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2015年3月26日

関西学院大学
学長 村田 治 殿

「経営分野認証評価」の審査結果について（通知）

一般社団法人 ABEST21
理事長 伊藤 文雄



拝啓 陽春の候、ますますご清祥のこととお慶び申し上げます。平素より ABEST21 認証評価活動に格別のご高配を賜り、誠に有難く感謝申し上げます。

貴校大学院経営戦略研究科経営戦略専攻より申請のありました経営分野認証評価につきまして慎重に審議しました結果、本教育プログラムは一般社団法人 ABEST21 が定める経営分野専門職大学院評価基準に「適合」し、改善すべき課題の履行により教育研究の質維持向上が十分に期待でき、非常に優れている教育プログラムであると認定します。認定期間は 2015 年 4 月 1 日より 2020 年 3 月 31 日までの 5 年間です。詳細につきましては別送の認証評価審査結果報告書をご参照いただきたく願申し上げます。

敬具

ABEST21 Accreditation Review Report

for

**Institute of Business and Accounting,
Kwansei Gakuin University, Japan**



March, 2015

ABEST21

**THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP FOR
TOMORROW, a 21st century organization**

Foreword

The mission of a business school is to nurture world-class management professionals who can compete in the age of advanced technology, social, economic, and cultural globalization, and accelerated computerization. To achieve the mission, it is indispensable to develop an educational system at an internationally recognized level, accompanied by educational quality assurance. Accreditation by a third party must ensure not only the educational quality that the school is expected to achieve, but also ensure educational quality enhancement to the stakeholders of the school.

ABEST21 was founded on July 1, 2005, as an accreditation institution aiming to nurture world-class management professionals and enhance the quality of management education at business schools in the age of globalization. So, in accrediting business schools, ABEST21 has been involved in not only the quality assurance of education but in building the educational system which will be the basis for enhancement of educational quality in response to the change of environment. ABEST21 has assessed the quality of educational and research activities of the business schools in a fair and objective manner. In addition, we have recognized our responsibility for supporting the establishment of the educational system which provides enhancement of educational quality through promotion of PDCA cycle operation toward the future development.

In order to achieve the aim of accreditation as above, we have conducted accreditation on educational and research activities based on the following viewpoints:

- 1) Positive reviews which enhance the distinctive features of management education at the School
- 2) Active reviews which promote globalization of the School
- 3) Active reviews which enhance the quality of educational and research activities of the School
- 4) Social reviews to meet the needs of the School's stakeholders.

Based on these viewpoints, we ratified accreditations for all 8 schools on March 5, 2015. The accredited schools for fiscal 2014 are:

- Faculty of Economics and Business, Universitas Diponegoro, Indonesia
- Graduate School of Innovation & Technology Management, Yamaguchi University, Japan
- Institute of Business and Accounting, Kwansai Gakuin University, Japan
- Arshad Ayub Graduate Business School, Universiti Teknologi MARA, Malaysia
- Graduate School of Business, Universiti Kebangsaan Malaysia, Malaysia
- Putra Business School, Universiti Putra Malaysia, Malaysia
- Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia, Malaysia
- Faculty of Business, Economics and Communications, Naresuan University, Thailand.

On this occasion, I would like to express our deepest appreciation and gratitude to our members of the Peer Review Teams, the Peer Review Committee, the Accreditation Committee, and the School staff members for all their unending support in conducting the peer review of the quality of management education at the business schools in the age of globalization.

Fumio Itoh, President
ABEST21
15 May 2015

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I. The Peer Review

1. Management Accreditation Review Results

The School meets all or most standards. However, there seems to be a space for improvement, specifically concerning the Mission statement and Strategies, as well as the interconnection between the "Improvement Issues", "Improvement Initiatives" and "Action Plans".

"ABEST21 hereby certifies that the Institute of Business and Accounting, Kwansai Gakuin University, Japan, has generally met ABEST21 Management Accreditation Standards and the quality maintenance and improvement of education and research in its MBA Degree Programs are assessed as good. The School's KAIZEN plans are good and quality maintenance and prospects for the improvement of education and research are promising. Accreditation commences April 1, 2015 for a five-year period."

2. Good Practice in Management Education

1) Uniqueness in the School's Educational Programs

Self-Check: In April 2014, the School expanded its Corporate Strategic Management Course by adding a sixth program, Public/Medical/University Management, to its lineup of Management, Marketing, Finance, Technology Management, and Entrepreneurship programs. The School is expanding the three programs available in its International Management Course, Management, Marketing, and Finance. In addition, the quarter system, in which each year is divided into four academic periods, facilitates effective learning by enabling students to intensively study a single course over a short period of time. Furthermore, the School offers intensive class periods in the summer and winter, and it has taken measures to accommodate working adult students in the Corporate Strategic Management Course—for example, by offering classes on weekday evenings and weekends. To complete their course, students must complete compulsory classes and accumulate 44 credits in addition to fulfilling the prescribed requirements.

The Corporate Strategic Management Course lectures take place at the Osaka Umeda Campus, which is conveniently located in a central business district of Osaka. The International Management Course lectures are held at both the Osaka Umeda Campus and the Nishinomiya Uegahara Campus, which boasts an excellent learning environment and one of the largest university libraries in Japan.

2) Good Practice in Management Education

PRT Comments:

The primary commendable feature of the School is its emphasis on the practical education, which is supported by the proportion of the practice-based faculty to the academic faculty. This definitely qualifies as a very good practice. The curriculum structure can be also classified as a good practice in management education. Another commendable feature of the School is its firm intent to maintain small class sizes, which is indeed conducive to a higher quality of education and higher student satisfaction.

3. Matters to be noted

The School appears to have a governance issue which might prevent it from developing a clear strategy. Currently the Business School is a part of the Institute of Business and Accounting (IBA). IBA incorporates two professional graduate schools: the Business School and the

Accounting School. These two schools are very different in many respects, including the potential for internationalization. Since internationalization and attracting more foreign students is a top priority for the Business School and Kwansei Gakuin University as a whole, we suggest reforming the IBA into the Business School consisting of two departments – accounting and business. This will balance the decision-making power and gear it towards the international perspective and the MBA education for working professionals and managers, putting internationalization on the list of the top priorities of this reformed unit.

II. The Accreditation Plan

1. The School's History and Profile

1) Higher Education in Japan

(1) School system

In Japan, higher education starts upon completion of a total of 12 years of primary education (6 years in elementary school) and secondary education (three years respectively in both lower and upper secondary schools). Japanese higher education institutions include universities awarding bachelor's, master's, doctor's and professional degrees, junior colleges awarding associate's degree, and colleges of technology, where lower secondary school graduates are admitted and receive practical and creative completion education throughout a five-year period, and specialized training colleges (specialized schools) which offer specialized courses for the purpose of developing professional or practical abilities or to foster culture.

Figure 1. Organization of the School System in Japan

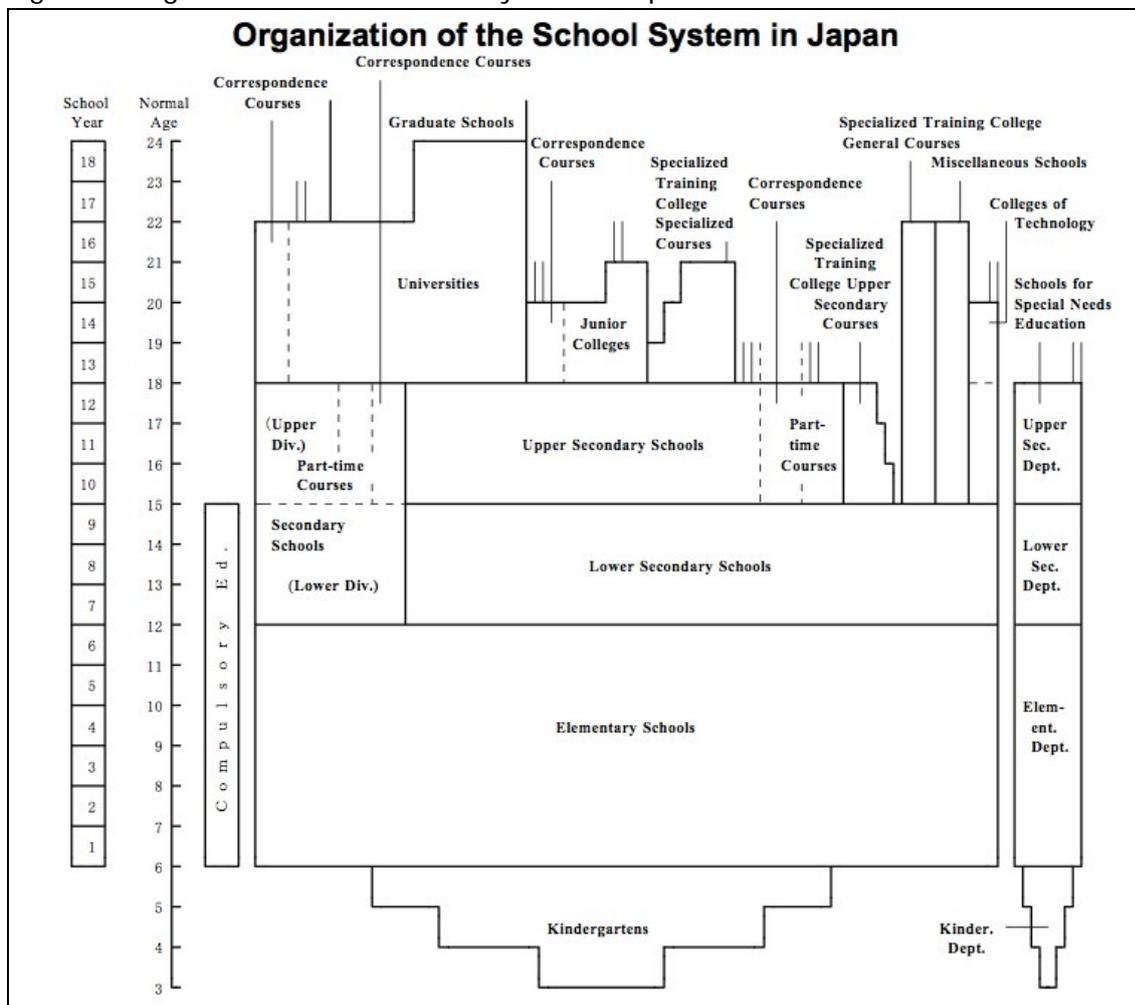


Table 1. Academic degrees awarded by higher education institutions and the standard periods required to obtain such degree

University	Bachelor's degree	Four years
Graduate School	Master's degree	Two years

	Doctor's degree	Five years
	Professional degree	Two years
Junior College	Associate's degree	Two or three years

※Of undergraduate courses, the standard period of those of medicine, dental surgery, pharmacy to nurture pharmacists, and veterinary science is six years, while the standard period of doctoral courses based on such undergraduate courses is four years.

Table 2. Degrees awarded by higher education institutions and standard periods required to obtain such degrees

College of Technology	Associate's degree	Five years
Specialized School	Specialist's degree	Two or three years
	High-level specialist's degree	Four years

※Degrees of specialist and high-level specialist shall be given to graduates of specialized schools that can meet certain standards designated by the Minister of Education, Culture, Sports, Science and Technology.

(2) Percentage of students enrolling in higher education institutions

In Japan, the percentage of 18-year-old population bracket students enrolling in universities and junior colleges has steadily increased since the Second World War to exceed 50% as of now. If the percentages of students enrolling in colleges of technology and specialized schools are added, the total percentage exceeds 70%. Judging from this situation, it is assumed that Japan has already entered the stage of universal access to higher education.

(3) Establishment type and number of higher education institutions

In Japan, universities are divided into following three categories by its founding basis: national universities, which were originally established by the Japanese Government (currently established by national university corporations), public universities, which are established by local public entities or public university corporations, and private universities, which are established by educational corporations.

Both national government and local governments are members of the public sector. However, while a national government represents the nation itself and is managed under the single national rule, local governments are responsible for certain areas, and provide basic services for people living there, responding to voices and situation of the local residents.

As for the system of school corporations, the system aims to assign a specific corporative status to any specific individual or organization attempting to manage a regular school. This system aims to render soundness to the management body of such individual or organization. Corporations shall prevent school management from being exploited for the arbitrariness, interests and personal gain of a selected few, and shall possess the assets required for education, such as school premises and buildings, in order to provide stable and continuous school education to enrich and improve their educational conditions.

National universities, which have been established in all local prefectures as organizations targeting the improvement and well-balanced development of Japanese higher education and academic research, have played important role as local research centers etc. In addition, national universities have been reorganized as corporations since 2004, aiming to improve each university's independence and autonomy to enhance education and research activities.

Public universities, which have been established and managed by local public entities or public university corporations, have also played important roles in providing higher education opportunities to local people and as intellectual and cultural centers in the local community. Private universities have accounted for about 80% of all universities and have had about 80% of all university students on their registers. Each private university has promoted its own unique education and research activities based on the spiritual legacy of its foundation. They have played important roles both qualitatively and quantitatively, and have greatly contributed to the development of Japanese higher education. Presently, there are over 1,200 universities and colleges which have about 3.22 million students in Japan.

Table 3. Number of universities (As of May 1, 2011)

Category	Total	Universities	Of which:	Junior colleges	Colleges of technology	Specialized training colleges (with specialized courses)
			Universities with graduate schools			
Total	1,224	780	618	387	57	2,720
National	137	86	86	0	51	9
Public	122	95	75	24	3	185
Private	965	599	457	363	3	2,526

Source: FY 2011 Quick Report of School Basic Survey

Table 4. Number of students (As of May 1, 2011)

Category	Total	Graduate school	Subtotal	Universities	Junior colleges	Higher technical colleges	Correspondence education
				(Undergraduate)	(Regular Course)	(Fourth and fifth years)	
Total	3,200,199	272,451	2,736,439	2,569,716	145,045	21,678	191,309
National	628,148	157,864	470,284	450,834	0	19,450	
Public	150,589	16,463	134,126	124,502	8,159	1,465	
Private	2,421,462	98,124	2,132,029	1,994,380	136,886	763	191,309

Source: FY2011 Quick Report of School Basic Survey (excluding "major course" and "other courses" students.)

(Source: Ministry of Education, Culture, Sports, Science and Technology, "Higher Education in Japan", <<http://www.mext.go.jp/english/highered/1302653.htm>>)

2) Kwansei Gakuin

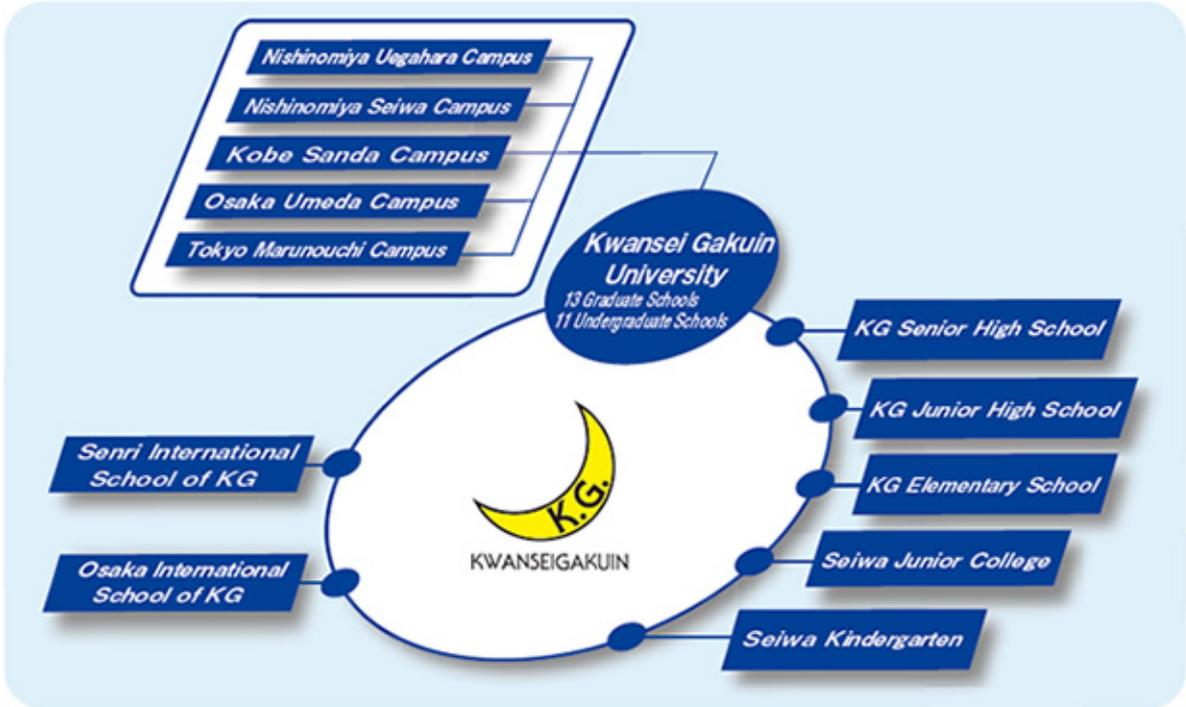
Kwansei Gakuin was founded in 1889 in Kobe, Japan by Dr. Walter Russell Lambuth (later

Bishop), a missionary of the Methodist Episcopal Church, South, USA. It was intended to be a small private institution with 2 departments, a theological school and a middle school. In 1910 the Canadian Methodist Church and the Japanese Methodist Church joined in the operation, and Kwansei Gakuin could open a strong college with literary and commercial courses in 1912. In 1929 a growing Kwansei Gakuin moved to the rural farmland which is the site of the present campus in Nishinomiya Uegahara. 3 years later, it acquired the status of a full degree-granting university and continued as one of 54 such institutions in Japan until the end of World War II. In 1948, the University embraced the new 6-3-3-4 school system (6 years in elementary school, 3 in junior high, 3 in senior high, and 4 in college), based upon the American educational framework.

