

**Results for Certified Evaluation and Accreditation for
Professional Graduate Business School**

**Ritsumeikan University
Graduate School of Management, Major in Management**



Basic Information of the Institution	
Ownership: Private	Location: Kyoto, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2031)	

Certified Evaluation and Accreditation Results for Ritsumeikan University Graduate School of Management, Major in Management

Ritsumeikan University Graduate School of Management Major in Management (hereinafter, the “Program”) has established the distinctive purpose of “fostering human resources who will contribute to the sustainable development of Japan and the world as leaders who create businesses in corporate management in accordance with the Ritsumeikan Charter”, and relates this purpose to the University’s founding spirit and educational philosophy. To realize this purpose, the Program formulated the “first half of the R2030 Plan (AY2021–2025)” in 2021, identifying five strategic challenges and dividing the planning period into two phases (AY2021–2022 and AY2023–2025), and translating each strategic challenge into concrete annual action plans that are being steadily implemented. To achieve its vision, the Program has established the Ritsumeikan Business School (RBS) Business Creation Linkage (R-BizLink) as a social implementation hub and is developing distinctive initiatives there. This is commendable as one of the Program’s distinctive features.

To realize the aim of fostering “leaders who create businesses,” the Program’s curriculum systematically and progressively arranges its courses as core subjects, elective subjects, practical training subjects, and seminar subjects. It also prepares a curriculum map that clearly shows the relationship between the five learning goals (LGs) set out in its degree award policy (diploma policy) and the eight learning objectives (LOs) set out in its curriculum design and implementation policy (curriculum policy). As for educational methods, the Program enables students with outside responsibilities such as work, childcare, or caregiving to attend classes online, thereby offering flexible learning opportunities tailored to the circumstances of students from diverse backgrounds as one of the Program’s distinctive features. In addition, the Program has introduced an academic advisor system, under which faculty members provide meticulous course registration and learning support to all students, thereby ensuring the quality of learning—another of the Program’s commendable features. Furthermore, the Program discloses to students the faculty members’ reflections and feedback on course content and teaching methods based on the results of student questionnaires. It also collects student opinions through various channels, such as end-of-term reflection sheets and graduation surveys, and actively incorporates them into educational improvements—a practice worthy of recognition.

The alumni association holds not only general meetings but also multiple research workshops attended by current students and faculty members. It supports the continuous learning of alumni by providing access to university libraries, the auditing student system,

assistance with academic conference presentations, and other means. By offering diverse support for alumni activities and lifelong learning and thereby contributing to the strengthening of professional networks, research capabilities, and more, the Program fully demonstrates its social function as a professional graduate school—one of its distinctive features.

On the other hand, the following issues have been identified.

First, with many students in the Career Development Track having limited work experience, practical subjects aligned with the goal of fostering highly specialized professionals should be further strengthened, with internships and similar initiatives utilized to a greater extent. In addition, some courses have extremely low enrollment, making lively discussions difficult; from the perspective of providing effective education, it is desirable to review the number of courses offered and to explore improvements in delivery formats, among other measures. Given the Program's ongoing under-enrollment, steps toward improvement should be taken in the form of appropriate quota management.

Furthermore, in light of the graduate school's purpose and the strategic challenges set out in the "first half of the R2030 Plan (AY2021–2025)," it is necessary to clarify the policy for organizing the faculty. With regard to faculty, the high average age of faculty members and the low proportion of female faculty members make it desirable for the Program to develop a human-resources strategy that considers generational renewal and gender balance from the perspectives of organizational sustainability and diversity. To strengthen its research capabilities, the Program is also expected to conduct a detailed analysis of issues in the research support system and implement effective measures. Regarding under-enrollment in the Management Development Track, initiatives such as the introduction of a student-led admission advisor system have already begun. It is expected that the Program will verify the outcomes of these efforts and strive for further improvements.

To address these issues, it is hoped that the Program will fully utilize the results of this certified evaluation and accreditation for professional graduate business schools to continue conducting self-study activities with a view to improvement, strengthen its quality assurance and enhancement of education, and further develop its distinctive features.