures, and improve the net income/loss from educational activities as part of R2030 financial operations in order to realize the sustainable development and deployment of education and research while bolstering our resilience to the changing social landscape outside of the Academy.

1-2. Statement of Cash Flow for FY2023

(in 100 million of JPY)

Item	FY2023 Budget	FY2023 Settlement	Difference
Revenues			
Revenue From Student Fees	619	634	15
Revenue From Processing Fees	29	32	2
Donation Revenue	8	7	Δ0
Subsidy Revenue	109	143	34
(National Government Subsidy Revenue)	88	120	33
(Local Government Subsidy Revenue)	21	22	1
Revenue from Sales of Assets	0	0	0
Income from University-Owned Businesses	43	43	Δ0
Income from Interest and Dividends	26	31	5
Miscellaneous Revenue	24	35	11
Revenue from Borrowings	0	0	0
Revenue from Advances Received	115	126	11
Amount Reversal from Specified Assets and Other Revenues	247	232	Δ15
Revenue Adjustments	Δ141	Δ174	Δ33
Carryover from Previous Year	212	212	0
Total: Revenues	1,292	1,321	30
Expenditures			
Personnel Expenditures	425	422	Δ2
Education and Research Expenditures	311	311	Δ0
Instisutonal Administrations Expenditures	58	57	Δ1
Loan Interest Expenditures	0	0	0
Loan Repayment Expenditures	0	0	0
Facility-related Expenditures	170	158	Δ12
Equipment-related Expenditures	36	42	5
Deposits for Specified Assets	85	146	61
Accounts Payable from Previous Fiscal Year and Other Expenditures	65	64	Δ1
Reserve Fund	(7) 3		3
Expenditure Adjustments	Δ80	Δ87	Δ8
Carryover into Next Year	219	209	Δ10
Total: Expenditures	1,292	1,321	30

*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 132.1 billion, cash revenues for AY2023 came to JPY 110.9 billion. We earned JPY 63.4 billion in revenues from student fees such as student tuition and admission fees. Revenues from entrance examination fee payments and other fees totaled JPY 3.2 billion. Revenues from subsidies amounted to 14.3 billion yen, and consisted of ordinary expense subsidies for private universities and affiliated school operating subsidies as well as subsidies granted by MEXT under the Higher Education Enrollment Support Program and the Project for Strengthening Core Regional and Distinctive Research Universities, which we were awarded this academic year. In terms of other revenues, revenues from a reversal of reserve specified assets came to 14.1 billion yen, and these were allocated to budgets for AY2023 campus maintenance projects and the promotion of the R2030 Challenge Design.

Cash Expenditures

After excluding the balance carried forward to the next academic year from the Expenditures section total of JPY 132.1 billion, cash expenditures for FY2023 came to JPY 111.2 billion. Personnel expenses totaled 42.2 billion yen reflecting efforts to strengthen the faculty organization and improve faculty and staff compensation and benefits in order to improve the quality of education at the universities and affiliated schools. Expenditures for education and research totaled 31.1 billion yen, and these included 6.3 billion yen in administrative expenditures that were used for campus maintenance, outsourcing, and scholarships, as we were significantly impacted by the resumption of activities after the pandemic, rising prices, and the weak yen. Expenditures for facilities were 15.8 billion, and expenditures for equipment were 4.2 billion. In AY2023, campus improvement projects at Ritsumeikan University included the construction of the new building at OIC, ICT infrastructure improvements, the life cycle energy-saving project, and the renovation of the Kyoto Museum for World Peace.

1-3. Statement of Operating Activities for FY2023

(in 100 million of JPY)

Item	FY2023 Budget	FY2023 Settlement	Difference
General Account; Educaton and Reseach			
Student Fees	619	634	15
Processing Fees	29	32	2
Donations	8	7	Δ1
Subsidies	107	109	2
Income from University-Owned Businesses	43	43	Δ0
Miscellaneous	24	26	2
Total: Revenues	830	851	20
Personnel	425	427	2
Education and Research	375	373	Δ2
(Depreciation Cost)	64	63	Δ2
Instisutonal Administrations	65	65	Δ1
(Depreciation Cost)	8	8	0
Unrecoverable Amount	0	0	0
Total: Expenditures	866	865	Δ0
Income/Loss	Δ35	Δ15	20
General Account; Others			
Income from Interest and Dividends	26	31	5
Other Revenues	0	8	8
Total: Revenues	26	39	13
Interest on Loan	0	0	0
Other Expenditures	0	0	0
Total: Expenditures	0	0	0
Income/Loss	26	39	13
Income/Loss of General Account	Δ9	24	33
Special Account			
Gains from Sales of Assets	0	0	0
Other Revenues	4	37	33
Total: Revenues	4	37	33
Balance of Asset Disposal	3	3	0
Other Expenditures	0	0	0
Total: Expenditures	3	4	0
Income/Loss	0	33	33
Reserve Fund	(10) 0		0
Net Income/Loss before Allocated Capital Funds	Δ9	58	66
Total Amount of Allocated Capital Funds	Δ126	Δ103	23
Net Income/Loss for This Fiscal Year	Δ135	Δ45	89
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ365	Δ365	
Amount Reversed from Capital Funds	0	0	
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ500	Δ411	
Total Revenues of Statement of Operations	860	927	66
Total Expenditures of Statement of Operations	869	869	0

*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 85.1 billion reflecting student payments, fees, donations, and ordinary expense subsidies. Expenses came to JPY 86.5 billion, including personnel expenses, education and research expenses and administrative expenses, producing a final outcome of JPY 1.5 billion net income for FY2023.
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 3.9 billion, while expenditures amounted to less than JPY 100 million, producing a final outcome of JPY 3.9 billion in net income.

Ordinary Net Income/Loss

Tallying up the totals for educational activity and non-educational activity revenues and expenditures, the final outcome was JPY 2.4 billion in ordinary net income.

Special Revenues and Expenditures

Special revenues and expenditures, which reflect one-time revenues and expenditures, saw expenditures outstrip revenues by JPY 3.3 billion.

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 10.3 billion included allocated to capital funds was net income of JPY 4.5 billion.

1-4. Statement of Financial Position for FY2023

(in 100 million of JPY)

Assets

Item	End of FY2023	End of FY2022	Change
Fixed Assets	3,677	3,611	65
Tangible Fixed Assets	2,407	2,281	126
(Land)	701	699	2
(Buildings and Structures)	1,429	1,295	134
(Equipment for Education and Research)	104	80	24
(Books)	160	158	2
Specified Assets	1,261	1,323	Δ62
(Reserve Assets for Type 2 Capital Fund)	0	65	Δ65
(Reserve Assets for Type 3 Capital Fund)	137	137	0
(Reserve Assets for Type 4 Capital Fund)	62	60	2
(Reserve Assets for Retirement Benefits)	141	136	4
(Reserve Asset)	921	925	Δ4
Other Fixed Assets	9	8	1
Current Assets	266	240	26
(Cash and Deposits)	209	212	Δ3
Assets: Total	3,942	3,851	91

Liabilities

Item	End of FY2023	End of FY2022	Change
Fixed Liabilities	279	273	5
(Long-term Debt and School Bonds)	131	131	0
(Reserve for Retirement Benefits)	141	136	4
Current Liabilities	259	231	28
(Short-term Debt and School Bonds)	0	0	0
(Advances Received)	126	125	1
(Deposits)	49	45	4
Liabilities: Total	538	504	34

Net Assets

Item	End of FY2023	End of FY2022	Change
Capital Funds	3,815	3,712	103
(Type 1 Capital Fund)	3,616	3,451	165
(Type 2 Capital Fund)	0	65	Δ65
(Type 3 Capital Fund)	137	137	0
(Type 4 Capital Fund)	62	60	2
Net Income/Loss	Δ411	Δ365	Δ45
Net Assets: Total	3,405	3,347	58
Liabilities and Net Assets: Total	3,942	3,851	91

*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 2022 amount less end of FY 2021 amount.

Assets

The Assets section shows all assets held as of the end of the fiscal year. Tangible fixed assets, such as land, buildings, equipment and books, increased by JPY 12.6 billion from the end of last academic year to JPY 240.7 billion owing to campus maintenance projects and other factors.

Specified assets, which include assets allocated to the reserve for retirement benefits (fixed liabilities), the Type 2 capital fund, and future facility maintenance, decreased by JPY 6.2 billion from the end of last academic year to JPY 126.1 billion.

Liabilities and Net Assets

This Liabilities and Net Assets section shows the sources of funds used to acquire assets. Liabilities accounted for 13.6% of total assets and net assets made up 86.4%.

The total for the Liabilities sector for the fiscal year reached JPY 53.8 billion.

The Net Assets section increased by JPY 5.8 billion from the previous academic year to JPY 340.5 billion supported by an increase in capital funds from acquisitions of assets allocated to capital funds (e.g., buildings, education and research equipment/fixtures, and books).

Statement of Cash Flow

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

Statement of Operating Activities

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

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

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

【Capital Funds】
To conduct education and research activities, incorporated educational institutions must have capital funds to maintain assets such as buildings, equipment, books and cash-on-hand. According to the standards for incorporated educational institution accounting, the amount of funds to acquire assets during the fiscal year is included in the capital funds. The Accounting Standards for Incorporated Educational Institutions define four types of capital funds as follows:

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

【Income/Loss】
• Net ordinary income/loss (net income/loss from educational activities + net income/loss from non-educational activities):
  This shows the balance of ordinary revenues and expenditures for a given academic year.

• Net income/loss for given academic year prior to allocation to capital funds (ordinary net income/loss + special net income/loss):
  This shows the balance of ordinary revenues and expenditures for a given academic year after including one-time revenues and expenditures. The net income/loss amount represents the change in net assets of an incorporated educational institution for a given academic year.

• Net income/loss for the current academic year, net income/loss for the current academic year carried forward from the previous academic year, net income/loss for the current academic year to be carried forward to the next fiscal year:
  This shows the net income/loss after allocation to the capital funds, and reflects the long-term balance of revenues and expenditures.

Statement of Financial Position

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

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

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

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

1-5. Asset Inventory

Total Assets	¥394,215,291,098
Endowment	¥241,454,714,250
Operating Aassets	¥152,760,576,848

Total Liabilities	¥53,761,470,730
Net Assets	¥340,453,820,368

(As of March 31, 2024)

Type		Amount
Assets		
1 Endowment		
Land	2,300,778.19 m²	¥70,126,734,257
Buildings	887,938.48 m²	¥132,976,948,381
Books	3,297,208	¥16,029,295,765
Equipment	17,370	¥11,099,302,578
Construction in Progress		¥558,423,336
Other		¥10,664,009,933
2 Operating Assets		
Cash and Deposits		¥20,934,642,181
Assets Held for School Trips		¥194,895,771
Reserve Fund		¥126,078,634,943
Securities		¥123,999,157
Accounts Receivable		¥4,903,931,426
Advance Payments		¥493,995,116
Other		¥30,478,254
Total Assets		¥394,215,291,098

Type	Amount
Liabilities	
1 Fixed Liabilities	
Long-term Debt and School Bonds	¥13,050,000,000
Long-term Account Payable	¥757,191,183
Reserve for Retirement Benefits	¥14,050,558,767
2 Current Liabilities	
Short-term Debt and School Bonds	0
Account Payable	¥8,335,433,619
Advances Received	¥12,627,545,464
Deposits	¥4,745,845,926
Cash Held for School Trips	¥194,895,771
Total Liabilities	¥53,761,470,730

Net Assets	¥340,453,820,368

1-6. Audit Report

Audit Report

May 21, 2024

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 2023 fiscal year commencing on April 1, 2023 and ending on March 31, 2024.