Throughout its history, Kwansei Gakuin has had a strong international emphasis. A variety of programs aim to develop internationally-minded people who understand other cultures and countries of the world, being motivated to help others in the spirit of the school's motto, "Mastery for Service."

Kwansei Gakuin's school motto, "Mastery for Service," was proposed by the Canadian missionary Dr. C.J.L Bates (1877-1963) who was the fourth Chancellor. Since being first introduced in 1912, it continues to be repeated to the present day as a truly descriptive expression of Kwansei Gakuin's stance. A "Master" usually means someone who directs or commands others, but at our school, it means a person who, in terms of humanity, learning, and daily life, has an accomplished character, or as Dr. Bates said, is a "Self-Master." From that base, "service" is understood, in the School's Christian context, as "service to God," the starting point for a life dedicated to serving neighbors, society, and others. A way of life that is devoted to creating a better world by utilizing one's inalienable gifts is the ideal that we members of Kwansei Gakuin continue to seek.

Figure 2. Kwansei Gakuin Educational Foundation



Kwansei Gakuin University is now an independent co-educational institution for higher education, offering Bachelor's, Master's, and Ph.D. degrees in over 35 different disciplines to a student body of approximately 24,500. The University maintains academic standards that rank among the highest of all Japanese universities and colleges. The Nishinomiya Uegahara and Seiwa Campuses are located in the city of Nishinomiya, a residential city of 486,000 and situated between the cities of Osaka and Kobe. The Nishinomiya Uegahara campus houses eight of the eleven undergraduate schools, nine graduate schools and two independent professional graduate schools. The Nishinomiya Seiwa campus opened in 2009 holds the School of Education. There are 11 undergraduate and 14 graduate schools as well as an attached Kindergarten, Elementary School, Junior and Senior High Schools, Seiwa College and Seiwa Junior College.

Table 5. Kwansei Gakuin University's Schools

Undergraduate Schools	Graduate Schools
School of Theology	Graduate School of Theology
School of Humanities	Graduate School of Humanities
School of Sociology	Graduate School of Sociology
School of Law and Politics	Graduate School of Law and Politics
School of Economics	Graduate School of Economics
School of Business and Administration	Graduate School of Business and Administration
School of Science and Technology	Graduate School of Science and Technology
School of Policy Studies	Graduate School of Policy Studies
School of Human Welfare Studies	Graduate School of School of Human Welfare Studies
School of Education	Graduate School of Education
School of International Studies	Graduate School of International Studies
/	Graduate School of Language, Communication, and Culture
	Law School
	Institute of Business and Accounting

3) The Business School

The Business School, which is a part of Kwansei Gakuin University's Institute of Business and Accounting, was established in April 2005; however, its roots can be traced to the Management Course, which was offered by the Graduate School of Business Administration starting in April 1992. The Management Course offered working adults the opportunity to attend classes in the evening and on weekends over a period of two years. Since its establishment, the course has focused on enabling working adults to continue their education—for example, through providing extension classrooms at the Osaka Umeda Campus—at an early stage of its development. In its first year, the course accepted approximately 25 students, and gradually increased the number to 35 by 2004, by which time, 13 groups of students had completed the course.

The University then examined the possibility of establishing a Business School as a means of extending its Management Course, and in April 2003, a planning committee was established to oversee its inauguration. In addition, it was decided that the Business School's framework be

akin to a “professional graduate school,” rather than as a regular graduate school, and efforts were undertaken to increase the number of practice-based faculty and enhance the curriculum and physical facilities. Two enrollment periods were established, providing students with an option to begin studying either in spring or in fall and opening its doors to 100 students per year. The year 2014 marks the School's tenth year of accepting new students.

2. The School's Mission Statement

The School established its educational principles, objectives, and goals under Kwansei Gakuin University's missions, which are to impart knowledge based on Christian principles over a wide area, provide in-depth education and research opportunities in the arts and sciences, and enlighten the individual.

1) Principle

Europe and North America have business schools to train individuals who are involved in management as specialists, and there are many such schools in Asian countries too. There is a high expectation for the Japanese version of this business school, and there are increasing needs for graduate schools where students can study business scientifically and objectively, and can be educated based on the insight of specialists. This trend is associated with the globalization of Japanese enterprises and human resources, and this need is an ongoing issue of high priority for Japanese companies. In order to respond to this request, the Institute of Business and Accounting's principle for establishment is “integration of Japanese and global management styles at a highly professional level.”

2) Objectives

The objective of the Corporate Strategic Management Course is to train specialists to meet the challenges of globalized business environments in Japanese enterprises, by providing coursework and practical exercises, such as “Individual Research”, during weekday evenings and weekends to businesspersons who are currently employed. The objective of the International Management Course is to provide persons who seek to work overseas with the business knowledge and ability to do business in a foreign language, especially in English. Therefore, both the Corporate Strategic Management Course and International Management Course offer an MBA degree that meets global standards, and they aim to cultivate in students the skills they will use in actual business situations that involve decision making by focusing on case studies and group work.

3) Goals

The specialists trained in the Business School are expected to be global businesspersons who have a high sense of professional ethics as advanced specialists. The School therefore focuses on developing in students the skills that will help them make use of expert scientific knowledge, and it assigns classes on corporate ethics to all students as a compulsory subject. In particular, the Corporate Strategic Management Course aims to strengthen students' abilities to identify and solve problems that are strongly connected to their current business, or based on their own work experience, instead of simply aiming for a theoretical understanding. The International Management Course aims to enhance the foreign language skills, business knowledge, and application skills that will enable students to take a leading role in global business. Another one of the School's goals is to provide practical education that raises the awareness of employment opportunities for new university graduates accepted into the

School.

In addition, "education and research objectives concerning the development of human resources and other education and research objectives" are defined as follows in the Kwansei Gakuin University Professional Graduate School Regulations.

The School will "nurture businesspersons with a high sense of professional ethics based on the founding spirit of Kwansei Gakuin and with the capacity to engage in business on an international level." The School offers the Corporate Strategic Management Course and the International Management Course. The Corporate Strategic Management Course aims to train specialists to meet the challenges of globalized business environments in Japanese enterprises. The International Management Course aims at fostering both the business acumen and the ability to conduct business in English.

3. The School's Strategies

In April 2005, the Institute of Business and Accounting established its educational principles, objectives, and goals based on the overall missions of Kwansei Gakuin, which are to impart knowledge based on Christian principles over a wide area, provide in-depth education and research opportunities in the arts and sciences, and enlighten the individual. The School aims to train businesspersons possessing high level of specialized knowledge in response to the globalization of Japanese enterprises, based on the Institute of Business and Accounting's goal of establishing "integration of Japanese and global management styles at a highly professional level."

To "nurture businesspersons with a high sense of professional ethics based on the founding spirit of Kwansei Gakuin and with the capacity to engage in business on an international level," both courses require that students attend compulsory classes on business ethics. In addition, the Corporate Strategic Management Course contains the required class on English Communication, and all International Management Course classes are conducted in English.

A majority of students from the International Management Course are international students and those of the Corporate Strategic Management Course have extensive practical work experience. Thus, the School has established "hybrid" classes with the aim of developing in students the ability to communicate specialized knowledge on the global level, where students in these programs work together to discuss business issues in English. In addition, to prepare students for the age of globalization, the School offers classes in "International Business," "International Marketing," "Cross-Cultural Management," "International Management," "International Marketing Practice," and "International Accounting."

Furthermore, the School is committed to providing practical education, and it employs experts who are at the forefront of the business world as practice-based faculty. At the same time, the School also pays close attention to the latest theoretical trends and invests effort in educating its students in business theory. In the compulsory "Individual Research" classes, students research on a chosen topic and investigate and analyze contemporary business issues, which leads to their acquiring in-depth knowledge and developing the ability to tackle practical problems.

PRT Comments:

ABEST21 standards require that the School should develop a vision and analyze the external (opportunities and threats) and internal (strengths and weaknesses) environmental factors to create the strategy to achieve its vision. It is not evident from either SER or the On-Site

Interview that this is done by the School.

4. The School's Educational Programs and the Scope of Accreditation

1) The School's Educational Programs

The educational programs of the Business School have been established in accordance with the School's goal of "nurtur[ing] businesspersons with a high sense of professional ethics as advanced specialists who can successfully engage in business on the global stage." The School provides a superior MBA program through its two courses: the Corporate Strategic Management Course, which targets part-time working adult students, and the International Management Course, an all-English course for full-time students. In pursuit of Kwasei Gakuin's school motto, "Mastery for Service," the School has placed emphasis on fostering ethical values by establishing compulsory business ethics classes in both the Corporate Strategic Management Course and the International Management Course.

2) The Scope of Accreditation

The subject of this accreditation—the Business School—offers two courses, the Corporate Strategic Management Course and the International Management Course. There are six and three programs in Corporate Strategic Management Course and the International Management Course, respectively. Students enroll in one of the two courses, in which they deepen their expertise and develop their necessary abilities as highly specialized professionals. In addition, all classes have been classified into Core, Basic, and Advanced categories to enable students to acquire the fundamental knowledge needed for management practice, to further develop this knowledge base, and to conduct in-depth research within their field of specialization, respectively. To successfully complete their course, students must master the ability to solve advanced problems and complete the compulsory "Individual Research" class.

III. PRT Comments to the Self-Check/Self-Evaluation Analysis

CHAPTER ONE: MISSION STATEMENT

Standard 1-MISSION STATEMENT

Basic Standard: "Any School which applies for management accreditation by ABEST21 (hereinafter called "the School") must define a mission statement for its educational and research activities that provides a framework for how decisions are made by the School's management."

1) Self-Check: The School established its educational principles, objectives, and goals under Kwansei Gakuin University's missions, which are to impart knowledge based on Christian principles over a wide area, provide in-depth education and research opportunities in the arts and sciences, and enlighten the individual.

1) Principle

Europe and North America have business schools to train individuals who are involved in management as specialists, and there are many such schools in Asian countries too. We have a high expectation for the Japanese version of this business school in our country, and there are increasing needs for graduate schools where students can study business scientifically and objectively, and can be educated based on the insight of specialists. This trend is associated with the globalization of Japanese enterprises and human resources, and this need is an ongoing issue of high priority for Japanese companies. In order to respond to this request, the Institute of Business and Accounting's principle for establishment is "integration of Japanese and global management styles at a highly professional level."

2) Objectives

The objective of the Corporate Strategic Management Course is to train specialists to meet the challenges of globalized business environments in Japanese enterprises, by providing coursework and practical exercises, such as Individual Research, during weekday evenings and weekends to business persons who are currently employed. The objective of the International Management Course is to provide persons who seek to work overseas with the business knowledge and ability to do business in a foreign language, especially in English. Therefore, our Corporate Strategic Management Course and International Management Course offer an MBA degree that meets global standards, and they aim to cultivate in students the skills they will use in actual business situations that involve decision making by focusing on case studies and group work.

3) Goals

The specialists trained in our business school are expected to be global businesspersons who have a high sense of professional ethics as advanced specialists. We therefore focus on developing in students the skills that will help them make use of expert scientific knowledge, and we assign classes on corporate ethics to all students as a compulsory subject. In particular, the Corporate Strategic Management Course aims to strengthen students' abilities to identify and solve problems that are strongly connected to their current business, or based on their own work experience, instead of simply aiming for a theoretical understanding. The International Management Course aims to enhance the foreign language skills, business knowledge, and application skills that will enable students to take a leading role in global business. Another one of our goals is to provide practical education that raises the awareness

of employment opportunities for new university graduates accepted into our School.

In addition, "education and research objectives concerning the development of human resources and other education and research objectives" are defined as follows in the Kwansei Gakuin University Professional Graduate School Regulations.

The School will "nurture businesspersons with a high sense of professional ethics based on the founding spirit of Kwansei Gakuin and with the capacity to engage in business on an international level."

To this end, the School offers the Corporate Strategic Management Course and the International Management Course. The Corporate Strategic Management Course aims to train specialists to meet the challenges of globalized business environments in Japanese enterprises. The International Management Course seeks to foster both the business acumen and the ability of students to conduct business in English.

2) Issues to be improved: The School's mission statement is in line with the basic standard; therefore, there are no problems related to the standard.

PRT Comments:

The School has a mission that focuses on professionalism, ethics and delivering value to the national and global business. The mission is developed in response to the trend of globalization of the Japanese companies and the needs of the students. However, when starting with the Kwansei University mission ("impart knowledge based on Christian principles over a wide area, provide in-depth education and research opportunities in the arts and sciences, and enlighten the individual"), the School further develops it into an educational Principle ("integration of Japanese and global management styles at a highly professional level"), omitting the formulation of the School's Mission per se. Even though the Principle described in the SER is very similar to the mission, the School may consider expanding it into a full School's Mission (and term it as such), integrating the School's values and purpose into the full Mission Statement. The Basic Standard is satisfied, but developing the detailed Mission Statement might be considered (as outlined below under the "Improvement Issues").

Detailed Standard 1: "The School must develop its mission statement with the aim of nurturing highly skilled professionals in management who are able to meet the needs of globalization."

1) Self-Check: The Business School's "education and research objective" for the Corporate Strategic Management Course is to "train specialists to meet the challenges of globalized business environments in Japanese enterprises." The objective for the International Management Course is to "provide persons who seek to work overseas with the business acumen as well as the ability to conduct business in English and other foreign languages." The School has therefore clearly stated its mission of training highly specialized professionals who can operate on the international stage.

2) Issues to be improved: The School's mission statement is in line with the detailed standard; therefore, there are no problems related to the standard.

PRT Comments:

Kwansei Gakuin University IBA BS specifies in its Principle that it aims to nurture ethical professionals basing on the insights coming from the specialists and (in the Corporate Strategic Management Course specifically) the students' own professional experience. The Principle also clearly states that the School aims to integrate Japanese and global management styles in response to the needs of the Japanese companies. The Detailed Standard is satisfied.

Detailed Standard 2: “The School’s mission statement must be a statement that reflects the views of its stakeholders.”

1) Self-Check: The opinions of stakeholders, such as enterprises, businesspersons, and external trustees, were incorporated into the Business School’s objectives for education and research when they were formulated at the time of establishing the Institute of Business and Accounting. The school listened to the stakeholders, who expressed their expectations for business schools in Japan, and adopted an “integration of Japanese and global management styles at a highly professional level” as the principle behind this institution. Furthermore, the School conducted a hearing to survey the needs of enterprises, and of individuals working within enterprises, before deciding to adopt “to train specialists to meet the challenges of globalized business environments in Japanese enterprises by offering coursework and practical exercises, such as a ‘Individual Research,’ on weekday evenings and weekends for businesspersons who are currently employed” as the objective for the Corporate Strategic Management Course.

In addition, the opinions of representatives of enterprises who sought highly specialized professionals with the ability to conduct business in English in globalized business environments was taken into consideration. Similarly, views of individuals who had a desire to acquire specialized knowledge for conducting business in English were also heard. These were then reflected in our decision to adopt the objective, “provid[ing] persons who seek to work overseas with the business acumen as well as the ability to conduct business in English and other foreign languages,” for the International Management Course.

2) Issues to be improved: The School’s mission statement is in line with the standard. The School will continue to listen to the stakeholders’ opinions through class evaluation questionnaires, group interviews with students, and the Advisory Board, which comprises representative directors of companies and graduates working in the field of business.

PRT Comments:

The School’s Principle was developed in response to the needs of the globalizing Japanese companies and individuals, and on the basis of the mission of Kwasei Gakuin as another key stakeholder. Thus it appears to account for the needs and interests of the School’s key stakeholders. However, the needs of the employees (primarily the faculty) don’t seem to be sufficiently addressed. The faculty and the academic community might be also considered as important stakeholders in formulating the School’s Mission. The Detailed Standard is satisfied.

Detailed Standard 3: “The School must establish its mission statement in line with the provisions of the *second Clause of Article 99 of the School Education Act by Ministry of Education, Culture, Sports, Science and Technology of Japan*; which stipulates that Professional Graduate Schools of Business Administration should aim to cultivate scholarship and superior capabilities as required for highly specialized professions.”

1) Self-Check: The Business School has adopted the “integration of Japanese and global management styles at a highly professional level” as its founding philosophy. The objectives of the Corporate Strategic Management Course and the International Management Course are “to train specialists to meet the challenges of globalized business environments in Japanese enterprises” and “to foster the business acumen as well as the ability to conduct business in English and other foreign languages,” respectively. These objectives correspond to Article 99

(2) of the School Education Act, which stipulates that “Professional Graduate Schools of Business Administration should aim to cultivate scholarship and superior capabilities as required for highly specialized professions,” and they have been approved by the Japanese Ministry of Education, Culture, Sports, Science, and Technology.

2) Issues to be improved: The School’s mission statement is in line with the standard; therefore, there are no problems related to the standard.

PRT Comments:

The School emphasizes professional knowledge, practical experience and expertise, as well as responsible and ethical conduct, in its Objectives and Goals. The Detailed Standard is satisfied.

Detailed Standard 4: “The School must publish its mission statement in brochures, such as its School code, student admission materials, syllabi, and program outlines, and post its mission and goals on the School’s website.”

1) Self-Check: The School has made its “education and research objectives” public by publishing them in the Institute of Business and Accounting brochure and posting them on the School website.

2) Issues to be improved: The School’s mission statement is in line with the standard; therefore, there are no problems related to the standard.

PRT Comments:

The School’s educational and research objectives are published in the School brochures and on the website. The Detailed Standard is satisfied.

Standard 2-MISSION IMPERATIVES

Basic Standard: “The School’s mission statement must imply nurturing highly skilled professionals in management and follow the larger mission of the parent university.”

1) Self-Check: The School has adopted the following principles and objectives:

Kwansei Gakuin University was founded on Christian principles in accordance with the Basic Education Law and the School Education Act, and it aims to impart knowledge over a wide area, provide in-depth education and research in the arts and sciences, and enlighten the individual. Kwansei Gakuin’s school motto, “Mastery for Service,” was proposed by its fourth Chancellor, Dr. C.J.L. Bates. The motto succinctly expresses the founding spirit of Kwansei Gakuin and reflects the ideal that students should “master their inherent abilities to serve society.” Kwansei Gakuin emphasizes that the individual should use intelligence, compassion, and integrity to serve his/her neighbors. Moreover, the University values its internationality, which it has developed since its founding, as well as its cultivation of world citizens with life missions to serve society. The University therefore seeks to provide students with a well-rounded liberal arts education, as well as specialized knowledge and skills, while fostering creativity, the ability to discover and solve problems, and the capacity to put ideas into action. In addition, the University aims to strengthen its unique basic research activity and enhance its applied and advanced research activity while giving back to society through their research.

According to its “education and research objectives,” the highly specialized professionals who are trained in the Business School are expected to become “businesspersons with a high sense of professional ethics who can successfully engage in business on the global stage; therefore, the School focuses on fostering scientific understanding and the ability to utilize specialized knowledge, while requiring that students take compulsory classes on business ethics.” These

objectives correspond to the broader objectives of the University, which aim to foster internationality and life missions that involve serving society by “providing students with a well-rounded liberal arts education, as well as specialized knowledge and skills, while fostering creativity, the ability to discover and solve problems, and the capacity to put ideas into action.” In view of the above, it can be concluded that the “education and research objectives” of the School seek to nurture highly skilled management professionals and that these objectives are consistent with the wider “education and research objectives” of the University.

2) Issues to be improved: It is necessary to regularly examine whether the School's education and research objectives are responding to the current needs of society in light of the progress in globalization occurring in Japan and the University's emphasis on globalization strategies.

PRT Comments:

The School clearly states that its principle, objectives and goals are developed in line with Kwasei University's motto (“Mastery for Service”) and mission (“impart knowledge based on Christian principles over a wide area, provide in-depth education and research opportunities in the arts and sciences, and enlighten the individual”). The School also specifies in its objectives and goals that it aims to nurture ethical professionals who are able to identify and solve complex business problems. The Basic Standard is satisfied.

Detailed Standard 1: “The School's mission statement must be a statement which includes developing expert knowledge, fundamental knowledge and sophisticated expertise in the realm of management.”

1) Self-Check: To train managers who can work in corporate organizations, the School has identified the “integration of Japanese and global management styles at a highly professional level” as an objective for the education and research opportunities that it provides. This objective, in turn, provides contents for the program that fosters specialized knowledge and skills and fundamental knowledge in the field of corporate management.

2) Issues to be improved: The School's mission statement is in line with the standard; therefore, there are no problems related to the standard.

PRT Comments:

The School specifically emphasizes that acquisition of expert knowledge and enhancing the students' existing expertise (specifically in the Corporate Strategic Management Course) are integrated into its educational programs. It also aims to promote the strong sense of professional ethics. The Detailed Standard is satisfied.

Detailed Standard 2: “The School's mission statement must be a statement that indicates the support of the students' career development.”

1) Self-Check: The “education and research objectives” of the Business School focus on the acquisition of practical knowledge and expertise that support career advancement in the field of global business. Instead of simply concentrating on students' learning of theory, the Corporate Strategic Management Course aims to “strengthen students' abilities to identify and solve problems that are strongly connected to their current jobs, or based on their own work experience,” thus developing abilities and expertise that directly support their career development. The International Management Course aims to develop in students the foreign language skills and business acumen required to engage in business on the global stage, as

well as the practical skills needed to apply these skills. In particular, the course seeks to provide practical education that will enhance occupational awareness of students, many of whom enroll in the School after graduating from the University. As a specific example, in the “Individual Research” classes, a significant number of students select themes related to the enterprises to which they belong, or the industries or enterprises in which they are interested, thus greatly contributing to the advancement of their careers.

2) Issues to be improved: The School’s mission statement is in line with the standard. The School will continue its efforts to support students’ career development.

PRT Comments:

The School’s principle, objectives and goals show that the School aims to support the students’ current career progress (specifically, in the Corporate Strategic Management Course the students who are already employed will be able to provide additional value to their companies after their studies) and the students’ future career plans (especially for the students who plan to embark on the career overseas, by providing them with extensive language training). The Detailed Standard is satisfied.

Detailed Standard 3: “The School’s mission statement must be a statement that indicates contribution to the development of the educational and research activities of its faculty members.”

1) Self-Check: The Institute of Business and Accounting established its educational principles, objectives, and goals based on the overall missions of Kwansei Gakuin, which are to impart knowledge based on Christian principles over a wide area, provide in-depth education and research opportunities in the arts and sciences, and enlighten the individual.

Based on the understanding that “the demand is increasing for graduate schools that conduct business research in a scientific and objective manner and provide education based on expert knowledge,” the Business School aims to train specialists to meet the challenges of globalized business environments in Japanese enterprises. Because business environments, which form the focus of this research, undergo transformations on a daily basis, the School promotes faculty education and research activities that strive to capture the latest developments within the field of business.

2) Issues to be improved: The School’s mission statement is in line with the standard. The School will continue to support education and research activities of its faculty members.

PRT Comments:

The School’s principle, objectives and goals (p. 7 of the SER) do not emphasize the development of the educational and research activities of its faculty members, although the School promotes educational and research activities – they are taken into account when promotion decisions are made. However, PRT recommends that the contribution to the development of the educational and research activities of the faculty members is considered in more detail by the School, and clarified in the Mission Statement. The Detailed Standard is partially satisfied.

Standard 3-OBJECTIVES FOR CONTINUOUS IMPROVEMENT

Basic Standard: “The School must review its mission statement continuously based on the defined processes which ensure continuous improvement of its mission statement in response to the changes in its educational and research environment.”

1) Self-Check: The Business School reviews its mission statement each year in accordance with the University-wide self-evaluation process. During the review process, the mission statement is adequately discussed and necessary improvements are implemented.

Similarly, the School is subject to specialized certified accreditation by ABEST21. The School steadily works at improving problematic areas that are indicated in the results of the accreditation, and these improvements are then confirmed by the Faculty Board.

To improve education and research in response to changes in the educational environment, it is necessary to value the process of taking the stakeholders' opinions into consideration. The School widely gathers the opinions of its stakeholders through channels such as class evaluation questionnaires, group interviews, and the Advisory Board, which comprises Business School graduates who are employed as representative directors of companies, as well as graduates working in the field of business. It is necessary to consistently link the results of these opinion-gathering exercises to improvements made by the School.

2) Issues to be improved: The School has the established review process in compliance with the standard. The School will continue to review according to the process to respond to the changes in educational and research environment.

PRT Comments:

The School states that it reviews its mission statement annually in accordance with the Kwansei University self-evaluation process, and also in line with ABEST21 accreditation process. The School gathers the opinions of its stakeholders through class evaluations, group interviews and the Advisory Board which consists of the School graduates. The Basic Standard is satisfied.

Detailed Standard 1: "The School must have systematic decision-making processes for reviewing its mission statement."

1) Self-Check: The mission statement is reviewed as part of self-evaluation process. Following a University-wide certified evaluation in the 2006 academic year, the University, starting in 2007, began to conduct a self-inspection and evaluation every five years that includes an internal third-party evaluation. As part of this self-inspection and evaluation, the Business School also conducts a self-evaluation according to the following process: (1) the Evaluation Promotion Committee—a University-wide organization—determines the schedule and policy; (2) after the Institute of Business and Accounting receives the schedule and policy, its Self-Evaluation Committee gathers the documents required for the inspection, analyzes and assesses these documents, and drafts a self-evaluation report; (3) the draft is discussed by the Faculty Board; (4) the draft is discussed and approved by the University-wide Evaluation Promotion Committee.

Similarly, the School is subject to specialized certified accreditation by ABEST21, which is conducted according to the following process: (1) the School Committee creates a Self-Evaluation Report according to the schedule and criteria determined by ABEST21; (2) the report is discussed by the Faculty Board; (3) the report is discussed and approved by the University-wide Evaluation Promotion Committee.

2) Issues to be improved: It is important to continue to follow the current decision-making processes for reviewing the School's mission statement.

PRT Comments:

The School states that it reviews its mission in accordance with the Kwansei University self-inspection and self-evaluation process which started in 2007. The process runs on a 5-year

basis, with intermediary reports to be submitted annually. The Detailed Standard is satisfied.

Detailed Standard 2: “The School must form an operational control framework to gather and file relevant information and data in order to review its mission statement on a continuous basis.”

1) Self-Check: To review its education and research objectives, the Business School confirms that its objectives correspond to those of its enrolled students and applicants by gathering and storing the following information: (1) changes in the number of applicants; (2) applicants’ preferred field of study; (3) information about applicants and enrollees contained in their application forms (nationality; alma mater; previous fields of study; reason for application; occupational category; position); (4) employment status of graduates.

In addition, as described in Basic Standard above, the Business School utilizes various opportunities to listen to the stakeholders’ opinions, and information and data obtained through these channels is stored within the Institute of Business and Accounting.

2) Issues to be improved: The School will continue to collect and analyze the information described above as well as to gather the opinions of its stakeholders through channels such as class evaluation questionnaires, group interviews, and the Advisory Board; and will continuously review its mission statement.

PRT Comments:

The School gathers the information on stakeholders’ opinions through class evaluations, group interviews and the Advisory Board which consists of the School graduates. It also monitors the data on the number of applicants, applicants’ preferred field of study, information about applicants (nationality; alma mater; previous fields of study; reason for application; occupational category; position), and employment status of graduates. This seems to be relevant for monitoring the interests of the students and employers. However, the School might also consider gathering and processing the data on the other key stakeholders, such as companies which are not necessarily run by the School’s alumni, the faculty and the international academic community, and also on its competitive environment. The Detailed Standard is satisfied.

Detailed Standard 3: “The School must establish the framework for seeking the opinions of stakeholders on reviewing its mission statement continuously.”

1) Self-Check: When reviewing its education and research objectives, the School utilizes the following opportunities to listen to the stakeholders’ opinions.

Each quarter, the School conducts class evaluation questionnaires for all classes. Furthermore, the School selects several students and conducts group interviews to gather their opinions on the overall curriculum and the physical facilities at the School. The results of the evaluations and interviews are then analyzed by the Self-Evaluation Committee and published as the Report on Evaluation Results.

In addition, the School gathers the opinions of stakeholders through the Advisory Board, which comprises Business School graduates who are employed as representative directors of companies, as well as graduates working in the field of business.

2) Issues to be improved: The School will continue to collect the opinions of stakeholders using the framework it has established.

PRT Comments:

The School gathers the information on stakeholders' opinions through class evaluations, group interviews and the Advisory Board which consists of the School graduates (ca. 6 alumni) and meets on the annual basis. Class evaluations and group interviews are conducted on the quarterly basis, which seems to be appropriate. The Detailed Standard is satisfied.

Standard 4-FINANCIAL STRATEGIES

Basic Standard: "The School must have both short-term and long-term financial strategies to secure necessary funds to realize its mission statement."

1) Self-Check: In March 2009, the Kwansei Gakuin Educational Foundation established the New Strategic Plan to coincide with its 120th anniversary. The plan reconfirmed the contemporary meaning of the mission statement and motto and clarified "Kwansei Gakuin's ideals for its graduates" (World Citizens embodying the spirit of "Mastery for Service") and "Kwansei Gakuin's ideals for the University" (the creation of a learning community "without fences"). On the basis of the above ideals, the plan incorporates six visions to be achieved within 10 years. The University is currently reviewing its New Medium-term Plan in light of the New Strategic Plan.

A financial program to support the above plans was formulated by the Kwansei Gakuin Educational Foundation, and budgets were allocated for the plans of individual departments. The Graduate School's budget is derived from general project funds based on guideline figures calculated according to standard criteria and special project funds for financing individual plans. General project funds are primarily used to maintain fixed, continuous Graduate School projects, while the special project fund is used to support new projects, one-year projects, and projects that are expected to generate income.

In particular, it is necessary to secure a certain number of students to stabilize tuition revenue, which forms the mainstay of education and research activities. Moreover, it is important to develop strategies for maintaining student enrollment numbers in the medium to long term. Therefore, starting in the 2012 academic year, the School began to examine the possibility of developing a more appealing curriculum. Based on this examination, the School began planning and established the Public/Medical/University Management Program in 2014. Curriculum enhancements, such as the establishment of the new program, are expected to result in an increase in the number of students enrolled and to contribute to the stabilization of tuition revenue.

2) Issues to be improved: The Business School budget is determined based on the total number of faculty members and students, enabling the School to secure a fixed amount of funding for education and research. The reason that the number of students is used as a basis for budget calculation is that a significant portion of the budget is derived from tuition revenues. In the future, the School must therefore strive to secure a stable financial base by meeting student enrollment quotas.

PRT Comments:

The School states that its funds come from the Kwansei Gakuin Educational Foundation, MEXT, corporate training programs, donations, and tuition. Tuition constitutes the biggest portion of the budget, and the School's financing depends highly on the enrollment numbers. Therefore the School's financial strategies focus primarily on attracting the necessary number of students. However, there is no specific discussion concerning the School's short-term and long-term financial strategies. PRT suggests that the School considers these strategies after it formulates

it mission and strategy in general. The Basic Standard is satisfied.

Detailed Standard 1: “The School must have a financial basis necessary for realizing its mission statement.”

1) Self-Check: The Business School budget is determined based on the total number of faculty members and students, enabling the School to secure a fixed amount of funding for education and research. The reason that the number of students is used as a basis for budget calculation is that a significant portion of the budget is derived from tuition revenues. Meeting student quotas is therefore a crucial factor in securing a stable financial base.