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

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

2. Year-to-year Changes

2-1. Historical Cash Flow (FY2019 ~ 2023)					

(in 100 million of JPY)

Item	FY2019	FY2020	FY2021	FY2022	FY2023
Revenues					
Revenue From Student Fees	581	583	591	610	634
Revenue From Processing Fees	34	28	29	30	32
Donation Revenue	17	12	5	5	7
Subsidy Revenue	97	110	107	112	143
Revenue from Sales of Assets	1	0	0	—	—
Income from University-Owned Businesses	37	28	32	40	43
Income from Interest and Dividends	23	22	33	22	31
Miscellaneous Revenue	23	24	32	32	35
Revenue from Borrowings	—	—	1	70	—
Revenue from Advances Received	111	118	117	125	126
Amount Reversal from Specified Assets and Other Revenues	80	170	176	272	232
Revenue Adjustments	Δ118	Δ128	Δ137	Δ137	Δ174
Carryover from Previous Year	196	219	233	241	212
Total: Revenues	1,084	1,187	1,219	1,421	1,321
Expenditures					
Personnel Expenditures	391	402	409	412	422
Education and Research Expenditures	243	267	266	289	311
Instisutonal Administrations Expenditures	61	58	57	63	57
Loan Interest Expenditures	0	0	0	0	0
Loan Repayment Expenditures	2	2	1	70	—
Facility-related Expenditures	56	39	38	114	158
Equipment-related Expenditures	14	18	15	20	42
Deposits for Specified Assets	92	181	194	224	146
Accounts Payable from Previous Fiscal Year and Other Expenditures	57	58	74	81	64
Expenditure Adjustments	Δ58	Δ70	Δ75	Δ64	Δ87
Carryover into Next Year	219	233	241	212	209
Total: Expenditures	1,084	1,187	1,219	1,421	1,321

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

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

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

(Unit: FY)

2-2. Historical Operating Activities (FY2019 ~ 2023)

(in 100 million of JPY)

Item	FY2019	FY2020	FY2021	FY2022	FY2023
General Account; Educaton and Reseach					
Student Fees	581	583	591	610	634
Processing Fees	34	28	29	30	32
Donations	12	7	5	5	7
Subsidies	96	106	103	109	109
Income from University-Owned Businesses	37	28	32	40	43
Miscellaneous	21	19	26	29	26
Total: Revenues	782	771	786	822	851
Personnel	402	404	412	418	427
Education and Research	306	329	330	352	373
Instisutonal Administrations	65	63	63	69	65
Unrecoverable Amount	0	0	0	0	0
Total: Expenditures	774	796	806	839	865
Income/Loss	8	Δ25	Δ21	Δ17	Δ15
General Account; Others					
Income from Interest and Dividends	23	22	33	22	31
Other Revenues	1	5	7	7	8
Total: Revenues	24	27	40	29	39
Interest on Loan	0	0	0	0	0
Other Expenditures	2	2	1	0	0
Total: Expenditures	2	2	1	0	0
Income/Loss	22	25	39	29	39
Income/Loss of General Account	31	0	18	12	24
Special Account					
Gains from Sales of Assets	—	0	—	—	—
Other Revenues	10	11	5	6	37
Total: Revenues	10	11	5	6	37
Balance of Asset Disposal	11	5	3	5	3
Other Expenditures	1	2	0	1	0
Total: Expenditures	12	7	3	7	4
Income/Loss	Δ2	4	2	Δ1	33
Net Income/Loss before Allocated Capital Funds	28	5	20	11	58
Total Amount of Allocated Capital Funds	Δ40	Δ27	Δ89	Δ124	Δ103
Net Income/Loss for This Fiscal Year	Δ12	Δ22	Δ69	Δ113	Δ45
Net Income/Loss Brought Forward from Previous Fiscal Year	Δ153	Δ162	Δ184	Δ253	Δ365
Amount Reversed from Capital Funds	4	0	0	—	—
Net Income/Loss to be Carried Forward to Next Fiscal Year	Δ162	Δ184	Δ253	Δ365	Δ411
Total Revenues of Statement of Operations	816	809	831	857	927
Total Expenditures of Statement of Operations	788	805	810	846	869

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

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

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

(Unit: FY)
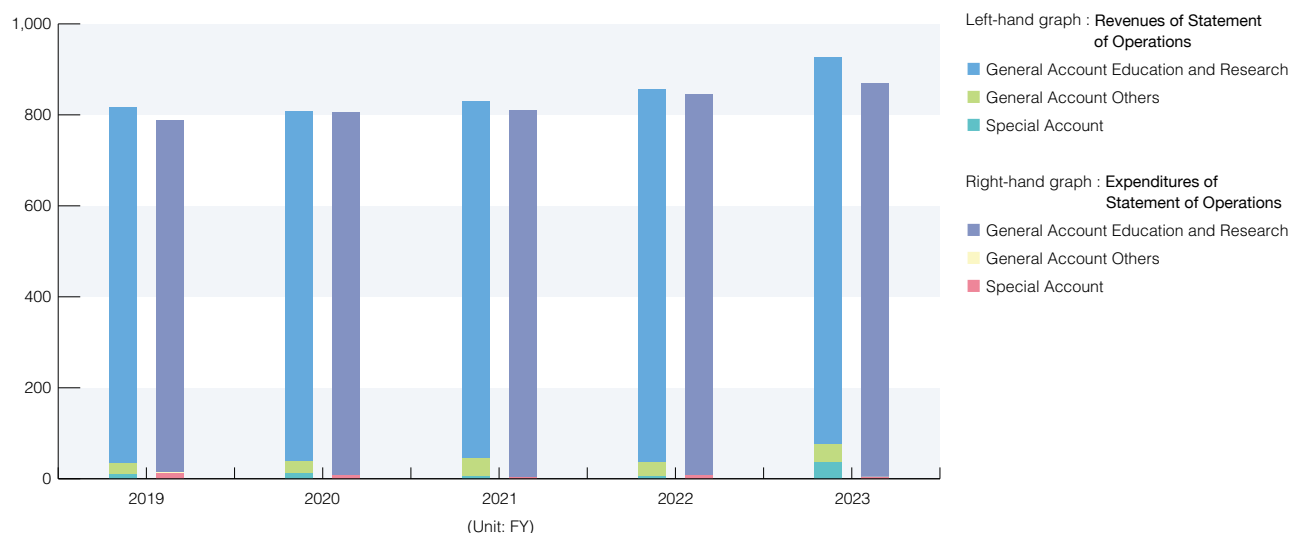
2-3.Historical Financial Position (FY2019 ~ 2023)

(in 100 million of JPY)

Item		End of FY2019	End of FY2020	End of FY2021	End of FY2022	End of FY2023
Assets						
Fixed Assets		3,542	3,558	3,579	3,611	3,677
	Tangible Fixed Assets	2,252	2,237	2,219	2,281	2,407
	Specified Assets	1,276	1,310	1,352	1,323	1,261
	Other Fixed Assets	14	11	9	8	9
Current Assets		239	258	268	240	266
Assets: Total		3,781	3,816	3,848	3,851	3,942
Liabilities						
Fixed Liabilities		270	269	252	273	279
Current Liabilities		200	231	260	231	259
Liabilities: Total		470	500	512	504	538
Net Assets						
Capital Funds		3,473	3,500	3,589	3,712	3,815
	Type 1 Capital Fund	3,280	3,306	3,343	3,451	3,616
	Type 2 Capital Fund	—	—	50	65	—
	Type 3 Capital Fund	137	137	137	137	137
	Type 4 Capital Fund	56	57	59	60	62
Net Income/Loss		Δ162	Δ184	Δ253	Δ365	Δ411
Net Assets: Total		3,311	3,316	3,336	3,347	3,405
Liabilities and Net Assets: Total		3,781	3,816	3,848	3,851	3,942

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

(Unit: FY)
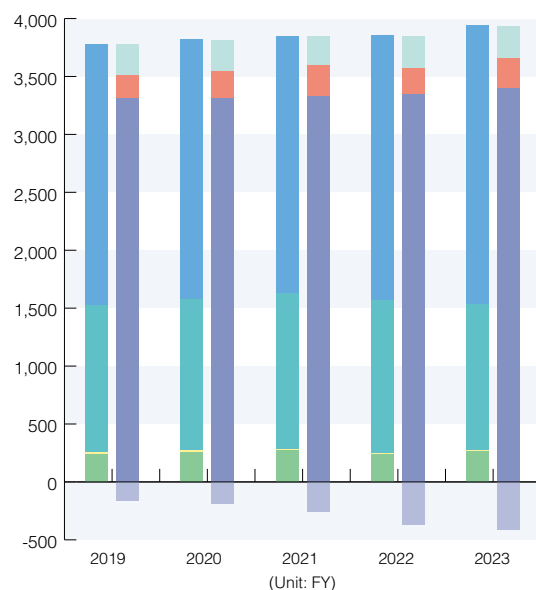
Left-hand graph : Assets
- Tangible Fixed Assets
- Specified Assets
- Other Fixed Assets
- Current Assets

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

3. Financial Ratios

Financial Ratios for the Statement of Operating Activities

(Unit:%)

Ratio	Calculation	Evaluation	FY2019	FY2020	FY2021	FY2022	FY2023	National average
Personnel Ratio	Personnel Expenditures ÷ General Revenues	▼	49.9	50.6	50.0	49.1	48.0	50.9
Education and Research Ratio	Education and Research Expenditures ÷ General Revenues	△	38.0	41.3	40.1	41.3	42.0	36.1
Operating Activities Balance Ratio	Net income/loss for given academic year prior to allocation to capital funds ÷ Revenue from Operating Activities	△	3.5	0.6	2.4	1.3	6.2	4.6
Revenue from Student Fees Ratio	Revenue from Student Fees ÷ Revenue from Operating Activities	▼	72.1	73.1	71.6	71.6	71.3	73.5
Balance of Payments in General Accounts	Income/Loss of General Accounts ÷ General Revenues	△	3.8	0.0	2.2	1.5	2.7	4.2
Balance of Payments in General Accounts; Education and Reseach	Income/Loss of General Accounts; Education and Reseach ÷ Revenues in General Accounts; Education and Reseach	△	1.1	Δ3.3	Δ2.6	Δ2.0	Δ1.7	2.3

* General Revenues = Revenues from General accounts
* Scale: △: Higher values are better   ▼: Lower values are better. National averages are the figures from FY2022 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the FY2023 Promotion and Mutual Aid Corporation for Private Schools.
* The definitions of ratios can be found in the section entitled "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" (p. 38).