Individual research allowances, book allowances, and conference travel allowances are allocated to individual faculty members separately from the School budget, thus allowing them to secure the resources necessary for conducting research. Throughout the University, to support research activities, collaborative research allowances and study abroad allowances are included in the budget each year as fixed amounts.

2) Issues to be improved: It is necessary for the School to attract more potential students in order to secure a stable financial base by meeting student enrollment quotas.

PRT Comments:

The School apparently has a financial basis it requires for realizing its current educational objectives. The Detailed Standard is satisfied.

Detailed Standard 2: “The School must develop financial strategies for securing the funds necessary for realizing its mission statement.”

1) Self-Check: In addition to the budget allocated by the Educational Foundation, the Institute and Business and Accounting receives external funding from the Ministry of Education, Culture, Sports, Science, and Technology subsidies, training programs, and donations (see Table 4-2), and uses these funds to finance education and research.

Table 4-2 Unit: thousand yen

	AY 2011	AY 2012	AY 2013
Ministry of Education, Culture, Sports, Science and Technology(MEXT) Grants-in-aid for Scientific Research	14,300	12,630	20,540
Contracted Research	15,179	6,533	6,395
Corporate Training Programs	840	840	840
Donations (corporate)	2,000	2,000	2,000

2) Issues to be improved: The Institute and Business and Accounting will seek opportunities to obtain more external funding. In addition, it will support its faculty members' applications for external grants in collaboration with Kwansai Gakuin University's Organization for Research Development and Outreach.

PRT Comments:

The School states that its funds come from the Kwansai Gakuin Educational Foundation, MEXT, corporate training programs, donations, and tuition. The School also states that it looks into obtaining more external funding, but the specific sources and needs are not discussed. The Detailed Standard is satisfied.

Detailed Standard 3: “The School must take appropriate action to secure adequate budgets

necessary for realizing its mission statement.”

1) Self-Check: The general project fund budget allocated to the Institute of Business and Accounting as a guideline figure is divided and appropriated for various purposes, such as research enhancement, education enhancement and provision, books and materials, and student recruitment.

To secure applicants and increase awareness among potential students, the School operates a series of Strategic Management classes that offer a taste of the programs available at the School and offers classes in collaboration with external consulting firms. These classes have been recognized as a special project by the University.

2) Issues to be improved: The School will continue its efforts to attract more potential students as well as to secure external funding.

PRT Comments:

The School targets its actions at attracting more applicants, and the Corporate Strategic management classes are presented as a primary way to promote the School among the applicants. For the future, other actions such as fundraising and increasing corporate donations are considered, but not specified yet. These intentions may be incorporated into the short-term and long-term financial strategies, and then translated into specific actions. The Detailed Standard is satisfied.

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 5-LEARNING GOALS

Basic Standard: “The School must define its learning goals which imply innovation and discovery, global engagement, and diffusion of technology for realizing its mission statement.”

1) Self-Check: The Business School clearly stipulates its goals that are related to new knowledge and globalization, and posts these on the School website.

Educational Goals of the Institute of Business and Accounting

Highly specialized professionals who are trained in the Business School are expected to become “businesspersons with a high sense of professional ethics who can successfully engage in business on the global stage.” Therefore, the school focuses on fostering scientific understanding and the ability to utilize specialized knowledge, while requiring students to take compulsory classes on business ethics.

Specifically, instead of focusing on the acquisition of theory, the Corporate Strategic Management Course aims to strengthen students’ abilities to discover and solve problems that are strongly connected to their current jobs, or based on their own work experience. The International Management Course seeks to develop in students the foreign language skills and business acumen required to participate in business on the global stage, as well as the practical skills needed to apply these skills. In particular, the course seeks to provide practical education to enhance the occupational awareness of students, many of whom enroll in the School after graduating from the University.

2) Issues to be improved: The School has clearly stipulated its learning goals in its curriculum policy and syllabi. It is necessary to provide further academic support that considers the career development of students.

PRT Comments:

The School’s learning goals focus on developing practical skills, ability to find and solve complex business problems, language training and ethical conduct. This is in line with the

Basic Standard. The Basic Standard is satisfied.

Detailed Standard 1: “The School must clearly stipulate its learning goals in brochures such as its syllabi and publicize them to its students.”

1) Self-Check: The Business School posts its learning goals on the School website, and stipulates and publicizes the learning goals for each class in its syllabi.

2) Issues to be improved: The School has clearly stipulated its learning goals in its curriculum policy and syllabi; therefore, there are no problems related to the standard.

PRT Comments:

The School clearly states its learning goals and posts these on the School website and in the syllabi. Each syllabus lists the Course Objectives. However, the “Attainment Objectives” often repeat the “Course Objectives”, which can be confusing for the students. The Detailed Standard is satisfied.

Detailed Standard 2: “The School must provide academic assistance to students in choosing the courses in line with their learning objectives in accordance with the guidelines for student assistance.”

1) Self-Check: The Business School has established the following curriculum policy.

The Business School aims to train businesspersons with the various types of knowledge and analytical abilities needed to respond to globalizing economic environments. The Business School offers two courses. First, the Corporate Strategic Management Course targets adults who are employed in enterprises and provides specialized business education. Second, the International Management Course targets new university graduates and international students, and provides education in English culminating in an MBA. In addition, the School offers hybrid classes, in which students from both courses work together to exchange opinions and conduct discussions in English.

The Corporate Strategic Management Course contains the following six programs (majors): in the “generalist career” division (for individuals with general management knowledge and skills), Management; Technology Management; Entrepreneurship; and Public/Medical/University Management, and in the “specialist career” division (for individuals with specialized knowledge and skills in a certain area of management), Marketing and Finance.

The International Management Course contains three programs (majors), Management, Marketing, and Finance, in which students can develop knowledge and skills related to international business. The students, many of whom lack practical business experience, can develop essential decision-making skills that can be applied in business by participating in practical activities, such as case studies with specific themes, group work, and internships.

All programs comprise core classes (in which students study the foundations of management), basic classes (introductory classes for individual programs and classes that provide basic instruction for all programs and primarily focus on providing students a foundation in management, as well as the intellectual tools for studying management), and advanced classes (which focus on specialized program-specific content).

Students must complete a compulsory core class in business ethics to develop an understanding of the school motto “Mastery for Service.” Furthermore, in the “Individual Research”, students pursue in-depth research on a topic that links “practice and theory” and provides an overview of the content that is taught throughout the program.

In addition, to encourage students to select classes systematically, an outline of each program is contained in the "Information for Students" guidebook, and faculty members are available to discuss study plans with individual students at the Orientation.

2) Issues to be improved: The School will continue to provide strong academic support to students taking into account their feedback.

PRT Comments:

The School has a thorough understanding of its students' learning objectives, and appears to provide sufficient academic assistance through the student guidebook and meetings with faculty members at the Orientation. The Detailed Standard is satisfied.

Detailed Standard 3: "The School must build a system to enhance communication among students, faculty, and staff, and provide academic assistance to students to help them achieve their goals."

1) Self-Check: To enhance communication, the School provides the email addresses of its faculty members and the administrative offices to students. Faculty members hold regular office hours and schedule appointments via email. Moreover, faculty members are available for individual consultations after lectures, and the Osaka Umeda Campus is open until 10:00 PM on weekdays, enabling working adult students to meet faculty members after work.

In addition, faculty members explain various aspects of course study and student life at the Orientation. In the Corporate Strategic Management Course, the faculty members in charge of the "Individual Research" hold a Research Project Information Session, as well as individual meetings with students that also serve as a means of confirming students' intended areas of study.

2) Issues to be improved: The School will continue to provide academic support to students through the current system.

PRT Comments:

The School has a well-established system to ensure the communication between the students, the faculty and the staff. The Detailed Standard is satisfied.

Standard 6-MANAGEMENT OF CURRICULA

Basic Standard: "The School must design its curriculum systematically to realize its mission statement."

1) Self-Check: Classes in the Corporate Strategic Management Course are divided into core, basic, and advanced categories, and the School offers 90 classes that cover content ranging from basic to applied and advanced, enabling students to systematically and gradually expand their knowledge. Students must complete at least five of the six core classes, including three compulsory classes; however, the School recommends that students study all core classes. The School offers the following specialized study programs: Management; Marketing; Finance; Technology Management; Entrepreneurship; and Public/Medical/University Management.

Similar to the Corporate Strategic Management Course, classes in the International Management Course are divided into core, basic, and advanced categories. The School offers 56 classes that cover content ranging from basic to applied and advanced. Except for the English class names, the International Management Course is organized in the same way as the Corporate Strategic Management Course, offering classes in three programs: Management, Marketing, and Finance.

Table 6-0 Number of Credits required for Completion

	Compulsory	Selected Compulsory		Elective
Core Courses	4	6	/	6
Basic Courses	2 Specialized Study Programs	8		
Advanced Courses	6	12 Specialized Study Programs		
(Subtotal)	(12)	(26)		(6)
Total	44			

2) Issues to be improved: The School will continue to pay attention to design its curricula systematically taking into account the mission statement.

PRT Comments:

Classes in the Corporate Strategic Management Course and the International Management Course are divided into core, basic, and advanced categories. This enables students to gradually advance in their knowledge. The combination of compulsory, selected compulsory and elective courses allows students to tailor their education to their needs. The curriculum design appears to be systematic. The Basic Standard is satisfied.

Detailed Standard 1: "In designing its curriculum, the School must pay attention to combining theory and practice effectively in line with its mission statement and following the current trends in management education and research."

1) Self-Check: The core and basic classes focus on theory, while the advanced classes focus on content such as case studies. Moreover, the School employs a good balance of "academic faculty," that is, research specialists who possess a doctoral degree, and "practice-based faculty," that is, instructors who possess a wealth of practical experience. The School also employs fixed-term practice-based faculty who operate at the forefront of the business world. Therefore, students are able to acquire solid theoretical and practical knowledge.

Furthermore, the "Individual Research" classes, in which students complete an essay on actual business issues using knowledge that they acquire in their studies at the School, directly link theoretical and practical instruction. The "Creating High-Technology Ventures" class, which is administered in collaboration with the Graduate School of Science and Technology, is a representative example of a class that combines theory and practice. In addition, "Topics in Corp. Strategic Management " and "Advanced Topics " examine the latest developments in the business world.

2) Issues to be improved: The School will maintain its good balance of academic faculty and practice-based faculty in order to keep providing education that combines theory and practice.

PRT Comments:

The School makes sure it combines theory and practice through its combination of theory-based basic classes and case-based advanced classes, and also through employing practice-based faculty. The students also get into contact with real corporate life through the Individual research classes, topical classes and the "Creating High-Technology Ventures" class. The Detailed Standard is satisfied.

Detailed Standard 2: "In designing its curriculum, the School must aim at helping students acquire expertise, advanced professional skills, advanced levels of scholarship, high ethical standards, and a broad international perspective which are necessary for management professionals."

1) Self-Check: The Corporate Strategic Management Course offers comprehensive instruction ranging from basic to applied content in the following six programs: Management; Marketing; Finance; Technology Management; Entrepreneurship; and Public/Medical/University Management. The core class "Business Ethics" helps students develop a sense of professional ethics, while "English Communication" focuses on working within a global society; both of these classes are compulsory. "Cases in Business Ethics," "International Business," and "International Marketing" also contribute to the cultivation of professional ethical values and international perspectives. The basic classes lay the foundation for advanced instruction, while the advanced classes—many of which introduce the latest knowledge and skills—enable students to deepen and refine their specialized knowledge and practical skills.

The International Management Course offers comprehensive instruction that spans basic to applied content within three programs, "Management," "Marketing," and "Finance." Furthermore, the School has established a compulsory "Business Ethics" class, and it also offers ethics instruction with a more practical focus in its "Making Ethical Decisions" class. Many of the advanced classes use case studies to introduce the latest developments and knowledge in the field of global business, enabling students to deepen and refine their specialized knowledge and practical skills. The School hosts international students from all over the world. Considering this diverse student body, the "Japanese Economy," "Japanese Business," and "Cross-Cultural Management" classes offer knowledge and analysis through a comparative approach that encompasses Japan, Asia, and the West. Furthermore, students whose native language is not English can further improve their English communication skills for global business by attending "English Communication", "Advanced English for Business Studies" and "Advanced English for Business Practice."

In addition, the hybrid classes, which students in the Corporate Strategic Management Course and the International Management Course attend together, focuses on fostering specialized knowledge and developing international perspectives as adult students working in business enterprises, new Japanese graduates, and international students participate in discussions in English.

2) Issues to be improved: It is important to offer curricula and class schedules that respond to changes in the social environment and to the needs of students and business enterprises. In particular, the issue of training global individuals has recently gained importance in the field of management, and English communication skills have become more necessary in the business world. In addition, as companies in neighboring Asian countries begin to catch up with their Japanese counterparts, the creation of new products and services is a pressing issue even for

Japanese companies. Moreover, there is a growing tendency for Japanese companies to employ international students in Japan, leading to an increase in the number of international students choosing to work in Japan. The School recognizes the need to respond to such changes, and it therefore plans to offer several of its all-English classes in the International Management Course on weekday evenings, Saturdays, and Sundays and encourage working adult students from the Corporate Strategic Management Course to attend these classes. The classes will contribute to improving the students' abilities as global businesspersons, while the individuals and enterprises are enabled to participate in the classes as businessperson training programs using the credited auditor system. In addition, the School will continue to offer the hybrid classes, in which highly experienced working adult students who are enrolled in the Corporate Strategic Management Course and international and Japanese students who are developing their business skills in the International Management Course conduct classroom debates in English. The cross-cultural debates on contemporary business issues that take place in the hybrid classes greatly contribute to improving the students' abilities as global businesspersons, which is considered as one of the distinctive features of the School.

In the Corporate Strategic Management Course, the School will examine the possibility of creating a class that cultivates design thinking—a conceptual framework that influences the way in which organizations develop new products and services.

In the International Management Course, the School will make an effort to recommend students for study abroad programs. In addition, it is necessary to respond to the needs of international students who wish to study Japanese by coordinating the timetable to accommodate Japanese classes that are offered to international students at the University.

PRT Comments:

The curriculum supports the aims of acquiring expertise and advanced professional skills. This is ensured through the course structure and the balance between the academic and practice-based faculty. High ethical awareness is also specifically emphasized and developed through the "Business Ethics" core class. The students in the Corporate Strategic Management Course acquire international perspective through the "Cases in Business Ethics," "International Business," and "International Marketing" courses. The International Management Course is geared towards ensuring that the students acquire a broad international perspective, and also provides the overseas students with the classes on the Japanese economy and Japanese business. The hybrid classes are also aimed to promote the international perspective in both young and experienced students. However, the hybrid classes are conducted in English, which requires that all class participants speak it. As the Corporate Strategic Management Course students mostly do not speak English, their participation in the hybrid classes is minimal. The Detailed Standard is satisfied.

Detailed Standard 3: "In designing its curriculum, the School must include core courses to provide a foundation necessary for management education and research."

1) Self-Check: The School offers six core classes: "Economics," "Management," "Accounting for Decision-making," "Business Ethics," and "English Communication," as well as "Statistics," in which students acquire a grounding in scientific thought. Specialized classes are divided into Management, Marketing, Finance, Technology Management, Entrepreneurship, and Public/Medical/University Management programs; they cover content from basic to applied. Similarly, the International Management Course contains the following as the core classes:

"Business Economics," "Management," "Statistics," "Accounting for Decision Making," "Business Ethics," and "English Communication." Its basic and advanced classes are also systematically organized.

After studying research methods in "Introduction of Individual Research" or doing the "Group Research Project," students complete the "Individual Research" on their chosen topic. To make the curriculum more systematic, both compulsory classes and required elective classes are included in core, basic, and advanced categories.

2) Issues to be improved: The School will continue to offer compulsory core classes to provide a foundation necessary for management education and research in consideration of changes in the social environment and of the needs of students and business enterprises.

PRT Comments:

The core courses appear to be adequate to provide a necessary foundation in terms of applied and research skills. The Detailed Standard is satisfied.

Detailed Standard 4: "The School must set a process to review its curriculum systematically and update its curriculum periodically."

1) Self-Check: The Curriculum Committee convenes each fall, and all faculty members attend this meeting. The Committee investigates curriculum issues such as classes to address the needs of students and changes in the social environment.

The Committee examines the "student class evaluations," which students complete during the final class session of each course. In addition, the School conducts group interviews of students at the end of each academic year. Depending on the interview results and the number of students attending each class, the Associate Dean and Assistant Dean of the Institute of Business and Accounting and the Director of the Business School examine the required classes and class numbers. After discussion at the Business School Committee, a draft amendment of the submitted curriculum is determined.

Recently, the School reorganized its basic and advanced classes for the Corporate Strategic Management Course beginning in the 2013 academic year and for the International Management Course beginning in the 2014 academic year. In addition, in 2014, the School established a new program for the Corporate Strategic Management Course titled "Public/Medical/University Management."

2) Issues to be improved: The School will continue to follow the above process every year to review its curricula.

PRT Comments:

The revision of the curriculum by the Curriculum Committee consisting of the faculty members takes place every fall. The School's administrative bodies also participate in curriculum revisions. The School states that the revision primarily addresses the needs of students, and also takes the suggestions from the alumni into account. The Detailed Standard is satisfied.

Detailed Standard 5: "The School must design a system which enables its students to take related courses in other departments at the same university and at other universities, a credit transfer system with other schools, and a system to allow students to receive academic credit by completing an internship program."

1) Self-Check: The School has established a credit transfer system in conjunction with other graduate schools within the University and with four other universities in the Kansai region, as

well as an academic exchange system with Hosei University.

2) Issues to be improved: The current credit transfer system with other graduate schools meets the standard. The School will examine the possibility of introducing a credit-bearing internship program for students in the International Management Course.

PRT Comments:

The School states that it has a credit transfer system in conjunction with other graduate schools within the Kwansai University and with four other universities in the Kansai region, and an academic exchange system with Hosei University. However, the system to allow students to receive academic credit by completing an internship program doesn't appear to be in place yet, and this is mentioned in the Issues to be improved. The Detailed Standard is satisfied, and the improvement issue is noted.

Detailed Standard 6: "The School must utilize appropriate educational methods, including case studies, site surveys, debates, discussions, and question and answer sessions between faculty members and students and/or among students."

1) Self-Check: Classes are conducted using a combination of instructional methods, including lectures, seminars, case studies, group work, fieldwork, and individual and group instructions. In all of the above cases, students are taught in small groups. To develop substantial, interactive lectures, the School maintains small class sizes wherever possible by providing multiple sections for classes in which a high number of students are enrolled.

2) Issues to be improved: The current educational methods meet the standard. The School will continue to utilize current methods while at the same time being open to new methods.

PRT Comments:

A combination of educational methods is utilized by the School, including case discussions, debates, group work, etc. Maintaining small class sizes, as is done by the School, is highly expedient for the use of these interactive learning methods. The Detailed Standard is satisfied.

Detailed Standard 7: "When the School provides distance education, it must aim to maximize its educational effect by utilizing various media."

1) Self-Check: The School does not provide distance education.

2) Issues to be improved: N/A

PRT Comments:

The School does not provide distance education.

Standard 7-EDUCATIONAL LEVEL

Basic Standard: "The School must set the quality level of educational content so as to enable students to achieve their learning goals."

1) Self-Check: The Business School has established the following educational goals to maintain the standard of its educational content.

The highly specialized professionals who are trained in the Business School are expected to become "businesspersons with a high sense of professional ethics who can successfully engage in business on the global stage." Therefore, the School focuses on fostering scientific understanding and the ability to utilize specialized knowledge, while requiring that students attend a compulsory class on business ethics.

Specifically, instead of focusing on students' learning of theory, the Corporate Strategic

Management Course aims to strengthen their abilities to discover and solve problems that are closely related to their own work experience in their current jobs. The International Management Course aims to develop in students the foreign language skills and business acumen needed to engage in business on the global stage, as well as the practical skills necessary to apply these skills. In particular, the course seeks to provide practical instruction that will enhance the occupational awareness of students, many of whom enroll in the School after graduating from the University.

2) Issues to be improved: It is important that the School reviews the quality level of educational content periodically. The School will make every necessary effort to maintain its quality level of educational content.

PRT Comments:

The School has a clear understanding of the students' learning goals, and the quality level of educational content appears to be set so as to enable the students to achieve their goals. The Basic Standard is satisfied.

Detailed Standard 1: "The School must provide an environment and a guidance system that is conducive to learning and teaching in order to maintain the quality level of educational content."

1) Self-Check: The Business School has established a learning environment that enables students to enjoy a fulfilling learning experience. The Corporate Strategic Management Course is primarily administered at the Osaka Umeda Campus, while the International Management Course is offered at both the Osaka Umeda Campus and the Nishinomiya Uegahara Campus. The School maintains an environment that is conducive to learning at both campuses, including facilities such as a library and a study room that can be used at both campuses. In addition, the University operates a teacher–student learning support system called "LUNA (Learning Unlimited Network for Academia)." The system enables faculty members to post lecture materials online that, in turn, encourages students' independent learning and enables students to write reports and score them.

The study room and classrooms are equipped with Internet connections and power sources, and students can borrow laptops or bring their own. The above facilities are used for a wide range of purposes, such as obtaining materials, writing reports, and accessing class information. The University has established an interlibrary loan system that enables students at the Osaka Umeda Campus to order library materials from and return them to the University library at the Nishinomiya Uegahara Campus. Furthermore, the University maintains a rich web database, which enables students to access information, such as academic papers, various statistics, and newspaper articles, online.

2) Issues to be improved: In response to the needs of Corporate Strategic Management Course students who wish to attend most of their classes on weekends, the School will examine the possibility of increasing the number of core and basic classes offered on Saturdays and Sundays.

In addition, the International Management Course responds to the needs of international students who wish to study Japanese by considering coordination of its class schedules to include Japanese classes offered by the University.

PRT Comments:

The School states that it provides sufficient learning environment. The School uses two

campuses - Osaka Umeda Campus and Nishinomiya Uegahara Campus. Both have a study room and classrooms equipped with Internet connection, as well as the library. The students can also use a University web database for their studies and research. A teacher-student support system LUNA is in place. The facilities appear to be sufficient. However, the students suggest that the library hours are extended, and the access to the databases from outside the campus is improved. The guidance system appears to be mostly informal, but sufficient for maintaining the quality level of educational content. The Detailed Standard is satisfied.

Detailed Standard 2: "The School must secure adequate classroom hours necessary for completing one credit of each course in order to maintain the quality level of educational content."

1) Self-Check: The Business School has adopted the quarter system. Most classes carry two credits and consist of two sessions (known as *koma*) per week over a seven-week academic quarter. One session consists of one 90-minute lecture and 30 minutes of pre- or post-study. In addition, final examinations constitute one session. Accordingly, a two-credit class amounts to 30 hours of study (2×2 hour sessions per week \times 7 weeks + 1 \times 2 hour session = 30 hours), and one credit amounts to 15 hours of study.

Table 7-2-1 Credit System at IBA

	Two Credit Hour
Lectures & Seminars	30 hours
	(2 x 2 hours x 7 weeks + 1 x 2 hours)

The "Individual Research" and intensive classes follow different schedules from the regular classes described above. In the "Individual Research", students earn four credits in the spring (quarters one and two) or fall (quarters three and four) academic period. The intensive classes are held after the second and fourth quarters in August and February/March, respectively. Both classes offer the same number of credits per hour and the same supplementary lecture time as regular classes.

Table 7-2-2 2014-2015 IBA Schedule of Classes, Makeup Lectures and Final Examination

Spring Semester

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes							
April			1	Entrance Ceremony	2	3	4	5	1st week	* Classes / Makeup on conducted holidays (Spring Semester): Tue., April 29 Tue., May 6 Mon., July 21					
1Q	6	1st week	7	1st week	8	1st week	9	1st week	10		1st week	11	1st week	12	2nd week
	13	2nd week	14	2nd week	15	2nd week	16	2nd week	17		2nd week	18	2nd week	19	3rd week
	20	3rd week	21	3rd week	22	3rd week	23	3rd week	24		3rd week	25	3rd week	26	4th week
May	27	4th week	28	4th week	29	*4th week	30	4th week	1		4th week	2	4th week	3	Public Holiday
	4	Public Holiday	5	Public Holiday	6	*5th week	7	5th week	8		5th week	9	5th week	10	5th week
	11	5th week	12	5th week	13	6th week	14	6th week	15		6th week	16	6th week	17	6th week
	18	6th week	19	6th week	20	7th week	21	7th week	22		7th week	23	7th week	24	7th week
	25	7th week	26	7th week	27	Tue. Makeup Written exam	28	Wed. Makeup Written exam	29		Thu. Makeup Written exam	30	Fri. Makeup Written exam	31	Sat. Makeup Written exam
June	1	Sun. Makeup Written exam	2	Mon. Makeup Written exam	3	1st week	4	1st week	5		1st week	6	1st week	7	1st week
2Q	8	1st week	9	1st week	10	2nd week	11	2nd week	12		2nd week	13	2nd week	14	2nd week
	15	2nd week	16	2nd week	17	3rd week	18	3rd week	19		3rd week	20	3rd week	21	3rd week
	22	3rd week	23	3rd week	24	4th week	25	4th week	26		4th week	27	4th week	28	4th week
July	29	4th week	30	4th week	1	5th week	2	5th week	3		5th week	4	5th week	5	5th week
	6	5th week	7	5th week	8	6th week	9	6th week	10	6th week	11	6th week	12	6th week	
	13	6th week	14	6th week	15	7th week	16	7th week	17	7th week	18	7th week	19	7th week	
	20	7th week	21	*7th week	22	Tue. Makeup Written exam	23	Wed. Makeup Written exam	24	Thu. Makeup Written exam	25	Fri. Makeup Written exam	26	Sat. Makeup Written exam	
August	27	Sun. Makeup Written exam	28	Mon. Makeup Written exam	29	Intensive	30	Intensive	31	Intensive	1	Intensive	2	Intensive	
Summer Intensive	3	Intensive	4	Intensive	5	Intensive	6	Intensive	7	Intensive	8	Intensive	9	Intensive	
	10	Intensive	11	Intensive	12	Intensive	13	Summer Holiday	14	Summer Holiday	15	Summer Holiday	16	Summer Holiday	
	17	Summer Holiday	18	Summer Holiday	19	Summer Holiday	20	Summer Holiday	21	Summer Holiday	22	Intensive	23	Intensive	
	24	Intensive	25		26		27		28		29		30		
September	31		1		2		3		4		5		6		
	7		8		9		10		11		12		13		
	14		15	Public Holiday	16		17	Graduation Ceremony							

Fall Semester

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Notes						
3Q					18	Entrance Ceremony	19	20	* Classes / Makeup on conducted holidays (Fall Semester):					
	21		22	1st week	23	Public Holiday	24	1st week	25	1st week	26	1st week	27	1st week
October	28	*1st week	29	2nd week	30	1st week	1	2nd week	2	2nd week	3	2nd week	4	2nd week
	5	2nd week	6	3rd week	7	2nd week	8	3rd week	9	3rd week	10	3rd week	11	3rd week
	12	3rd week	13	*4th week	14	3rd week	15	4th week	16	4th week	17	4th week	18	4th week
	19	4th week	20	5th week	21	4th week	22	5th week	23	5th week	24	5th week	25	5th week
November	26	5th week	27	6th week	28	5th week	29	6th week	30	6th week	31	6th week	1	6th week
	2	6th week	3	*7th week	4	6th week	5	7th week	6	7th week	7	7th week	8	7th week
	9	7th week	10	Mon. Makeup Written exam	11	7th week	12	Wed. Makeup Written exam	13	Thu. Makeup Written exam	14	Fri. Makeup Written exam	15	Sat. Makeup Written exam
4Q	16	Sun. Makeup Written exam	17	1st week	18	Tue. Makeup Written exam	19	1st week	20	1st week	21	1st week	22	1st week
	23	1st week	24	*2nd week	25	1st week	26	2nd week	27	2nd week	28	2nd week	29	2nd week
December	30	2nd week	1	3rd week	2	2nd week	3	3rd week	4	3rd week	5	3rd week	6	3rd week
	7	3rd week	8	4th week	9	3rd week	10	4th week	11	4th week	12	4th week	13	4th week
	14	4th week	15	5th week	16	4th week	17	5th week	18	5th week	19	5th week	20	5th week
	21	5th week	22	6th week	23	Public Holiday	24	Winter Holiday	25	Winter Holiday	26	Winter Holiday	27	Winter Holiday
January	28	Winter Holiday	29	Winter Holiday	30	Winter Holiday	31	Winter Holiday	1	Winter Holiday	2	Winter Holiday	3	Winter Holiday
	4	Winter Holiday	5	Winter Holiday	6	5th week	7	6th week	8	6th week	9	6th week	10	6th week
	11	6th week	12	Public Holiday	13	6th week	14	7th week	15	7th week	16	7th week	17	7th week
	18	7th week	19	7th week	20	7th week	21	Wed. Makeup Written exam	22	Thu. Makeup Written exam	23	Fri. Makeup Written exam	24	Sat. Makeup Written exam
	25	Sun. Makeup Written exam	26	Mon. Makeup Written exam	27	Tue. Makeup Written exam	28	Intensive	29	Intensive	30	Intensive	31	Intensive
February	1	Intensive	2	Intensive	3	Intensive	4	Intensive	5	Intensive	6	Intensive	7	Intensive
Winter Intensive	8	Intensive	9	Intensive	10	Intensive	11	Public Holiday	12	Intensive	13	Intensive	14	Intensive
	15	Intensive	16	Intensive	17	Intensive	18	Intensive	19	Intensive	20	Intensive	21	Intensive
	22	Intensive	23	Intensive	24	Intensive	25	Intensive	26	Intensive	27	Intensive	28	Intensive
March	1	Intensive	2		3		4		5		6		7	
	8		9		10		11		12		13		14	
	15		16		17	Graduation Ceremony	18		19		20		21	

2) Issues to be improved: The School will continue to follow the current quarter system

which requires 15 classroom hours for one credit.

PRT Comments:

The School has a system which seems to be appropriate for maintaining the quality level of educational content. The Detailed Standard is satisfied.

Detailed Standard 3: “The School must design adequate time schedules and set a limit to the number of credits which students can take to assure students’ learning efficiency in order to maintain the quality level of educational content.”

1) Self-Check: When designing the class schedule, the School ensures that related classes—including core, basic, advanced, and compulsory classes—are not held at the same time on the same day. Furthermore, because students can begin taking a course in either the spring or fall, the School offers more than one class per academic period for core classes. The School limits the number of credits for which students can register to 22 credits per semester.

To provide students with advice about classes, the School conducts individual consultations at Orientation, holds an “Individual Research” information session, and allocates office hours during which students can speak with faculty members.

2) Issues to be improved: In addition to the current 22-credit-per-semester cap, it is important to provide class selection and sequencing advice in order to improve students’ learning efficiency and satisfaction.

PRT Comments:

The approach to setting the class schedules so as to avoid clashes and allow the students to start the course in spring or fall appears to be efficient. The School limits the number of credits for which students can register to 22 credits per semester. The Detailed Standard is satisfied.

Detailed Standard 4: “The School must establish clearly defined standards for calculating grades and for evaluating the academic performance of its students, state them in its School code, and inform the students of them in order to maintain the quality level of educational content.”

1) Self-Check: The School clearly stipulates its standards for the student assessment in individual classes in the “Assessment Methods and Standards” section of the syllabus. The standards are not based on abstract descriptions, and they specify concrete assessment methods (such as attendance, contribution to classes, reports, regular tests, and final examinations) for determining overall grades. Information concerning grade assessment is contained in the “Information for Students” guidebook. The School assigns grades based on a seven point scale of A+, A, B+, B, C+, C, and F, which denotes Fail. The systems used for converting raw scores into grades are clearly stipulated in the Rules and Regulations section. Below is an excerpt from the “Information for Students” guidebook about assessment methods.

Methods of Grade Evaluation

	Method of Assessment	Grading Method
Final Examination	Written or Report *There is no final examination for the courses 'Group Research Project' and 'Individual Research'.	All courses will be graded on a criterion-referenced (absolute) basis.

The Business School evaluates students' grades strictly. The following rules have been set for the grade evaluation.

- (1) Grade evaluation criteria are to be set out clearly in the Net Syllabus.
- (2) Evaluation will not be based on final examinations alone, but will take into account attendance, assignments, quizzes, participation, etc.
- (3) A final examination (written or report) will be set for all courses except 'Group Research Project' and 'Individual Research'.
- (4) Achievement criteria for each course shall be clearly stated in the Net Syllabus and evaluation carried out on a criterion-referenced (absolute) basis, whereby students who have failed to achieve the specified standard will receive a failing grade.
- (5) Students will be graded on a six-step scale: A+, A, B+, B, C+, C for passing grades. 'F' indicates a failing grade.