Financial Ratios for the Statement of Financial Position

(Unit:%)

Ratio	Calculation	Evaluation	FY2019	FY2020	FY2021	FY2022	FY2023	National average
Ratio of Net Assets to Total Assets	Net Assets ÷ Total Assets	△	87.6	86.9	86.7	86.9	86.4	88.3
Ratio of Total Liabilities to Total Assets	Total Liabilities ÷ Total Assets	▼	12.4	13.1	13.3	13.1	13.6	11.7

* Scale: △: Higher values are better   ▼: Lower values are better. National averages are the figures from FY2021 for incorporated universities, excluding medical and dental schools, taken from "Private University Finance Today" published by the FY2022 Promotion and Mutual Aid Corporation for Private Schools.
* The definitions of ratios can be found in the section entitled "Incorporated Educational Institutions and Accounting Standards for Incorporated Educational Institutions" (p. 38).

1. Student Numbers (as of May 1, 2023)

(Unit: Number of Persons)

		2019	2020	2021	2022	2023
Ritsumeikan University	No. of Undergraduate Students	32,338	32,243	32,466	33,093	34,092
	No. of Graduate Students	3,513	3,529	3,677	3,731	3,867
Ritsumeikan Asia Pacific University	No. of Undergraduate Students	5,333	5,335	5,224	5,335	5,295
	No. of Graduate Students	208	194	213	218	240
Affiliated School	No. of Students	7,030	7,200	7,396	7,398	7,367
Total		48,422	48,501	48,976	49,775	50,861

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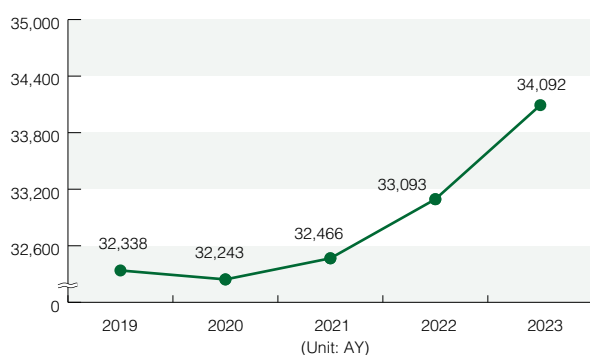
Ritsumeikan University ／ No. of Graduate Students
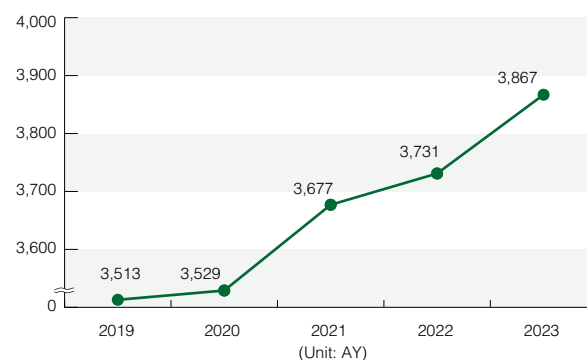
Ritsumeikan Asia Pacific University ／ No. of Undergraduate Students

Ritsumeikan Asia Pacific University ／ No. of Graduate Students

Affiliated School ／ No. of Students

Total

2. Admissions Statistics (as of March 31, 2024)

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

College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Law	720	6,540	2,874
College of Economics	760	10,237	3,906
College of Business Administration	795	12,294	2,485
College of Social Sciences	810	8,868	2,917
College of Letters	1,035	10,193	3,503
College of Science and Engineering	959	17,761	7,410
College of International Relations	315	2,579	875
College of Policy Science	370	4,616	1,214
College of Information Science and Engineering	475	7,494	1,943
College of Image Arts and Sciences	240	2,460	759
College of Pharmaceutical Sciences	160	2,337	1,062
College of Life Sciences	325	7,805	3,309
College of Sport and Health Science	235	2,613	767
College of Comprehensive Psychology	280	3,570	940
College of Gastronomy Management	320	2,798	1,020
College of Global Liberal Arts	65	132	100
Total	7,864	102,297	35,084

*Does not include transfers.
*The enrollment capacity for the College of International Relations does not include June (Capacity: 5) and September admissions (Capacity: 40).
*The enrollment capacity for the College of Policy Science does not include September admissions (Capacity:40).
*The enrollment capacity for the College of Global Liberal Arts does not include September admissions (Capacity: 35).

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

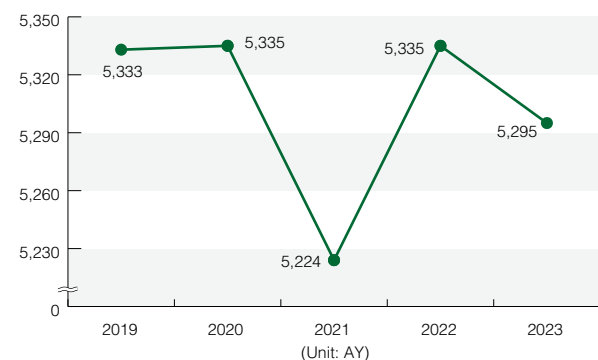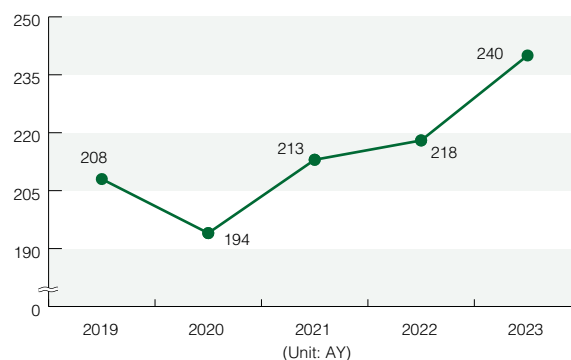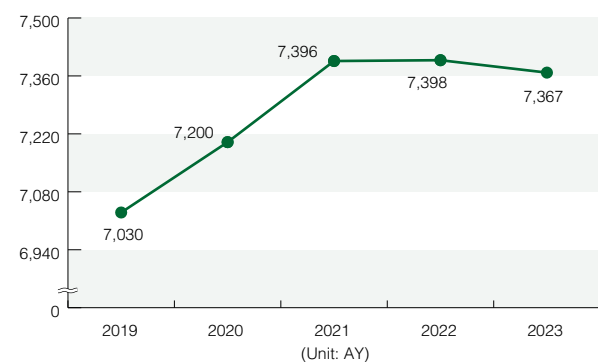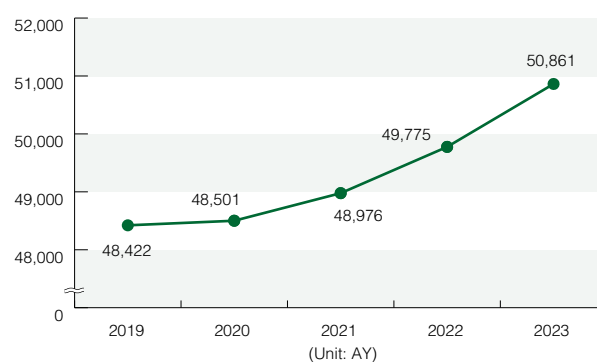| College	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
College of Asia Pacific Studies	350	1,137	741
College of International Management	340	1,288	732
College of Asia Pacific Studies	240	1,011	575
Total	930	3,436	2,048

*Only for AY2024 spring admissions.

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

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Asia Pacific Studies	Master's	60	67	28
	Doctoral	10	6	3
Graduate School of Management	Master's	40	37	22
Master's Program		100	104	50
Doctora Program		10	6	3
Total		110	110	53

*Does not include transfers.
*The number of applicants and number of accepted applicants include only the figures for AY2024 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	240	853	286
Ritsumeikan Uji Junior High School	180	593	265
Ritsumeikan Keisho Junior High School	180	541	290
Ritsumeikan Moriyama Junior High School	160	734	370
Ritsumeikan Senior High School	344	416	301
Ritsumeikan Uji Senior High School	405	487	288
Ritsumeikan Keisho Senior High School	305	401	360
Ritsumeikan Moriyama Senior High School	320	373	256
Total	2,134	4,398	2,416

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

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

Graduate School	Programs	Enrollment Capacity	No. of Applicants	No. of Accepted Applicants
Graduate School of Law	Master's	60	67	31
	Doctoral	10	4	2
Graduate School of Ecomonics	Master's	50	63	26
	Doctoral	5	3	2
Graduate School of Business Administration	Master's	60	231	57
	Doctoral	15	7	7
Graduate School of Sociology	Master's	60	190	67
	Doctoral	15	12	6
Graduate School of Letters	Master's	105	130	84
	Doctoral	35	18	13
Graduate School of Science and Engineering	Master's	450	530	492
	Doctoral	40	19	18
Graduate School of International Relations	Master's	60	130	52
	Doctoral	10	21	6
Graduate School of Policy Science	Master's	40	50	41
	Doctoral	15	3	3
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	30	37	15
Graduate School of Language Education and Information Science	Master's	60	150	52
School of Law	Professional Degree	70	573	204
Graduate School of Technology Management	Master's	70	371	75
	Doctoral	5	8	7
Graduate School of Management	Professional Degree	80	234	132
Graduate School of Sport and Health Science	Master's	25	51	34
	Doctoral	8	10	9
Graduate School of Image Arts	Master's	10	61	12
Graduate School of Information Science and Engineering	Master's	200	240	195
	Doctoral	15	11	10
Graduate School of Life Sciences	Master's	150	178	166
	Doctoral	15	7	7
Graduate School of Pharmacy	Master's	20	36	35
	Doctoral	3	6	6
	Four-Year Doctoral	3	3	3
Graduate School of Professional Teacher Education	Professional Degree	35	47	44
Graduate School of Human Science	Master's	65	169	69
	Doctoral	20	29	18
Graduate School of Gastronomy Management	Master's	20	29	22
	Doctoral	3	3	3
Master's Program		1,505	2,676	1,510
Doctoral Program		214	161	117
Five-Year Doctoral Program		30	37	15
Four-Year Doctoral Program		3	3	3
Professional Degree Program		185	854	380
Total		1,937	3,731	2,025

*The number of applicants and number of accepted applicants are for AY2024 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.