The criteria for completing a course are determined based on the requirements stated in the curriculum tables and Article 18 of the Graduate School Regulations. These criteria are made clear to students in the Requirements for completing the MBA degree and Early graduation sections of Chapter 1 of the "Information for Students" titled "Curriculum."

2) Issues to be improved: The School will continue its current practice which meets the standard.

PRT Comments:

The standards for calculating grades and for evaluating the students' performance are clearly stated in the syllabi. The Detailed Standard is satisfied.

Detailed Standard 5: "The School must take measures that ensure that the completion of the program and the academic performance of students are evaluated fairly, and that grades are calculated in an objective and standardized way in order to maintain the quality level of educational content."

1) Self-Check: To ensure that students achieve the School's learning goals, the Institute of Business and Accounting has established rigorous and impartial assessment standards. First, to maintain the School's educational standards, it has introduced compulsory written examinations and report writing examinations in all classes except "Introduction of Individual Research" and "Individual Research" (in the Corporate Strategic Management Course) and the "Group Research Project" and "Individual Research" (in the International Management Course). Moreover, in all of its classes, the School assesses students based on a system of absolute evaluation. Furthermore, instead of assessing students based on a single criterion, the School conducts a comprehensive assessment that takes into account a variety of criteria, such as attendance, reports, regular tests, and final examinations. In addition, the School has

introduced a grade point average (GPA) system for evaluating overall student performance and formalized the system through the "Rules and Regulations for Grade Assessment and Examination." Grades are assigned on a seven-point scale from A+ to F, and the grade points and raw scores for each grade are shown in Table 7-5 below. Table 7-5 also shows the percent distribution of students across grades A+ to F for the Corporate Strategic Management Course and the International Management Course. (However, the data does not include grades for the "Introduction of Individual Research" and the "individual Research" classes in the Corporate Strategic Management Course, and the "Individual Research" and the "Group Research Project" classes in the International Management Course)

Table 7-5: Grade Point Average System and Distribution of Students across Grades

Grade	GP	Raw score Conversion	Corporate Strategic Management Course		International Management Course	
			AY 2012	AY 2013	AY 2012	AY 2013
A+	4.0	90 - 100	17.3%	15.1%	24.0%	26.4%
A	3.5	85 - 89	23.8%	21.6%	32.6%	31.5%
B+	3.0	80 - 84	22.3%	23.8%	23.7%	17.5%
B	2.5	75 - 79	16.4%	18.6%	11.3%	13.4%
C+	2.0	70 - 74	8.3%	8.5%	3.3%	4.1%
C	1.5	60 - 69	6.6%	5.6%	1.8%	4.1%
F	0.0	0 - 59	5.3%	6.8%	3.3%	2.9%

2) Issues to be improved: At present, the content of "Introduction of Individual Research" and the "Group Research Project" varies between classes, which are assigned to multiple faculty members. Because these classes are compulsory and are a prerequisite for the "Individual Research," it is necessary to ensure that the same content is introduced in all classes, even if this content is taught by different faculty members.

PRT Comments:

The School's system for calculating grades appears to be objective and well-designed. However, the distribution of student grades (Table 7-5) shows that for the International Management Course the distribution is more negatively skewed (more A+ and A grades) than for the Corporate Strategic Management Course. This can potentially raise the issue of fairness across programs. The Detailed Standard is satisfied.

Detailed Standard 6: "The School must set a quota on the number of students registered to a course in accordance with its educational methods, the availability and condition of its facilities, and other educational considerations in order to maintain the quality level of educational content."

1) Self-Check: To maintain small class sizes, the School has established a cap of 30 students per class for core and basic classes in the Corporate Strategic Management Course. When the number of students enrolled in a class exceeds 50 (for example, in the case of the compulsory "Business Ethics" class), the school maintains appropriate class enrollment numbers by offering a second section of the class. It is expected that students will primarily attend the advanced classes related to their programs of study; therefore, we expect that each class will

have 10–20 students. Table 7-2 shows the average number of students per course for each type of class.

Table 7-6 Average Number of Students per Course

	International Management Course	International Management Course
	2013	2013
Core classes	20.8	5.7
Basic classes	17.1	4.7
Advanced classes	12.2	4.0

2) Issues to be improved: The School will maintain the student number cap system in order to practice small-group instruction which is expected to contribute to the quality of education.

PRT Comments:

The School aims to maintain small class sizes (not exceeding 30), and splits the classes with higher enrollment into sections. This ensures that the quality level of educational content is maintained. The Detailed Standard is satisfied.

Detailed Standard 7: “The School must provide adequate registration guidance, learning guidance and academic and career guidance to respond to the needs of diversified student body including foreign students, and also provide sufficient support for the students taking distance education programs in order to maintain the quality level of educational content.”

1) Self-Check: Faculty members provide office hours to offer individual consultation on a variety of matters including academic study. Instead of establishing fixed office hours, the majority of faculty members are flexible with regard to arranging appointments via email. To ensure that appropriate support is offered to students enrolled in the International Management Course—particularly to international students—the School employs students who are fluent in both English and Japanese as teaching assistants (TAs).

2) Issues to be improved: In addition to the current academic guidance, it is important to provide career guidance to international students enrolled in the International Management Course who wish to work in Japanese companies after completion of the course. The School will consider a way to provide guidance on Japanese business practices as well as instruction of Japanese language to its international students.

PRT Comments:

The guidance described in the SER comes mostly from the faculty and TAs (especially for foreign students). It is unclear if there are any staff members or academic office who can also provide guidance for the students. A plan to establish a system of career guidance for the international students (as mentioned in the Issues to be improved) is appropriate. The Detailed Standard is satisfied.

Detailed Standard 8: “The School’s faculty members should share information about students’ course records, attendance rates for each program, total credits earned and academic grades, and develop initiatives to improve students’ learning in order to maintain the quality level of educational content.”

1) Self-Check: The School shares student performance statistics for all semesters, and all questions contained in final examinations, with its entire faculty for a given period of time. This

is to enable the faculty members who are responsible for each class to refer to this information when making decisions about future class plans, examinations, and examination and assessment standards. The above information is available during the next semester following each final examination. Furthermore, faculty members are notified of overall academic trends (such as GPA distribution) on a timely basis through the School Committee. In addition, information regarding the learning situation of individual students is shared among the concerned faculty members on a timely basis.

2) Issues to be improved: The School will maintain its current practice of sharing student performance statistics among faculty members in order to continue to improve students' learning.

PRT Comments:

The system of sharing information among the faculty appears to be sufficient. The Detailed Standard is satisfied.

Detailed Standard 9: "In case of providing shortened programs, the School must ensure that the educational methods and time schedules enable the students to achieve its learning goals in order to maintain quality level of education."

1) Self-Check: The Business School offers an "Early Completion Program," which enables students to finish their programs in 18 months instead of the standard two years. Students must apply and receive approval upon entering the School before enrolling for the Early Completion Program. The School has adopted a yearly schedule that takes into account the situation of students who wish to complete their programs early by providing a range of daytime and evening classes on weekdays and weekends during class periods, by offering classes throughout the year rather than in concentrated periods, and by providing intensive study classes during the summer and winter vacations.

In the spring semester of the 2013 academic year, the average GPA of students who completed their programs in 18 months was 3.04, while that of those who completed their programs in two years was 2.97, indicating no significant difference between the two groups.

2) Issues to be improved: The School will continue to offer the "Early Completion Program", while keeping track of academic performance of those in the program in order to provide support if the need arises.

PRT Comments:

The School offers an "Early Completion Program" – 18 months instead of the standard 2 years. The needs of the students who wish to use this option appear to be attended to. The Detailed Standard is satisfied.

Standard 8-MESASURES TO IMPROVE EDUCATIONAL QUALITY

Basic Standard: "The School must improve its curriculum in a systematic manner to realize its mission statement."

1) Self-Check: The School analyzes the results of student class evaluations as its primary means of systematically improving the curriculum to achieve its educational and research objectives. The results of student evaluations administered at the end of each academic quarter are examined by the Self-Evaluation Committee. This analysis is then made available for viewing at the Nishinomiya Uegahara and Osaka Umeda campuses and posted on the School website. On the basis of the Self-Evaluation Committee's analysis, the Associate Dean

of the School and the Convener of the Business School prepare a draft amendment of the curriculum. Following discussion of the draft amendment at the School Committee, the Faculty Board and the Curriculum Committee then revise the curriculum regulations.

2) Issues to be improved: It is necessary to consider ways of ensuring the quality of classes offered throughout the Business School. The School will therefore examine ways of improving as an institution—for example, by introducing a quality assurance system in which full-time faculty members employed on permanent contracts assume responsibility for curriculum programs.

PRT Comments:

The system of improving the curriculum appears to be appropriate. However, the faculty development (Detailed Standard 4) needs to be conducted in a systematic manner. The Basic Standard is satisfied.

Detailed Standard 1: “The School must prepare syllabi which state its educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance, ensure that the course content is aimed at achieving the learning goals, and publish the syllabi to be examined through peer reviews.”

1) Self-Check: At the start of each academic year, the School issues a standard-form electronic syllabus that contains the class objectives, individual lecture plans, teaching methods, textbooks and reference materials, and assessment methods and standards, as well as specific instructions regarding preparatory study and information about the relationship between individual classes. Students can view this syllabus throughout the academic year. Since the 2008 fall semester, the electronic syllabi have also been made widely available to individuals outside of the School and University. Faculty members prepare syllabi based on the Syllabus Design Guide, which are then checked by the Associate Dean of the School. One section of the student class evaluations examines whether lectures have actually been conducted in accordance with the syllabus.

2) Issues to be improved: The School will continue its current practice which fully meets the standard.

PRT Comments:

The syllabi are appropriately prepared and publicized. The Detailed Standard is satisfied.

Detailed Standard 2: “The School must review its curriculum by both examining students’ course records, total credits earned, academic grades and career options, and reviewing opinions from stakeholders.”

1) Self-Check: To improve the curriculum, the Self-Evaluation Committee examines the results of student (stakeholder) class evaluation questionnaires. On the basis of its investigation of student course enrollment, credit acquisition, and academic performance, the School reorganized the basic and advanced classes in the Corporate Strategic Management Course (for AY 2013) and the International Management Course (for AY 2014).

2) Issues to be improved: It is important to continue the current practice in order to link students’ needs to the curriculum.

PRT Comments:

The School takes all necessary measures to take the students’ opinions (expressed through class evaluations) into account, and also accommodates the opinions of alumni on the

curriculum development. The Detailed Standard is satisfied.

Detailed Standard 3: “The School must do periodic self-check/self-evaluations and publicize the results.”

1) Self-Check: Each year, the School prepares a report on the results of student class evaluations, faculty self-evaluations, and group interviews and posts this report on its website. In addition, individuals affiliated with the School, such as faculty members and students, can view detailed results of student class evaluations for individual classes at the counter of the Administrative Office.

2) Issues to be improved: The School will continue its current practice which meets the standard.

PRT Comments:

The School does regular self-evaluations and publicizes the results to the students and faculty. The Detailed Standard is satisfied.

Detailed Standard 4: “The School must conduct faculty development in a systematic manner in order to ensure the high quality of education and research.”

1) Self-Check: The School provides feedback on student class evaluations to faculty members in the form of anonymous copies of student questionnaires. Faculty members can thus view all of the feedback given by students who attended their classes—including the free description sections of the questionnaires.

2) Issues to be improved: In addition to the current approach, it is important to find a new way of conducting school-wide faculty development programs such as faculty development seminars.

PRT Comments:

As shown in the SER and based on the additional information discussed during the on-site visit, the faculty development is continuously implemented with the support from the office. The Detailed Standard is satisfied.

Detailed Standard 5: “The School should establish a system for awarding faculty members who achieve distinguished teaching and research results in order to ensure high quality of education and research.”

1) Self-Check: The School publishes a journal titled *Business and Accounting Review*, records the research achievements of faculty members, and publicizes these achievements in its online research achievements database. In addition, the School honors faculty members who receive awards from societies or Ministry of Education, Culture, Sports, Science and Technology Grants-in-aid for Scientific Research.

2) Issues to be improved: The School will continue its current practice.

PRT Comments:

The School recognizes the faculty research achievements and honors the faculty members who receive grants from the MEXT. The Detailed Standard is satisfied.

CHAPTER THREE: STUDENTS

Standard 9-STUDENT PROFILE

Basic Standard: “The School must specify the target student population and profile of its

students to realize its mission statement.”

1) Self-Check:

Table 9-0-1 Number of Students enrolled

	2011	2012	2013
Full-time students enrolled	76	81	73
Part-time students enrolled	71	94	104
Total number of students enrolled	147	175	177

Table 9-0-2 Number of Foreign Students enrolled

	2011	2012	2013
Foreign students enrolled	13	18	12
Local students enrolled	134	157	165
Total number of students enrolled	147	175	177

The education and research objectives of the Business School are to nurture “businesspersons who apply scientific methods and a global perspective to management,” “global businesspersons with the capacity to engage in business on an international level,” and “businesspersons with a high sense of professional ethics, based on the founding spirit of Kwansei Gakuin.”

In view of the above goals, the Corporate Strategic Management Course primarily targets working adult students and aims to train management professionals who have the qualities needed to achieve these goals. Therefore, the School defines its model students as “working adults who value practical experience in society and possess a strong desire to apply theory to the examination of business issues in the Business School, based a variety of experiences in the field of business” and, in its “Entrance Examination Information,” it specifies that students who fit this description will be eligible for admission to the School.

For the International Management Course, the School ensures fairness in providing opportunities for suitable applicants to participate in the selection process. The International Management Course provides all-English MBA instruction to students who wish to work in the global business world. Therefore, the School defines its model students as “graduates, international students, or working adults with excellent English communication skills and a strong desire to engage in global business,” and clearly stipulates that it also welcomes new graduates who do not have long-term work experience.

When recruiting students, the School holds information sessions for prospective applicants several times per year. In addition, the target student profiles described above are clearly specified and fully explained in the “Entrance Examination Information” and on the School website.

2) Issues to be improved: The School will continue its current practice which meets the standard.

PRT Comments:

The School has a good understanding of its target student population: working adults for the Corporate Strategic Management Course; Graduates, international students, or working adults

with less practical experience for the International Management Course. However, as shown in table 9-0-1-b, while the number of non-degree seeking students is increasing, the degree-seeking students' enrollment appears to be constant for the Corporate Strategic Management Course and for the International Management Course (table 9-0-1-a). This raises questions about whether the new students who seek the MBA degree are indeed the target population for the School. According to the comments of faculty members, there are two types of the non-degree-seeking students: students who would like to attend the class with the degree-seeking students, and students who attend classes with a purpose of life-long learning. The number of the first type of students was 24 in 2011, 29 in 2012, and 48 in 2013. The probability that these students enroll as degree-seeking students in 2013 was about one third. The School appears to pay special attention to the non-degree-seeking students, which is commendable.

Another issue with the student profile is that some students in the International Management course do not have any business experience. However, attracting students with non-business experience to the MBA program in English is a strategic issue. The School needs to address this issue and specify the student profile that fits the requirements for the MBA program. The Basic Standard is satisfied.

Detailed Standard 1: "The School must make efforts to secure students with target profiles through its selection processes."

1) Self-Check: Applicants to the Corporate Strategic Management Course are required to have at least three years of practical experience. In addition, as shown in Tables 9-3 9-4, the course accepts students of diverse ages and professional backgrounds and targets working adults who wish to strengthen their ability to discover and solve problems related to their current jobs based on their personal work experience.

Table 9-1-1: Number of New (Full-time) Students in the Corporate Strategic Management Course by Age Group

	AY 2011	AY 2012	AY 2013
Twenties	5	12	5
Thirties	31	31	30
Forties	17	16	20
Fifties	5	3	5
Sixties	3	0	1
Total	61	62	61

Table 9-1-2: Number of New (Full-time) Students in the Corporate Strategic Management Course by Professional Background

	AY 2011	AY 2012	AY 2013
Manufacturing	23	23	29
Other Services	15	16	15
Wholesale	3	5	0
Realty/leasing	2	5	0

Electricity/gas/heat service/water	0	0	1
Retail	4	4	3
Mass media	1	1	0
Medical/welfare	2	1	2
Transport	1	1	1
Education/learning support	2	4	3
Finance/insurance	1	0	2
Construction	3	1	0
Civil service	2	0	0
Information-communication	2	0	1
Lodging/restaurant	0	0	1
Unemployed	0	0	2
Other	0	1	1
Total	61	62	61

The International Management Course aims to foster in students the English language skills and business knowledge needed to operate on the global business stage, as well as the ability to apply these in practice. As shown in Tables 9-5 and 9-6, the course enrolls students from a diverse range of nationalities and, through its all-English lectures, promotes global communication that crosses linguistic and cultural barriers.