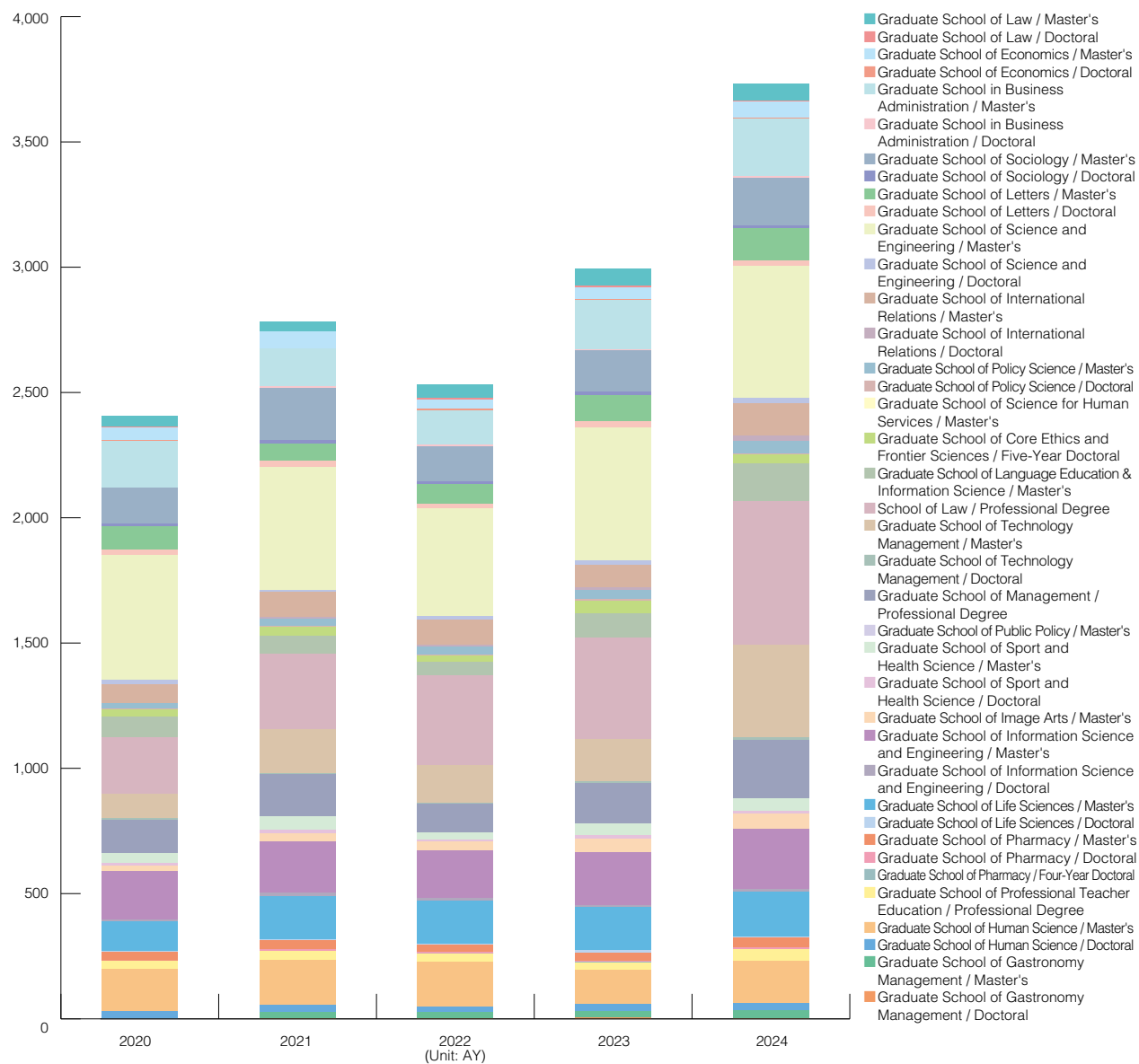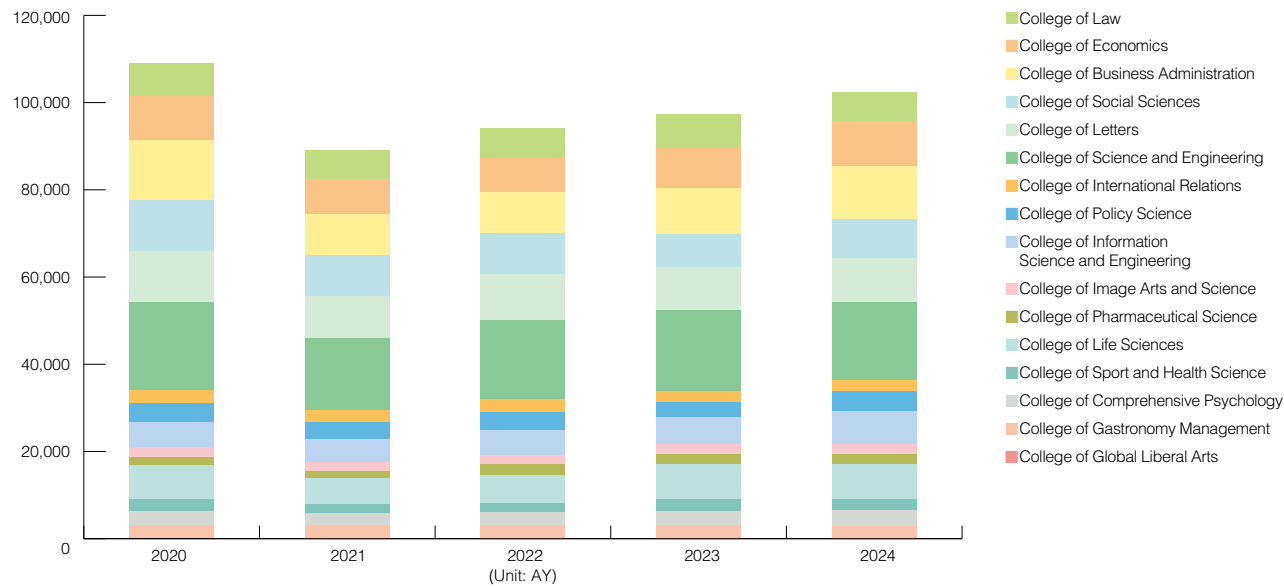### 5 Year Trend in Applicant Numbers (by College and Graduate School) Ritsumeikan University / College

(Unit: Number of Persons)

College	2020	2021	2022	2023	2024
College of Law	7,663	6,739	6,801	7,633	6,540
College of Economics	9,984	8,093	8,035	9,316	10,237
College of Business Administration	13,802	9,501	9,292	10,439	12,294
College of Social Sciences	11,721	9,181	9,434	7,571	8,868
College of Letters	11,811	9,681	10,595	9,837	10,193
College of Science and Engineering	19,975	16,446	18,170	18,657	17,761
College of International Relations	2,941	2,834	2,984	2,415	2,579
College of Policy Science	4,355	3,860	4,079	3,479	4,616
College of Information Science and Engineering	5,854	5,200	5,698	6,297	7,494
College of Image Arts and Science	2,302	2,155	2,131	2,213	2,460
College of Pharmaceutical Science	1,932	1,636	2,487	2,345	2,337
College of Life Sciences	7,622	6,056	6,409	7,891	7,805
College of Sport and Health Science	2,745	1,931	2,124	2,773	2,613
College of Comprehensive Psychology	3,373	2,810	2,896	3,291	3,570
College of Gastronomy Management	2,879	2,821	2,878	2,940	2,798
College of Global Liberal Arts	97	217	216	107	132
Total	109,056	89,161	94,229	97,204	102,297

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

(Unit: Number of Persons)

Graduate Schools	Programs	2020	2021	2022	2023	2024
Graduate School of Law	Master's	42	39	55	67	67
	Doctoral	4	3	4	6	4
Graduate School of Economics	Master's	51	66	39	50	63
	Doctoral	3	1	4	1	3
Graduate School in Business Administration	Master's	184	149	139	199	231
	Doctoral	3	7	8	4	7
Graduate School of Sociology	Master's	143	211	140	164	190
	Doctoral	9	12	9	14	12
Graduate School of Letters	Master's	93	69	78	105	130
	Doctoral	23	25	18	24	18
Graduate School of Science and Engineering	Master's	499	490	431	531	530
	Doctoral	16	8	16	17	19
Graduate School of International Relations	Master's	76	101	97	90	130
	Doctoral	2	5	10	11	21
Graduate School of Policy Science	Master's	20	31	31	38	50
	Doctoral	4	2	2	4	3
Graduate School of Core Ethics and Frontier Sciences	Five-Year Doctoral	30	36	25	52	37
Graduate School of Language Education & Information Science	Master's	79	71	57	96	150
School of Law	Professional Degree	228	304	356	404	573
Graduate School of Technology Management	Master's	97	173	150	170	371
	Doctoral	7	3	5	5	8
Graduate School of Management	Professional Degree	133	170	113	161	234
Graduate School of Sport and Health Science	Master's	40	54	31	49	51
	Doctoral	8	13	8	14	10
Graduate School of Image Arts	Master's	23	32	34	52	61
Graduate School of Information Science and Engineering	Master's	194	206	191	211	240
	Doctoral	6	15	11	7	11
Graduate School of Life Sciences	Master's	116	169	171	175	178
	Doctoral	7	6	2	9	7
Graduate School of Pharmacy	Master's	33	37	32	34	36
	Doctoral	–	5	4	4	6
	Four-Year Doctoral	2	2	0	4	3
Graduate School of Professional Teacher Education	Professional Degree	33	36	33	26	47
Graduate School of Human Science	Master's	169	176	180	136	169
	Doctoral	29	32	21	31	29
Graduate School of Gastronomy Management	Master's	–	22	24	23	29
	Doctoral	–	3	3	6	3
Master's Programs		1,859	2,096	1,880	2,190	2,676
Doctoral Programs		121	140	125	157	161
Five-Year Doctoral Programs		30	36	25	52	37
Four-Year Doctoral Programs		2	2	0	4	3
Professional Degree Programs		394	510	502	591	854
Total		2,406	2,784	2,532	2,994	3,731

Legend (top chart):
- College of Law
- College of Economics
- College of Business Administration
- College of Social Sciences
- College of Letters
- College of Science and Engineering
- College of International Relations
- College of Policy Science
- College of Information Science and Engineering
- College of Image Arts and Science
- College of Pharmaceutical Science
- College of Life Sciences
- College of Sport and Health Science
- College of Comprehensive Psychology
- College of Gastronomy Management
- College of Global Liberal Arts

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

Ritsumeikan Asia Pacific University / College
Spring Enrollment
(Unit: Number of Persons)

College	2020	2021	2022	2023	2024
College of Asia Pacific Studies	2,741	2,187	1,747	1,086	1,137
College of International Management	2,118	1,755	1,642	1,028	1,288
College of Sustainability and Tourism	–	–	–	730	1,011
Total	4,859	3,942	3,389	2,844	3,436

(Unit: AY)

■College of Asia Pacific Studies ／■College of Asia Pacific Studies ／
■College of Sustainability and Tourism
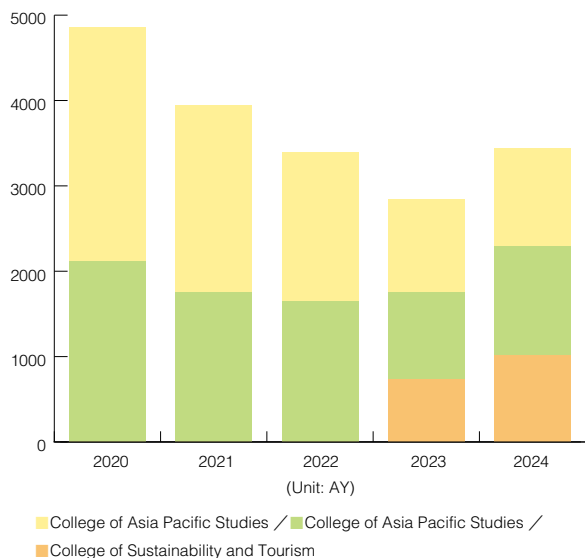
Ritsumeikan Asia Pacific University / College
Fall Enrollment
(Unit: Number of Persons)