Table 9-1-3: Number of New Students in the International Management Course by Age Group

	2011	2012	2013
Twenties	13	16	12
Thirties	2	3	0
Total	15	19	12

Table 9-1-4: Number of New Students in the International Management Course by Home Country

	2011	2012	2013
Japan	5	4	2
Saudi Arabia	2	5	5
Indonesia	0	5	0
Canada	1	1	2
China	1	1	1
America	0	1	1
Thailand	1	1	0
South Korea	0	0	1
Taiwan	0	1	0
Argentina	1	0	0

Yemen	1	0	0
Iran	1	0	0
Ivory Coast	1	0	0
Brunei	1	0	0
Total	15	19	12

2) Issues to be improved: In addition to the current practice, the School will make more efforts to attract students with diverse backgrounds including international students.

PRT Comments:

The student profile as presented in the SER appears to meet the target. The Detailed Standard is satisfied.

Detailed Standard 2: "The School must provide opportunities for the candidates to take entrance examinations in a fair and unbiased way."

1) Self-Check

Students can choose whether to begin their course in the spring or fall semester. The School provides two opportunities for students to take the spring-start entrance examination and one opportunity to take the fall-start entrance examination. In addition to these entrance examinations, due to the high number of overseas applicants to the International Management Course, the School selects applicants living overseas based on their academic records. Furthermore, for the convenience of applicants, all documents required for applying and enrolling are downloadable. Thus, it can be concluded that the School ensures fairness in providing a range of opportunities for applicants to take entrance examinations.

Table 9-2-1 Schedule of Entrance Examination Fall 2014

Entrance Examination Fall 2014

		Business School		
		Corporate Strategic Management Course	International Management Course	
			Pattern A (In Japan)	Pattern B (Overseas)
Student Intake		About 30 persons	About 10 persons	About 10 persons
Examination schedule	Application Period [Applications must arrive at IBA office within this period]	Wednesday, June 11th - Wednesday, June 18th	Tuesday, April 1st - Wednesday, June 18th	
	Examination Date	Written Examination, Interview Saturday, July 5th		Screening of Application Documents
	Result Announcement	Friday, July 11th	As soon as the evaluation has been completed	
Deadline for admission procedure I (Payment of admission fee)		Friday, July 11th - Friday, July 18th	Payment should be made within 2 weeks from the date of notification of acceptance	
II (Tuition & other fee payment and submission of required documents)		Friday, August 29th in 2014 (except for IMC Pattern B)		

Table 9-2-2 Schedule of Entrance Examination Spring 2015

Entrance Examination Spring 2015

1st Intake		Business School		
		Corporate Strategic Management Course	International Management Course	
			Pattern A (In Japan)	Pattern B (Overseas)
Student Intake		About 30 persons	About 10 persons	About 5 persons
Examination schedule	Application Period [Applications must arrive at IBA office within this period]	Wednesday, November 12th - Wednesday, November 19th		Monday, September 22th - Wednesday, November 5th
	Examination Date	Written Examination, Interview Saturday, December 6th		Screening of Application Documents
	Result Announcement	Friday, December 12th		As soon as the evaluation has been completed
Deadline for admission procedure I (Payment of admission fee)		Friday, December 12th - Friday, December 19th		Payment should be made within 2 weeks from the date of notification of acceptance
II (Tuition & other fee payment and submission of required documents)		Friday, March 13th in 2015 (except for IMC Pattern B)		

2nd Intake		Business School		
		Corporate Strategic Management Course	International Management Course	
			Pattern A (In Japan)	Pattern B (Overseas)
Student Intake		About 30 persons	About 5 persons	—
Examination schedule	Application Period [Applications must arrive at IBA office within this period]	Wednesday, January 28th - Wednesday, February 4th		—
	Examination Date	Interview Saturday, February 21th		—
	Result Announcement	Friday, February 27th		—
Deadline for admission procedure I (Payment of admission fee)		Friday, February 27th - Friday, March 6th		
II (Tuition & other fee payment and submission of required documents)		Friday, March 13th in 2015 (except for IMC Pattern B)		

2) Issues to be improved: The school provides fair and unbiased opportunities for potential applicants to take entrance examinations.

PRT Comments:

The School provides a wide range of opportunities to take entrance examinations for all of its target student populations. This ensures the unbiased and fair system of entering the program. The Detailed Standard is satisfied.

Detailed Standard 3: "The School must update its target student profile to meet the requirements of the School's admission policy on a continuous basis."

1) Self-Check: When selecting students for admission, the faculty members who are

responsible for the screening process carefully examine students' basic academic ability, learning plan, background, academic achievement, motivation, abilities, and attitude. Then, the Entrance Examination Committee, the Dean's Office Committee, and the Faculty Board discuss the results of this screening process and continuously examine and update the target student profile based on the School's admission policy.

2) Issues to be improved: The School will continue its current practice of updating its target student profile to meet the requirements of its admission policy on a continuous basis.

PRT Comments:

The target student profile is continuously updated through the process which involves the faculty, the Entrance Examination Committee, the Dean's Office Committee, and the Faculty Board. The Detailed Standard is satisfied.

Standard 10-STUDENT ADMISSION

Basic Standard: "The School must clearly stipulate its admission policy in its selection processes."

1) Self-Check: The School has established the following admission policy:

The Business School seeks to nurture "businesspersons who apply scientific methods and a global perspective to management," "global businesspersons with the capacity to engage in business on an international level," and "businesspersons with a high sense of professional ethics, based on the founding spirit of Kwansai Gakuin." In view of the above goals, the Corporate Strategic Management Course primarily targets working adult students and aims to train management professionals who have the qualities needed to achieve these goals. Therefore, the School seeks to admit working adults who value work experience in society and who possess a strong desire to apply theory to the examination of business issues in the Business School, based on a variety of experiences in the field of business. With the aim of selecting students who are compatible with and meet these goals, the entrance examination comprehensively evaluates whether applicants possess the basic academic ability and motivation required to achieve them.

The International Management Course aims to nurture global businesspersons who have the qualities needed to achieve the above goals. On the basis of the course's aim to nurture highly capable individuals who can achieve success in Japan and overseas, the entrance examination comprehensively evaluates whether applicants possess the character, basic academic ability, and motivation needed to do so. Because all classes are conducted in English, the International Management Course places particular importance on English ability. Applicants must possess sufficient English skills to participate in all-English at the graduate level. The entrance examination for this course assesses students' overall English ability (using the following scores as a guide: TOEFL iBT: 85+; TOEFL PBT: 570+; TOEIC: 780+).

2) Issues to be improved: The School clearly stipulates its admission policy in its "Entrance Examination Information"; therefore, there are no problems related to the standard.

PRT Comments:

The admission policy is clearly stipulated for both the Corporate Strategic Management Course and the International Management Course in the "Entrance Examination Information". The Basic Standard is satisfied.

Detailed Standard 1: "The School's admission policy must be developed in line with its

mission statement.”

1) Self-Check: The Business School’s education and research objective is to “nurture global businesspersons with a high sense of professional ethics based on the founding principle of Kwansei Gakuin and with the capacity to engage in business on an international level.” Furthermore, the Corporate Strategic Management Course aims to “train specialists to meet the challenges of globalized business environments in Japanese enterprises,” while the International Management Course aims to “cultivate business knowledge and the ability to conduct business in English.” The admission policy states that, to achieve these objectives, the School will provide admission in its Corporate Strategic Management Course to working adults who value work experience in society and possess a strong desire to apply theory to the examination of business issues in the Business School, based on a variety of experiences in the field of business. Moreover, the policy states that, for the International Management Course, the School seeks applicants who possess the character and basic academic ability needed to operate as global businesspersons, as well as strong motivation and excellent English skills. Therefore, the content of the admission policy is conducive to the School’s education and research objectives.

2) Issues to be improved: The School’s admission policy is in line with its mission statement; therefore, there are no problems related to the standard.

PRT Comments:

The School’s admission policy is fully based on its principle, objectives and goals. The Detailed Standard is satisfied.

Detailed Standard 2: “The School must clearly articulate its admission policy and selection criteria in brochures such as student admission materials and show them to all prospective candidates.”

1) Self-Check: The School clearly outlines its admission policy and selection criteria in the “Entrance Examination Information” and posts these on its website.

2) Issues to be improved: The School clearly articulates its admission policy and selection criteria in the “Entrance Examination Information” brochure and its website; therefore, there are no problems related to the standard.

PRT Comments:

The School clearly stipulates its admission policy and selection criteria in its “Entrance Examination Information” which is available to all the prospective students. The Detailed Standard is satisfied.

Detailed Standard 3: “The School must evaluate the scholastic abilities and aptitudes of candidates in a consistent and objective fashion through its selection processes.”

1) Self-Check: When selecting students, two faculty members who are responsible for the screening process objectively evaluate students’ basic academic ability, learning plan, background, academic achievement, motivation, abilities, and attitude. The results of the screening are then discussed in detail by the Entrance Examination Committee, the Dean’s Office Committee, and the Faculty Board.

2) Issues to be improved: The School will continue to follow its current screening procedure while analyzing students’ academic performances after admission to the School.

PRT Comments:

The system to evaluate the candidates appears to be objective. The selection process involves 2 faculty members at the initial stage, the Entrance Examination Committee, the Dean's Office Committee, and the Faculty Board. The Detailed Standard is satisfied.

Detailed Standard 4: "The School must match the actual number of student enrollment with the required enrollment through its selection processes. If the actual enrollment does not match the required number, the School must take corrective action to balance the actual and the required enrollment appropriately."

1) Self-Check: As shown in Table 9-0-1 above, over the past three years, the number of full-time students enrolled in the School has averaged 76.7% of the student quota of 100. In April 2014, to attract more students, the School began to expand its applicant base by introducing a new program entitled "Public/Medical/University Management."

2) Issues to be improved: It is important to maintain a consistent number of students. As the Japanese economy recovers from effects of the Lehman Brothers collapse, Japanese business enterprises have once again begun to invest in human resource development. It is thus necessary for the School to increase the number of visits it makes to companies, local governments, and medical institutions and to seek enterprises that can continuously supply students to the School. The School will improve its dissemination of information related to the International Management Course within Japan and overseas, for which the School will attempt to attract more international applicants by actively participating in the MBA Tour and increasing the number of visits it makes to Japanese language schools in Japan. In addition, to expand the number of applicants from within the University, the School will strengthen its efforts to disseminate course information to other schools by regularly arranging class visits and increasing the number of information sessions held within the University.

PRT Comments:

The School states that the number of full-time students doesn't meet the quota of 100 yet. Therefore in April 2014 the School has introduced the new program (Public / Medical / University Management) to attract more applicants. The new program raises some concerns due to the differences between the public and the business organizations, so it is advisable to consider the Public / Medical / University Management program as an experimental one.

In the Issues to be improved the School also outlines its plan to attract more students to the Corporate Strategic Management Course and the International Management Course. However, the School appears to lack clear strategy for attracting new students and the clear positioning on the market. The Detailed Standard is satisfied.

Detailed Standard 5: "The School must take measures to attract through its selection process a diverse student body that possesses a wealth of knowledge and background to meet the needs of globalization."

1) Self-Check: As shown in Tables 9-1-1 to 9-1-4, the School admits students with a wide range of experiences, knowledge, and backgrounds. To further promote globalization, the School will strengthen its efforts to publicize information regarding entrance by screening documents of overseas students who wish to apply to the International Management Course.

2) Issues to be improved: It is necessary to implement a stronger publicity campaign in order to reach out to more diverse potential students, especially overseas students as described in Detailed Standard 4 above.

PRT Comments:

The School's students have diverse experience and backgrounds. However, there is a need recognized by the School to attract more overseas students, and the School plans to do this in future by enhancing its admission system, promoting the International Management Course in the foreign countries through the MBA tour, and in Japan – through visiting the Japanese language schools. It also plans to promote its programs through cooperating with other schools. However, as mentioned above (Detailed Standard 5), these measures may not produce the desired results if the School doesn't develop a clear strategy and positioning. The Detailed Standard is satisfied.

Standard 11-STUDENT SUPPORT

Basic Standard: "The School must have appropriate student support systems that help students concentrate on their academic work."

1) Self-Check: Regarding the payment of tuition fees, the School has established deferred payment and payment-by-installment systems, as well as a range of scholarships. The University has set up a wealth of specialized departments to support students in various aspects of their student life. These include the Center for Career Planning and Placement; the Student Support Center, where students can receive counseling; the Health Care Center, which offers health examinations and consultations; and the Center for International Education and Cooperation.

2) Issues to be improved: The Institute of Business and Accounting also offers a PhD program. Therefore, the School will examine the possibility of employing PhD students as TAs to improve the level of academic support, which is currently provided by students studying in professional degree programs.

PRT Comments:

The financial support system appears to be in place, and the life and academic support is provided by the Kwansai University through the Center for Career Planning and Placement, Student Support Center, Health Care Center, and the Center for International Education and Cooperation. The Basic Standard is satisfied.

Detailed Standard 1: "The School must take various measures to provide financial support to students who need it."

1) Self-Check: Students who are unable to pay their tuition fees before the deadline can defer payment of these fees or pay in installments. A variety of scholarships are available to students. The University offers the C.J.L. Bates Special Scholarship, which covers all tuition fees, as well as the C.J.L. Bates Type-1 Scholarship, which offers a 50% reduction of fees. In addition, the Kwansai Gakuin University Scholarship for International Students offers a reduction of either 50% or 35% of tuition fees. Students can apply for scholarship loans through the Japan Student Services Organization (JASSO) scholarship system. In addition, the University has established an emergency student loan system to provide financial support to students who need it. The system is also available to students whose financial situation has undergone sudden change.

Table 11-1: Number of Scholarships Awarded in AY 2013

	Kwansei Gakuin University scholarships			JASSO Scholarship Loan
	Bates Special	Bates Type-1	Scholarship for Int. students	
Number of applicants	-	40	16	6
Number of recipients	1	27	16	6

2) Issues to be improved: The School provides sufficient financial support to students; therefore there are no problems related to the standard.

PRT Comments:

The School has a system whereby the students can defer payments or pay in installments should they need this. There is also a selection of scholarship opportunities. The ways to provide financial support appear to be quite appropriate. The Detailed Standard is satisfied.

Detailed Standard 2: "The School must have administrative offices which collect and process relevant information and provide consultation for the students concerning academic guidance, career development and studying abroad."

1) Self-Check: Students are able to obtain academic guidance from administrative staff members at the Institute of Business and Accounting Office on the Nishinomiya Uegahara Campus and at the administrative office on the Osaka Umeda Campus in both of which English-speaking staff members are available.

Also, Students can receive career guidance from specialist faculty members at both the Nishinomiya Uegahara Campus and the Osaka Umeda Campus. In addition, the University organizes job fairs for graduate students.

Furthermore, Center for International Education and Cooperation (CIEC) is available to provide information and guidance on study abroad opportunities including exchange programs with partner universities around the world.