College	2019	2020	2021	2022	2023
College of Asia Pacific Studies	455	397	313	356	302
College of International Management	597	543	454	545	595
College of Sustainability and Tourism	–	–	–	–	207
Total	1,052	940	767	901	1,104

(Unit: AY)

■College of Asia Pacific Studies ／■College of Asia Pacific Studies ／
■College of Sustainability and Tourism
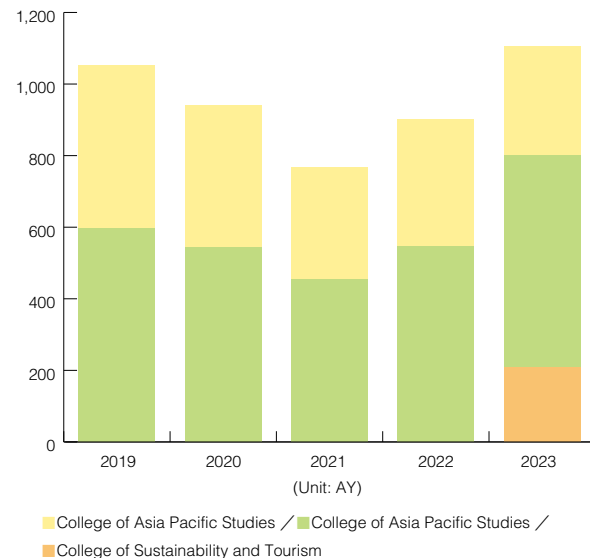
Ritsumeikan Asia Pacific University / Graduate Schools
Spring Enrollment
(Unit: Number of Persons)

Graduate Schools	Programs	2020	2020	2022	2023	2024
Graduate School of Asia Pacific Studies	Master's	59	41	37	46	67
	Doctoral	5	5	5	5	6
Graduate School of Management	Master's	29	16	35	42	37
Master's Programs		88	57	72	88	104
Doctoral Programs		5	5	5	5	6
Total		93	62	77	93	110

* Only for spring admissions.

(Unit: AY)

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

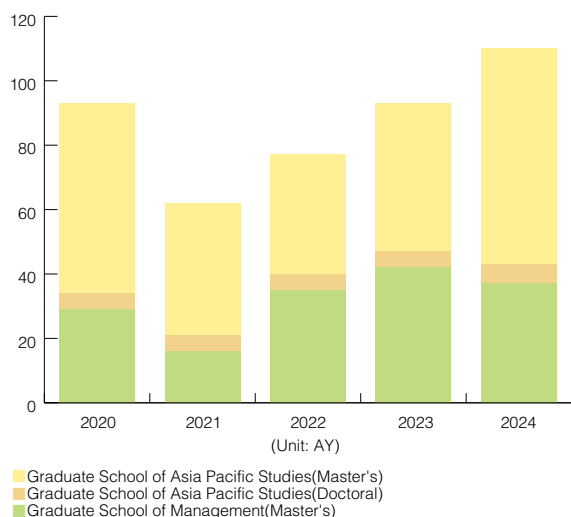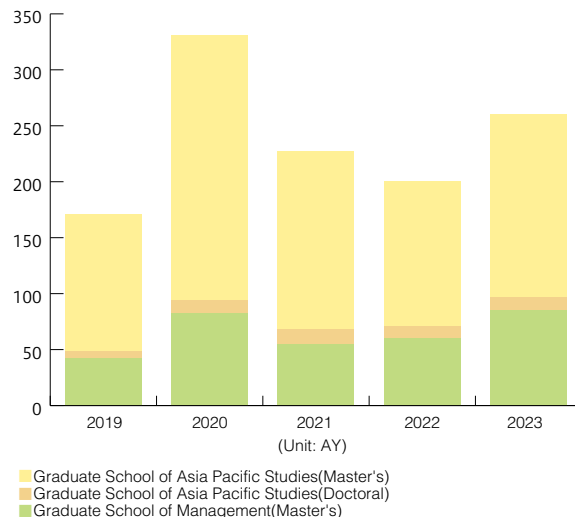## Ritsumeikan Asia Pacific University / Graduate Schools
Fall Enrollment
(Unit: Number of Persons)

Graduate Schools	Programs	2019	2020	2021	2022	2023
Graduate School of Asia Pacific Studies	Master's	122	237	159	129	163
	Doctoral	7	11	13	11	12
Graduate School of Management	Master's	42	83	55	60	85
Master's Programs		164	320	214	189	248
Doctoral Programs		7	11	13	11	12
Total		171	331	227	200	260

(Unit: AY)

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

3. Faculty and Staff Numbers (as of May 1, 2023)

Faculty and Staff Numbers

(Unit: Number of Persons)

		2019	2020	2021	2022	2023
Ritsumeikan University	No. of Faculty	1397	1,415	1,413	1,394	1,399
Ritsumeikan Asia Pacific University	No. of Faculty	166	167	166	175	195
Affiliated School	No. of Faculty	553	583	606	603	605
Ritsumeikan Trust	No. of Full-Time Staff	721	734	734	720	715
	Total	2,837	2,899	2,919	2,892	2,913

*Affiliated school faculty refer to permanent teachers, full-time instructors, IBDP special instructors, special contract teachers, specially-appointed teachers, part-time advisors, and continuously-employed teachers.
*Full-time staff of the Ritsumeikan Trust refers to staff who work at Ritsumeikan University, Ritsumeikan Asia Pacific University and the affiliated schools as well as staff seconded to outside institutions.

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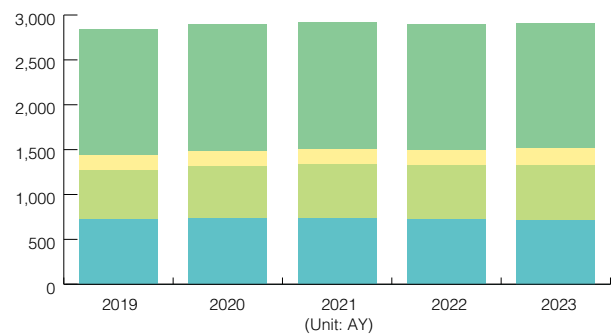
■ Ritsumeikan University (No. of Faculty) ／
■ Ritsumeikan Asia Pacific University (No. of Faculty) ／
■ Affiliated School (No. of Faculty) ／■ Ritsumeikan Trust (No. of Full-Time Staff)

Student-Teacher Ratios / Ritsumeikan University

(Unit: Number of Persons)

College	Department	No. of Full-Time Faculty	No. of Enrolled Students Per Full-Time Faculty Member
College of Law	Department of Law	64	48.8
College of Economics	Department of Economics	74	44.6
College of Business Administration	Department of Business Administration	57	50.0
	Department of International Business Administration	14	44.7
	Total	71	49.0
College of Social Sciences	Department of Social Sciences	99	34.8
College of Letters	Department of Humanities	131	34.4
College of Science and Engineering	Department of Electrical and Electronic Engineering	26	26.3
	Department of Mechanical Engineering	31	25.4
	Department of Robotics	16	25.4
	Department of Mathematrical Sciences	22	17.9
	Department of Physical Sciences	25	14.6
	Department of Electronic and Computer Engineering	20	23.1
	Department of Architecture and Urban Design	15	26.3
	Department of Civil and Environmental Engineering	26	27.6
	Total	181	23.3
College of International Relations	Department of International Relations	58	24.6
	American University Ritsumeikan University Joint Degree Program	19	2.8
	Total	77	19.3
College of Policy Science	Department of Policy Science	49	34.6
College of Information Science and Engineering	Department of Information Science and Engineering	93	22.3
College of Image Arts and Sciences	Department of Image Arts and Sciences	29	23.8
College of Pharmaceutical Sciences	Department of Pharmacy	51	11.7
	Department of Pharmaceutical Sciences	12	21.6
	Total	63	13.6
College of Life Sciences	Department of Applied Chemistry	24	18.5
	Department of Biotechnology	20	16.4
	Department of Bioinformatics	16	16.6
	Department of Biomediacal Sciences	18	13.6
	Total	78	16.4
College of Sport and Health Science	Department of Sport and Health Science	34	30.0
College of Comprehensive Psychology	Department of Comprehensive Psychology	41	30.0
College of Gastronomy Management	Department of Gastronomy Management	32	41.5
College of Global Liberal Arts	Department of Global Liberal Arts	16	22.3

*The number of enrolled students in the Department of Economics in the College of Economics includes 1 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 4 students from the Department of Civil Engineering and Department of Environmental Systems Engineering, a department for which student recruitment was discontinued.
*Eleven professors and 4 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 1 0 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	39	31.0
College of International Management	Graduate School of International Management	36	33.1

4. International Exchange

Number of Students Sent Overseas (AY2023, total no. of students)(as of March 31, 2024)

(Unit: Number of Persons)

College etc	College of Law	College of Economics	College of Business Administration	College of Social Sciences	College of Letters	College of Science and Engineering	College of International Relations	College of Policy Science	College of Information Science and Engineering
Number of Students Sent Overseas	89	126	222	108	373	83	153	111	42
Number of Students Sent Overseas Online	24	52	49	18	132	27	41	31	25

College etc	College of Image Arts and Science	College of Pharmaceutical Science	College of Life Sciences	College of Sport and Health Science	College of Comprehensive Psychology	College of Gastronomy Management	College of Global Liberal Arts	Graduate Schools	Total
Number of Students Sent Overseas	16	19	16	34	46	115	164	69	1,786
Number of Students Sent Overseas Online	1	219	315	1	37	131	0	7	1,110

* 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).
* Achievements in online implementation include those cases where we switched from actual travel to online settings due to the COVID-19 pandemic (32 cases) and those cases where we initially prepared an online setting without assuming the need for overseas travel (1,078 cases).

Regularly Enrolled International Student and Short-Term Exchange Student Numbers (as of May 1, 2023)
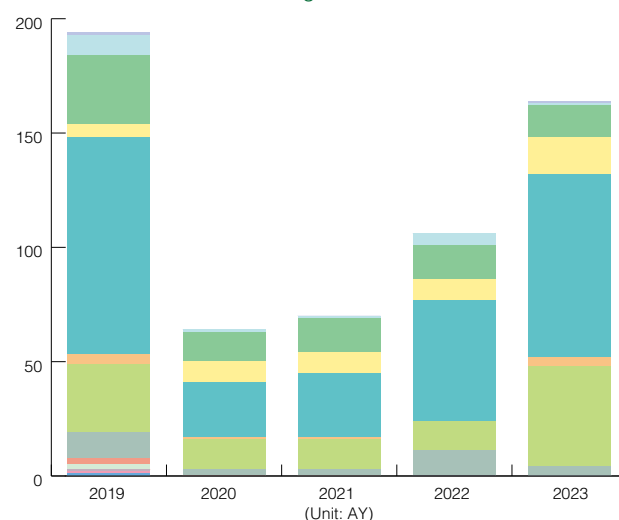
Ritsumeikan University / College

(Unit: Number of Persons)

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
College of Law	48	52	61	52	55	1	0	0	0	1
College of Economics	109	93	67	59	71	9	1	1	5	1
College of Business Administration	163	136	141	146	158	30	13	15	15	14
College of Social Sciences	100	82	83	68	62	6	9	9	9	16
College of Letters	82	84	105	108	132	95	24	28	53	80
College of Science and Engineering	166	186	178	165	173	4	1	1	0	4
College of International Relations	243	241	260	277	286	30	13	13	13	44
College of Policy Science	96	86	88	96	95	11	3	3	11	4
College of Information Science and Engineering	243	253	296	282	268	3	0	0	0	0
College of Image Arts and Sciences	46	49	59	51	57	2	0	0	0	0
College of Pharmaceutical Sciences	9	10	10	7	7	0	0	0	0	0
College of Life Sciences	47	60	67	67	73	1	0	0	0	0
College of Sport and Health Science	14	12	14	13	14	1	0	0	0	0
College of Comprehensive Psychology	41	39	45	40	44	1	0	0	0	0
College of Gastronomy Management	11	21	43	50	59	0	0	0	0	0
College of Global Liberal Arts	6	33	85	110	172	0	0	0	0	0
Total	1,424	1,437	1,602	1,591	1,726	194	64	70	106	164

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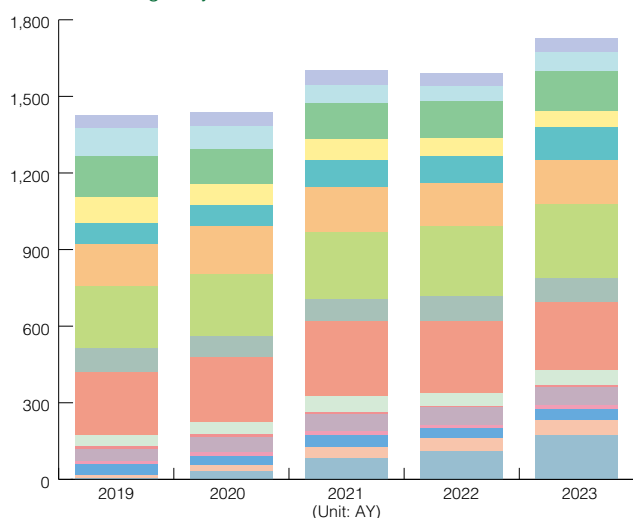
Number of Short-Term Exchange Students

■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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Graduate School of Law	4	6	6	6	7	0	0	0	2	1
Graduate School of Economics	108	95	78	81	89	1	0	0	1	1
Graduate School of Business Administration	71	66	92	87	67	7	0	1	0	2
Graduate School of Sociology	32	39	50	40	30	2	1	1	3	6
Graduate School of Letters	73	59	57	49	46	9	3	4	4	20
Graduate School of Science and Engineering	74	96	105	116	124	0	2	2	1	1
Graduate School of International Relations	136	145	144	135	154	1	2	5	5	6
Graduate School of Policy Science	80	44	46	57	67	0	0	0	0	1
Graduate School of Core Ethics and Frontier Sciences	20	23	27	29	37	0	0	0	0	0
Graduate School of Language Education and Information Science	68	55	41	43	48	0	0	0	1	1
School of Law	0	0	0	0	1	0	0	0	0	0
Graduate School of Technology Management	98	79	105	91	97	0	0	0	1	0
Graduate School of Management	53	58	55	54	67	0	0	0	0	0
Graduate School of Sport and Health Science	7	4	4	6	7	0	0	0	0	0
Graduate School of Image Arts	10	9	13	10	15	0	0	0	0	0
Graduate School of Information Science and Engineering	104	112	129	141	167	1	0	0	0	1
Graduate School of Life Sciences	36	30	24	24	27	0	0	1	0	0
Graduate School of Pharmacy	0	0	2	3	3	0	0	0	0	0
Graduate School of Professional Teacher Education	0	0	0	0	0	0	0	0	0	0
Graduate School of Human Science	18	21	30	27	29	0	0	0	0	0
Graduate School of Gastronomy Management	–	–	10	14	16	–	–	0	0	0
Total	992	941	1,018	1,013	1,098	21	8	14	18	40

Number of Regularly-Enrolled International Students
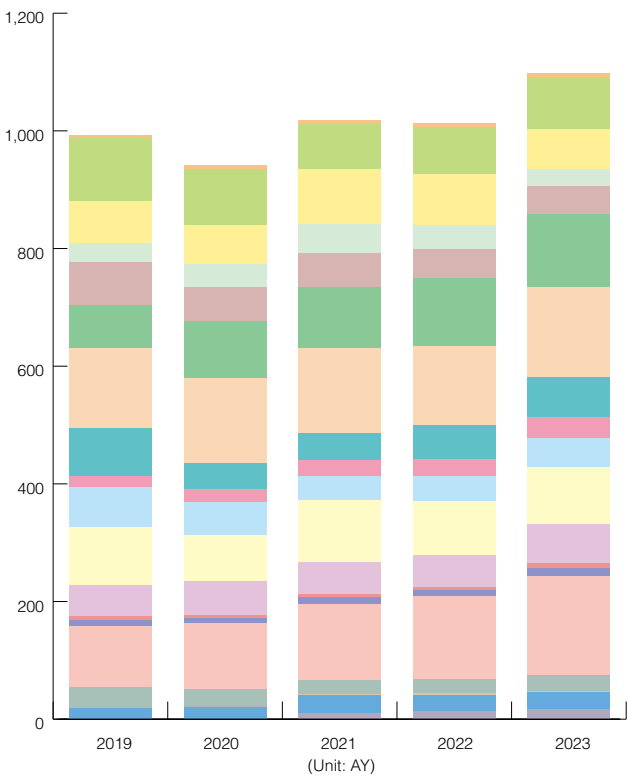
(Unit: AY)

Number of Short-Term Exchange Students

(Unit: AY)
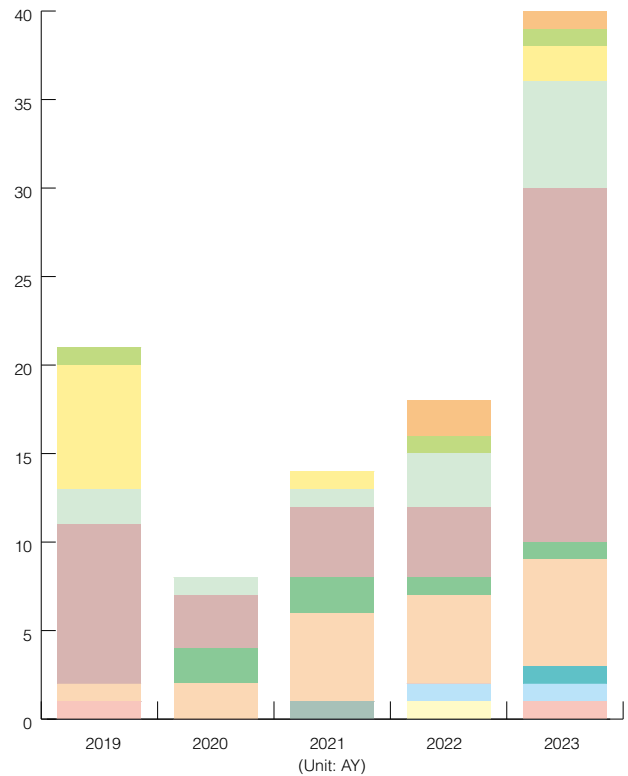
■Graduate School of Law／■Graduate School of Economics／■Graduate School of Business Administration／■Graduate School of Sociology／■Graduate School of Letters／■Graduate School of Science and Engineering／■Graduate School of International Relations／■Graduate School of Policy Science／■Graduate School of Science for Human Services／■Graduate School of Language Education nad Information Science／■Graduate School of Technology Management／ Graduate School of Public Policy／■Graduate School of Sport and Health Science／■Graduate School of Image Arts／■Graduate School of Information Science and Engineering／■Graduate School of Life Sciences／■Graduate School of 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
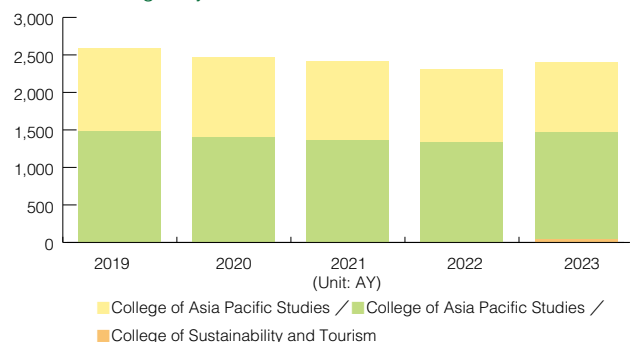
## Ritsumeikan Asia Pacific University / College

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

College	Number of Regularly-Enrolled International Students					Number of Short-Term Exchange Students				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
College of Asia Pacific Studies	1,103	1,069	1,052	967	933	69	12	23	24	61
College of International Management	1,484	1,398	1,370	1,341	1,422	40	19	15	21	74
College of Sustainability and Tourism	–	–	–	–	51	–	–	–	–	0
Total	2,587	2,467	2,422	2,308	2,406	109	31	38	45	135

Number of Regularly-Enrolled International Students

(Unit: AY)

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

Number of Short-Term Exchange Students

(Unit: AY)

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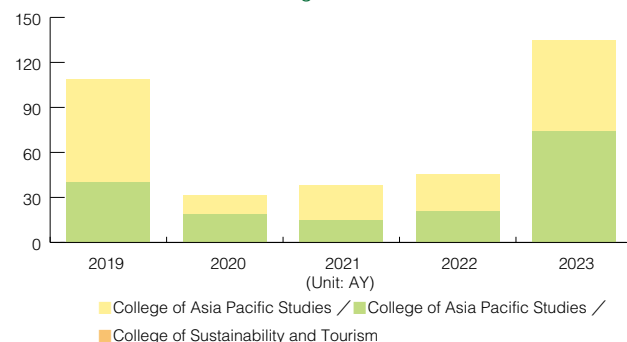
Graduate School

(Unit: Number of Persons)

Graduate Schools	Number of Regularly-Enrolled International Students				
	2019	2020	2021	2022	2023
Graduate School of Asia Pacific Studies	138	139	134	148	154
Graduate School of Management	72	53	57	66	82
Total	210	192	191	214	236

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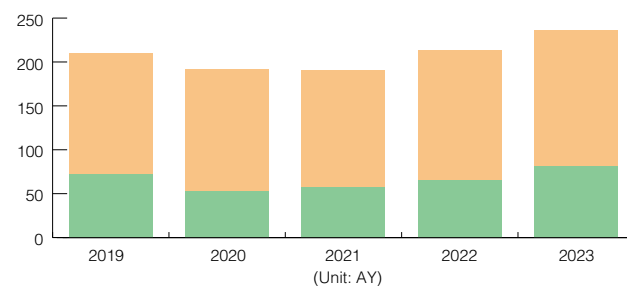
☐ Graduate School of Asia Pacific Studies ／☐ Graduate School of Management

Ritsumeikan University International Students

(Unit: Number of Persons)

Conutry/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Gruduate		
China	927	811	32	1,770
South Korea	516	19	30	565
Indonesia	49	33	3	85
Taiwan	42	19	6	67
Vietnam	27	20	0	47
India	20	14	0	34
Hong Kong	13	8	0	21
Malaysia	18	1	0	19
Myanmar	13	3	0	16
Thailand	3	11	1	15
Bangladesh	5	7	0	12
Singapore	7	1	1	9
Cambodia	1	7	0	8
Tajikistan	0	8	0	8
Mongolia	5	3	0	8
Laos	0	8	0	8
Philippines	2	4	0	6
Nepal	1	4	0	5
Pakistan	1	4	0	5
Sri Lanka	1	3	0	4
Bhutan	0	4	0	4
Kazakhstan	1	0	0	1
Asia Subtotal	1,652	992	73	2,717
Afghanistan	0	11	0	11
Turkey	3	3	0	6
Israel	0	2	0	2
U.A.E.	1	0	0	1
Iran	1	0	0	1
Saudi Arabia	1	0	0	1
Bahrain	0	1	0	1
Middle East Subtotal	6	17	0	23

Conutry/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Gruduate		
Ghana	0	4	0	4
Nigeria	0	4	0	4
Egypt	0	3	0	3
Maldives	0	3	0	3
Uganda	1	1	0	2
South Africa	1	1	0	2
Algeria	0	1	0	1
Ethiopia	0	1	0	1
Cote d'Ivoire	0	1	0	1
Zimbabwe	0	1	0	1
Senegal	0	1	0	1
Madagascar	0	1	0	1
Mozambique	0	1	0	1
Rwanda	0	1	0	1
Lesotho	0	1	0	1
Africa Subtotal	2	25	0	27
U.S.A	33	15	34	82
Mexico	1	2	5	8
Canada	2	0	2	4
Peru	2	1	0	3
Guatemala	0	1	0	1
Colombia	0	1	0	1
Paraguay	1	0	0	1
Belize	0	1	0	1
Honduras	0	1	0	1
North America & South America Subtotal	39	22	41	102
Australia	13	0	11	24
New Zealand	0	0	1	1
Oceania Subtotal	13	0	12	25
U.K.	4	2	12	18
Italy	0	4	9	13

Conutry/Area	Degree-Seeking Students		Non-Degree Exchange Program Students	Total
	Under graduate	Gruduate		
Spain	1	2	10	13
Germany	1	1	11	13
Kyrgyz	0	12	0	12
Norway	1	3	6	10
France	2	1	7	10
Uzbekistan	2	7	0	9
Denmark	0	0	5	5
Netherlands	0	1	3	4
Sweden	0	1	3	4
Bulgaria	0	2	1	3
Switzerland	2	0	0	2
Czech	0	0	2	2
Hungary	0	1	1	2
Poland	0	1	1	2
Lithuania	1	0	1	2
Romania	0	0	2	2
Russian	0	2	0	2
Ireland	0	0	1	1
Albania	0	1	0	1
Slovak	0	0	1	1
Slovenia	0	1	0	1
Finland	0	0	1	1
Belarus	0	0	1	1
Europe Subtotal	14	42	78	134
Total	1,726	1,098	204	3,028
Kinugasa Campus	592	337	175	1,104
Biwako-Kusatsu Campus	665	433	8	1,106
Osaka Ibaraki Campus	469	327	21	817
Suzaku Campus	0	1	0	1

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

Ritsumeikan Asia Pacific University International Students

(Unit: Number of Persons)

Country / Area	Under graduate	Graduate	Non-Degree Students	Total
South Korea	405	2	3	410
Indonesia	375	18	0	393
China	348	15	19	382
Thailand	223	10	3	236
Vietnam	204	13	0	217
Myanmar	120	14	0	134
Bangladesh	108	20	0	128
Taiwan	88	0	9	97
India	61	8	0	69
Mongolia	54	2	0	56
Sri Lanka	36	10	0	46
Nepal	39	2	0	41
Malaysia	33	0	0	33
Philippines	22	3	1	26
Cambodia	14	3	0	17
Pakistan	10	7	0	17
Singapore	9	0	1	10
Laos	1	4	0	5
Timor-Leste	0	3	0	3
Brunei	0	0	2	2
Bhutan	1	0	0	1
Asia Subtotal	2,151	134	38	2,323
Afghanistan	0	6	0	6
Iran	3	2	0	5
Syrian	1	1	0	2
Jordan	0	1	0	1
Iraq	1	0	0	1
Lebanon	0	0	1	1
Israel	1	0	0	1
Middle East Subtotal	6	10	1	17
Egypt	1	2	10	13
Kenya	10	3	0	13
Nigeria	4	7	0	11
Liberia	7	2	0	9
South Africa	4	2	0	6
Tanzania	2	4	0	6
Morocco	3	1	1	5
Ghana	1	4	0	5
Uganda	3	2	0	5

Country / Area	Under graduate	Graduate	Non-Degree Students	Total
Botswana	2	0	2	4
Rwanda	4	0	0	4
Gambia	1	3	0	4
Ethiopia	1	2	0	3
Lesotho	2	1	0	3
Malawi	1	2	0	3
Somalia	2	1	0	3
Zimbabwe	2	1	0	3
Eswatini	0	2	0	2
Cote d'Ivoire	2	0	0	2
Mozambique	1	1	0	2
Tunisia	0	0	2	2
Burkina Faso	1	0	0	1
Gabonese	0	1	0	1
Mauritius	1	0	0	1
Senegal	0	1	0	1
Seychelles	0	1	0	1
Sierra Leone	1	0	0	1
South Sudan	1	0	0	1
Sudan	1	0	0	1
Zambia	1	0	0	1
Africa Subtotal	59	43	15	117
U.S.A	40	5	16	61
Canada	7	1	9	17
Mexico	5	2	1	8
Colombia	3	1	0	4
Brazil	3	0	0	3
Ecuador	3	0	0	3
Peru	1	2	0	3
Bolivia	2	0	0	2
Argentine	0	0	1	1
Jamaica	0	1	0	1
Chile	0	1	0	1
Costa Rica	1	0	0	1
Haiti	1	0	0	1
Paraguay	1	0	0	1
North America & South America Subtotal	67	13	27	107
Australia	6	0	1	7

Country / Area	Under graduate	Graduate	Non-Degree Students	Total
Papua New Guinea	1	3	0	4
Fiji	1	3	0	4
Micronesia	3	0	0	3
Solomon	2	1	0	3
Samoa	1	1	0	2
Tonga	1	1	0	2
Palau	1	0	0	1
Marshall	1	0	0	1
Oceania Subtotal	17	9	1	27
France	24	1	16	41
Uzbekistan	35	4	0	39
Norway	5	0	8	13
U.K.	4	1	8	13
Germany	6	2	3	11
Italy	1	4	4	9
Finland	5	1	2	8
Denmark	5	2	0	7
Tajikistan	0	6	0	6
Netherlands	3	1	1	5
Czech	3	0	1	4
Switzerland	1	1	2	4
Kyrgyz	1	2	0	3
Austria	2	0	1	3
Kazakhstan	3	0	0	3
Lithuania	0	0	3	3
Azerbaijan	0	0	2	2
Belarus	1	0	1	2
Latvia	2	0	0	2
Russian	1	1	0	2
Ukraine	2	0	0	2
Greece	0	0	1	1
Sweden	1	0	0	1
Cyprus	1	0	0	1
Romania	0	1	0	1
Europe Subtotal	106	27	53	186
International Students	2,406	236	135	2,777
Domestic Students	3,150	4	45	3,199
Total	5,556	240	180	5,976

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

5. Number of Degrees Granted (as of March 31, 2024)

	Degree	Number
Ritsumeikan University Graduate School	Doctoral	129
	Master's	1,198
	Professional	134

	Degree	Number
Ritsumeikan Asia Pacific University Graduate School	Doctoral	16
	Master's	9

6. Number of Students Passing Difficult Examinations (as of 2023)

Career-Track Examination for National Public Servants

Rank	University	Number
1	University of Tokyo	193
2	Kyoto University	118
3	Hokkaido University	97
4	Waseda University	96
5	**Ritsumeikan University**	**78**
6	Tohoku University	70
7	Chuo University	68
8	Okayama University	55
9	Kyushu University	51
9	Keio University	51

(National Personnel Authority announcement)

Bar Examination

Rank	University	Number
1	Kyoto University	188
2	Keio University	186
2	University of Tokyo	186
4	Waseda University	174
5	Hitotsubashi University	121
6	Chuo University	90
7	Osaka University	78
8	Kobe University	71
9	Nagoya University	42
10	Doshisha University	29
10	Meiji University	29
15	**Ritsumeikan University**	**20**

(Ministry of Justice announcement)

Certified Public Accountant Examination (Japan)

Rank	University	Number
1	Keio University	165
2	Waseda University	128
3	Meiji University	101
4	University of Tokyo	56
4	Doshisha University	56
6	Chuo University	55
7	Kyoto University	50
8	Kobe University	44
9	**Ritsumeikan University**	**38**
9	Hitotsubashi University	38
9	Hosei University	38

(Mitakai survey of CPAs)

7. Post-graduation Career Paths (as of March 31, 2023)
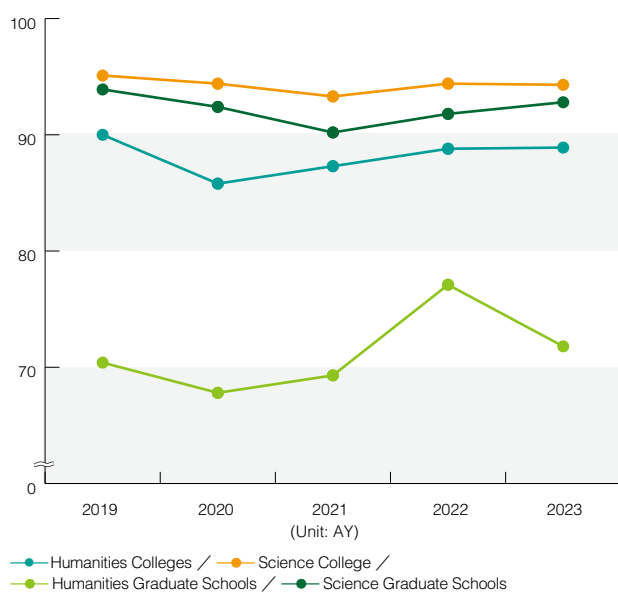
Ritsumeikan University / Advancement Rate

(Unit: %)

	2019	2020	2021	2022	2023
Humanities Colleges	90.0	85.8	87.3	88.8	88.9
Science Colleges	95.1	94.4	93.3	94.4	94.3
Humanities Graduate Schools	70.4	67.8	69.3	77.1	71.8
Science Graduate Schools	93.9	92.4	90.2	91.8	92.8

*Advancement Rate = (Job Placement + Advancement) ÷ No. of Graduates × 100.
*The Number of Graduates Includes Spring Semester and Accelerated Program Graduates.
*Successful hires: This figure refers to individuals who were successfully hired (as a private company employee, public servant, or faculty member), students who continue to work (e.g., adult learners), sole proprietors, students who sign professional contracts, freelancers, entrepreneurs, and students with prospective employment.
*Advancement: This refers to advancement to graduate schools in Japan, universities or graduate schools in other countries, other universities and other post-secondary schools.

Ritsumeikan University / Known Advancement Rate

(Unit: %)

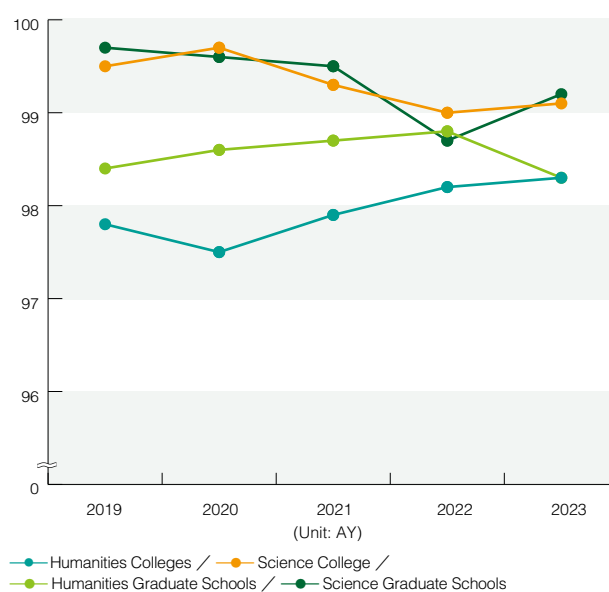|	2019	2020	2021	2022	2023
Humanities Colleges	97.8	97.5	97.9	98.2	98.3
Science Colleges	99.5	99.7	99.3	99.0	99.1
Humanities Graduate Schools	98.4	98.6	98.7	98.8	98.3
Science Graduate Schools	99.7	99.6	99.5	98.7	99.2

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

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

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

Ritsumeikan Asia Pacific University / Job Placement Rate

(Unit: %)

	2023
Overall	89.8
Domestic Students	95.1
International Students	82.6

*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.
*Since the method for calculating the employment decision rate was changed in AY2023, only the figures for this academic year are shown.
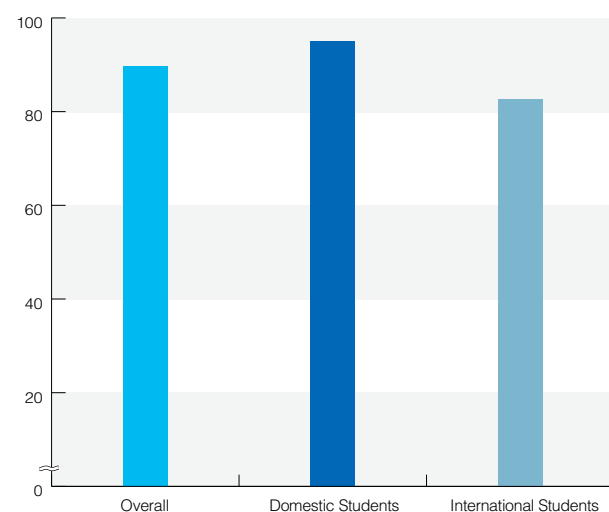
Ritsumeikan University / Job placement statistics by industry

| Industry	Ratio
Manufacturing	24.1%
Distribution	11.3%
Finance	10.2%
Service	38.4%
Mass Communication	3.4%
Public Servant	8.6%
Faculty Member	1.8%
Others	2.0%

*Includes September 2023 and March 2024 graduates.
*"Other" includes students who continue to work (e.g., adult learners), sole proprietors, students who sign professional contracts, freelancers, entrepreneurs, and students with prospective employment whose industries are unclear.
*About the type of industry classification, I classify it by this school's original index.
*Because the ratio by industry is rounded off to the second decimal place, the total may not be 100%.
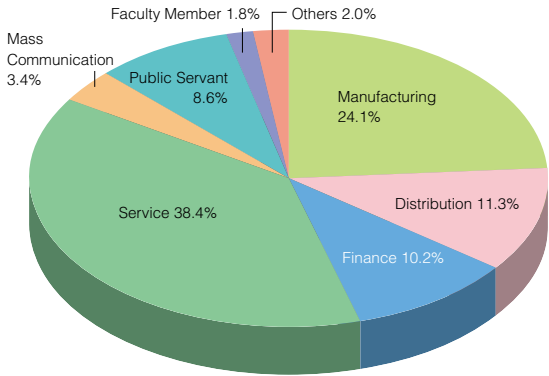
Ritsumeikan Asia Pacific University / Job placement statistics by industry

Industry	Ratio
Manufacturing	10.3%
Distribution	11.1%
Finance	6.1%
Service (Include telecommunication industry and Mass communication.)	53.4%
Public Servant	2.9%
Others	16.2%

*Includes September 2023 and March 2024 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%.
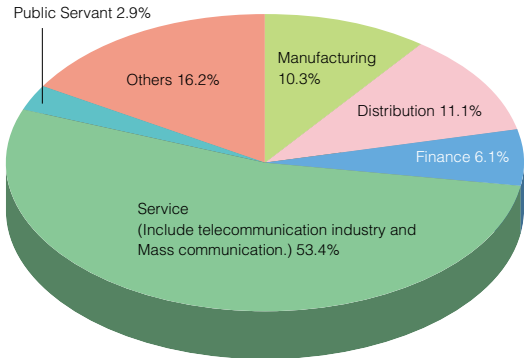
8. Research Funds (as of March 31, 2024)

Ritsumeikan University

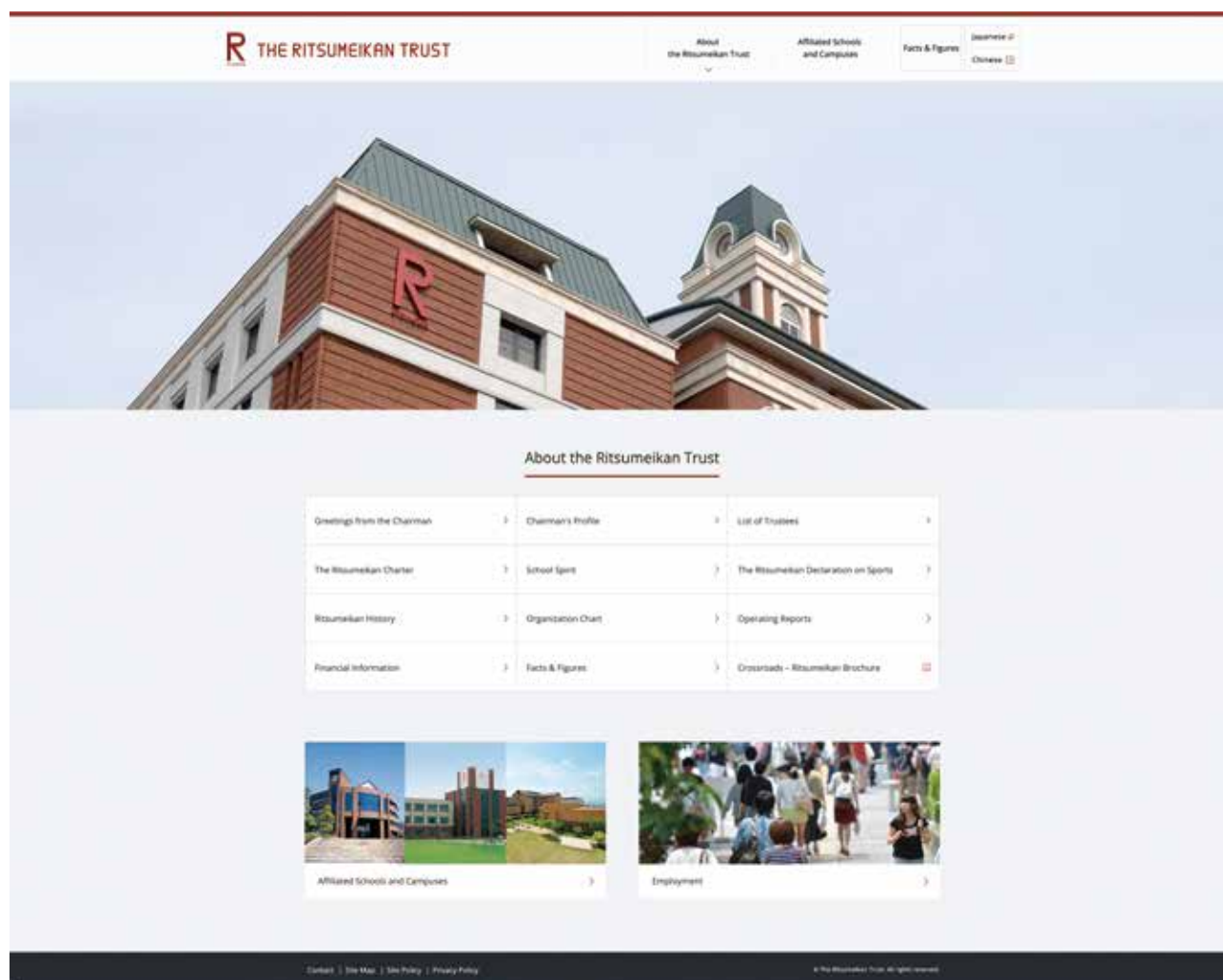| 2023 Academic Year		Number	Amount(JPY)
Public Research Funding	Grants-in-Aid for Scientific Research (MEXT / JSPS) [1]	755	1,499,456,586
	Other Public Research Funding[2]	151	4,864,410,103
Research Funding for Industry-Academia Cooperation	Contracted Research	199	261,223,941
	Joint research	144	260,985,822
	Grants and Subsidies etc.	94	106,132,120
	Private Research Founding	111	242,899,891
	Revenue from Patents etc[3]	28	8,242,150
	Other revenue[4]	192	12,603,200
Total		1,674	7,255,953,813

*1: Including the Grant-in-Aid for JSPS Fellows and the Fund for the Promotion of Joint International Research (Fostering Joint International Research).
    This also includes a special exception for the extension of the grant period for Grants-in-Aid for Scientific Research due to the impact of the COVID-19 pandemic.
*2: Includes Project for the Development of Facilities for Industry-University-Government Collaboration and Joint Research through Cooperation among Regional Core and Distinctive Research Universities (MEXT), Project for the Development of Incubation and Industry-Academia Fusion Centers at Core Regional Universities (METI), Support for Pioneering Research Initiated by the Next Generation (JST), Project for Establishing University Fellowships for the Creation of Innovation in Science and Technology (JST), Research Fellowship for Young Scientists (JSPS), Project for Strengthening the Environment for Innovation Creation at Core Regional Universities (Cabinet Office), and other subsidy programs.
*3: Royalties, Licensing and Transfer Fees.
*4: Revenue from Research Consortium Membership Dues, Rental Fee for SR Center by Non-university Personnel.

Regarding the disclosure of information on our homepage

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

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