Table 11-2 Graduate Student Exchange Partner Universities
(University-wide student exchange program)

ASIA			
China	Fudan University	Germany	University of Augsburg
	Jilin University		Friedrich-Alexander University of Erlangen-Nurnberg
	Sichuan University		Johannes Gutenberg University Mainz
	Soochow University		Ruhr University Bochum
	Sun Yat-Sen University	Iceland	European University Viadrina
Indonesia	Satya Wacana Christian University	Latvia	University of Iceland
Korea	Chung-Ang University	Netherlands	University of Latvia
	Dongguk University		Radboud University Nijmegen
	Ewha Womans University	Norway	Hanze University of Applied Sciences
	Hanyang University		Norwegian University of Science and Technology
			University of Oslo

	Konkuk Univeristy	Poland	University of Lodz
	Kyung Hee University	Sweden	Linköping University
	Methodist Theological University		Linnaeus University
	Sogang University	U.K.	University of London School of Oriental and African Studies
	Yonsei University	OCEANIA	
Malaysia	University of Malaya	Australia	University of Adelaide
Philippines	Ateneo de Manila University		University of New South Wales
Singapore	Nanyang Technological University		University of Queensland
	National University of Singapore		University of Sydney
			The University of Western Australia
	National Chengchi University	THE AMERICAS	
Taiwan	National Taiwan University	Brazil	Rio de Janeiro State University
	National Taiwan Normal University		University of Sao Paulo
	Soochow University	Canada	University of British Columbia
	Tunghai University		University of Calgary
	Memorial University of Newfoundland		
Thailand	Assumption University	Mexico	University of Toronto / Victoria University
	Payap University		University of Monterrey
	Rangsit University		
EUROPE			
Denmark	Aarhus University	U.S.A.	University of Hawaii at Manoa
	University of Southern Denmark		University of Nebraska at Kearney
Finland	Helsinki Metropolia University of Applied Sciences		North Carolina State University
	University of Vaasa		San Francisco State University
France	Lille 1 University		Stetson University
	Lumiere University of Lyon 2		University of Washington Bothell
	Lyon Institute of Political Studies		
	Normandy Business School		

2) Issues to be improved: It is expected that the School provides career guidance to its English-based international students who are interested in obtaining a job in Japan after completion of their course. Currently the University's Center for Career Planning and Placement does not provide career guidance to English-based international students in a way that is satisfactory to them. The School will explore the feasibility of improving such guidance to them in collaboration with the Center for Career Planning and Placement

PRT Comments:

The School has administrative offices which can provide consultations on both of its campuses, with English-speaking staff available for international students. The counselling on career development is provided by the specialist faculty members and through the Kwansai University job fair. The counseling on study abroad opportunities is available through Kwansai University Center for International Education and Cooperation. This appears to be sufficient for the Japanese students. However, the Center for International Education and Cooperation Center doesn't provide counseling to the international students, and the School plans to remedy this

(as mentioned in the Issues to be improved). The Detailed Standard is satisfied.

Detailed Standard 3: “The School must establish support systems to provide academic counseling and any other support that students require.”

1) Self-Check: Academic support is primarily provided by full-time faculty members during their office hours. In addition, the email addresses of full-time and fixed-term faculty members are made available to students, and support is also provided via email. Office staff provide support with administrative procedures in person as well as via email. In addition, the University provides a Counseling Room where students can discuss their worries and concerns.

2) Issues to be improved: The School will continue to provide necessary academic and non-academic support to students in collaboration with related organizations within the University.

PRT Comments:

The support system includes the faculty members, the office staff, and the Kwasei University Counseling Room where students can discuss their worries and concerns. The support system appears to be appropriate for the Japanese students, but the needs of the international students must be also taken into account. While the number of the foreign students is low, this may be not a very pressing issue, but when it grows, there may appear the students who do not speak Japanese, are alone in a new country, and need some personal support. Anticipation of this development might be expedient. The Detailed Standard is satisfied, but it's expedient to foresee future developments.

Detailed Standard 4: “The School must provide appropriate academic support and lifestyle support to international students and disabled students.”

1) Self-Check: TAs and staff in the Institute of Business and Accounting provide support to international students in collaboration with the Center for International Education and Cooperation (CIEC), a specialized department responsible for dealing with the needs of international students. The Student Support Center is responsible for coordinating the provision of support to students with disabilities.

2) Issues to be improved: Though the School faculty and staff provide academic advice to international students in the International Management Course where instruction is given in English, the students sometimes face various non-academic problems that they may need to consult with a professional counselor. Currently the University doesn't provide counseling service in English. The School will continue to appeal the necessity of an English-speaking professional counselor to the University.

PRT Comments:

As mentioned above, there is currently no system in place to address the needs of the foreign students in terms of lifestyle support or counseling. The School tries to secure and English-speaking professional counselor at the University. As this didn't yield any results yet, some other ways to resolve this issue might be considered. The Detailed Standard is partially satisfied.

Standard 12-STUDENT INCENTIVE

Basic Standard: “The School must take measures to enhance the academic progression of its students to realize its mission statement.”

1) Self-Check: The School determines which students receive scholarships and exemptions from scholarship loan repayment based on academic performance. In addition, to encourage students' academic performance, the School selects the highest-achieving student as the valedictorian.

2) Issues to be improved: The School will continue its current practice which meets the standard.

PRT Comments:

The School provides incentives for the students who perform well, such as scholarships and exemptions from scholarship loan repayment. Also, the highest-achieving student is selected as the valedictorian. The measures taken by the School appear to be sufficient. The Basic Standard is satisfied.

Detailed Standard 1: "The School must have a system that rewards students who achieve excellent academic results."

1) Self-Check: The School determines which students receive scholarships and exemptions from scholarship loan repayment based on academic performance. The School awards diplomas at its graduation ceremony and selects the highest-achieving student as the valedictorian. The Associate Dean and Assistant Dean are available for consultations with students who have performed poorly or who wish to discuss their academic progress.

2) Issues to be improved: The School will continue its current practice which meets the standard.

PRT Comments:

The School decides on scholarships and exemptions from scholarship loan repayment for the high-performing students. The highest-achieving student is selected as the valedictorian. This system appears to meet the Detailed Standard. The Detailed Standard is satisfied.

Detailed Standard 2: "The School must have a system for providing academic support to the students who face difficulties with continuing their studies."

1) Self-Check: As mentioned in Detailed Standard 1 of Standard 11, the School has taken measures to work with students who require financial support. In addition to providing support during faculty office hours, the School has established a system that enables students to request academic assistance from other faculty members, such as the Associate Dean and Assistant Dean.

2) Issues to be improved: To maintain and strengthen students' motivation to continue studying—with particular reference to international students who are studying in a different culture—the School will examine ways of complementing the existing channels of student–teacher communication (group interviews, office hour consultations, and class evaluations) with opportunities for students and faculty members to interact as peers on an informal basis.

PRT Comments:

The academic support is provided primarily by the faculty members, and also by the Associate Dean and the Assistant Dean. The School plans to enhance this system further in order to address the specific needs of the international students. The Detailed Standard is satisfied.

Detailed Standard 3: "The School must hold orientation programs either at the time

students enter the School or before the new academic year begins, to provide incentives for students to achieve high standards of academic work.”

1) Self-Check: The School organizes a two-day orientation period to coincide with the April and September admission ceremonies during which students are informed about the curriculum, course study, the scholarship system, library use, and campus facilities. Students may also request information from teaching or nonteaching faculty members, either in person or via email, before or after the orientation period.

Table 12-3 Schedule of Entrance Ceremony & Orientation for New Students

Schedule of Entrance Ceremony & Orientation for New Students (Spring, 2014 Enrollment - International Management Course)

Date	Time	Activity	Campus	Place	Attendees
1 (Tue)	10:30 - 11:40	Spring term entrance ceremony	Nishinomiya Uegahara	Central auditorium	IBA students
	11:45 - 11:55	Greeting from Dean & Executive Committee of IBA		BA304	
	12:00 - 13:10	IMC Student Orientation I		BA302	IMC students Prof.Yutani TA (Teaching Assistant)
	13:10 - 14:00	Lunch break TA(teaching assistant) will take new students to a canteen.			
	14:00 - 14:50	IMC Student Orientation II	Nishinomiya Uegahara	BA302	IMC students IMC faculty
	15:00 - 15:40	Explanation of scholarship For Japanese Students		203, Building B	Intending applicants
	15:00 - 16:00	IMC Student Orientation III by TA for non-Japanese students		BA303	IMC students (Non-Japanese) TAs
	16:00 - 17:00	IMC Student Orientation IV by TA (those who need guidance on KG computer network, course registration)		BA303	IMC Students TAs
5 (Sat)		1st quarter begins	Uegahara or Umeda	See the timetable for classrooms	
		Course Registration & Amendment for Spring Semester Courses (April 1 - 15 4:50 pm)		Web	IBA students

* Classroom name begins with BA is for Uegahara Campus and OUC for Osaka Umeda Campus

2) Issues to be improved: The School will continue its current practice which meets the standard.

PRT Comments:

The School holds 2-day Orientations at the time of admission ceremonies twice a year. The Detailed Standard is satisfied.

CHAPTER FOUR: FACULTY

Standard 13-FACULTY SUFFICIENCY

Basic Standard: “The School must maintain an adequate faculty organization to realize its mission statement.”

1) Self-Check: The founding principle of the Institute of Business and Accounting is

“high-level integration of Japanese and global management.” As described below, the School maintains sufficient faculty to achieve this objective.

Table 13-0 Number of (Full-time) Faculty members

	Capacity for Students	Required number of faculty members	Current number of faculty members	+/-
2013	200	14	16	+2

2) Issues to be improved: The School maintains sufficient faculty; therefore there are no problems related to the standard.

PRT Comments:

The School maintains an adequate faculty organization in terms of qualifications, experience, expertise, achievements and age. However, the faculty diversity in terms of age, gender and nationality needs to be increased, especially the numbers of foreign faculty if the School moves forward with its plans to promote the International Management Course. The School might explore additional channels to attract foreign faculty, such as faculty exchange programs. Faculty exchange can also be integrated into the faculty development system (Standard 8). The Basic Standard is satisfied.

Detailed Standard 1: “The School must have a number of full-time faculty members that is adequate for its educational programs.”

1) Self-Check: The Standards for Establishment of Universities require the School to employ 14 faculty members. The School employs 16 faculty members on a full-time basis alone. In addition, the School employs six fixed-term practice-based faculty members who meet the minimum criteria set by these standards, and a total of 22 faculty members; therefore, the number of faculty members employed greatly exceeds the number required.

2) Issues to be improved: The School has a sufficient number of full-time faculty members; therefore, there are no problems related to the standard.

PRT Comments:

The current number of the faculty members exceeds the required number. In addition, the School has 6 practice-based faculty members, which brings the total number of faculty members to 22. The Detailed Standard is satisfied.

Detailed Standard 2: “The School must maintain a sufficient number of full-time Professors and/or Associate Professors necessary for realizing its mission statement.”

1) Self-Check:

Table 13-2 Current view of Faculty Organization

	Professor	Associate Professor	Assistant Professor	Lecturers	Others	Total
Full-time Faculty members	10	6	0	0	0	16

Approximately 60% of the full-time faculty members are employed as professors, reflecting a balance of the types of faculty members.

2) Issues to be improved: The School maintains a sufficient number of full-time Professors

and Associate Professors necessary for realizing its mission statement; therefore, there are no problems related to the standard.

PRT Comments:

The distribution between Professors and Associate Professors appears to be balanced. The Detailed Standard is satisfied.

Detailed Standard 3: “The School must secure adequate number of practically qualified faculty members to realize its mission statement.”

1) Self-Check:

Table 13-3 Number of Practically Qualified Faculty members

Type	Academically Qualified Faculty members	Practically Qualified Faculty members	Total
Participating Faculty members	10	12	22
Supporting Faculty members	31	33	64
Total	41	45	86

Approximately 48% of faculty members are academic-based faculty, while approximately 52% are practice-based faculty, demonstrating a balance between the two types.

2) Issues to be improved: The School has sufficient numbers of academic-based and practice-based faculty members at nearly one-to-one ratio; therefore, there are no problems related to the standard.

PRT Comments:

The number of the practically qualified faculty members exceeds the number of the academically qualified faculty members, which is in line with the School’s focus on the practice-based education and is highly commendable. The Detailed Standard is satisfied.

Detailed Standard 4: “The School must ensure that the ratio of full-time and part-time faculty members in its faculty organization is appropriate for realizing its mission statement.”

1) Self-Check:

Table 13-4-1 Participating Faculty members

Name of Participating faculty members	Position	Number of courses	Number of credits
KAI, Yoshitaka	Professor	8	20
KAMIYA, Yuji	Professor	3	6
METHE, David	Professor	9	23
MORI, Kazuhiko	Professor	3	6
NISHIMOTO, Ryo	Professor	3	6
OKADA, Katsuhiko	Professor	8	20
SADATO, Shigeki	Professor	7	18
SATO, Yoshinobu	Professor	8	16
SUZUKI, Osamu	Professor	9	22
TAMADA, Schumpeter	Professor	4	10
TANAKA, Masamitsu	Professor	7	18
TASHIRO, Chikara	Professor	3	6

YAMAMOTO, Shoji	Professor	7	18
YUTANI, Hiroshi	Professor	9	23
AHMAD, Norlia	Associate Professor	8	21
HAIDER, Mohammad	Associate Professor	7	18
HAMURO, Yukinobu	Associate Professor	0	0
KODAMA, Hironori	Associate Professor	4	8
MAEDA, Yuji	Associate Professor	6	16
ODAKA, Kuniko	Associate Professor	6	16
OUCHI, Akiko	Associate Professor	6	16
OKADA, Miho	Assistant Professor	4	8
Total		129	315

※Associate Professor Hamuro is on a sabbatical leave in 2014

Table 13-4-2 Supporting Faculty members

Name of Supporting faculty members	Position	Number of courses	Number of credits
FUJISAWA, Takeshi	Professor	1	2
FUKUI, Yukio	Professor	2	4
HOUNG, John	Professor	2	4
ITO, Hidekazu	Professor	1	2
KODAMA, Fumio	Professor	1	2
KOJI, Kojima	Professor	1	2
KOTABE, Masaaki	Professor	1	2
MATSUMOTO, Takashi	Professor	1	0.58
MIYAMOTO, Matao	Professor	2	4
NAKANISHI, Masao	Professor	3	10
OGAWA, Koichi	Professor	1	0.29
MIKI, Junichi	Associate Professor	2	4
NISHIMOTO, Akihiro	Associate Professor	1	2
BOBROVE, Michael	Lecturer	1	2
DELGADO, Pabel	Lecturer	1	1
FUJIMOTO, Hisao	Lecturer	1	2
FUJITA, Kimikazu	Lecturer	1	0.15
FUJITA, Toshihiro	Lecturer	1	0.15
FUNAKOSHI, Tomoko	Lecturer	1	0.29
FURUSHO, Hiroomi	Lecturer	1	2
FUYUNO, Katsunori	Lecturer	1	2
GENBA, Kiminori	Lecturer	1	2
GRUBEL, M.J.	Lecturer	1	2
HARADA, Setsuo	Lecturer	1	0.29
HASHIZUME, Kenji	Lecturer	2	4
HONGE, Shinji	Lecturer	1	0.29
HUSSAINEE, Jaffer	Lecturer	2	4
ISHII, Ryoma	Lecturer	1	2
ITADO, Shiro	Lecturer	1	2

KAJIWARA, Akira	Lecturer	1	0.29
KANAI, Kazuyori	Lecturer	1	2
KATO, Naoki	Lecturer	1	2
KAWASHIMA, Takashi	Lecturer	1	0.29
KITAHIRO, Kazuo	Lecturer	1	0.15
KITAI, Akira	Lecturer	1	2
KOMINAMI, Noriko	Lecturer	1	2
KUWATA, Masayoshi	Lecturer	1	0.15
MUKAI, Kotaro	Lecturer	1	0.15
MUNEHIRA, Toshimi	Lecturer	1	2
MURAKAMI, Michikazu	Lecturer	1	2
NAKAHARA, Takanobu	Lecturer	3	6
NAKANISHI, Noritsugu	Lecturer	1	2
NOBORISAKA, Kazuhiro	Lecturer	1	0.58
OTABE, Yuzuru	Lecturer	1	0.15
OTSUKI, Misato	Lecturer	1	1
SAWA, Amane	Lecturer	1	1.72
SEKIGUCHI, Tomoki	Lecturer	1	2
SENIOR, Mark	Lecturer	8	16
SHEEHAN, Joseph	Lecturer	5	10
SHINJO, Koji	Lecturer	1	2
SHISHIDO, Harunori	Lecturer	1	0.58
SUGAWARA, Toshiko	Lecturer	1	0.29
SUMI, Kenzo	Lecturer	1	2
TAKAHASHI, Hiroyuki	Lecturer	1	1
TAKEZAWA, Naoya	Lecturer	1	2
TAKIGAWA, Masayuki	Lecturer	1	0.15
TANIMURA, Mari	Lecturer	1	1.5
TOMIOKA, Shinichi	Lecturer	1	0.15
TOMITA, Yoshikazu	Lecturer	1	2
UEDA, Toshihiro	Lecturer	1	0.15
YAMANOUCHI, Minoru	Lecturer	1	2
YAMATO, Masashi	Lecturer	1	2
YOSHIDA, Hitoshi	Lecturer	1	0.15
YOSHIHARA, Hideki	Lecturer	1	2
Total		85	135.49

2) Issues to be improved: The majority of classes are taught by participating faculty members, about half of whom are practicing professionals in their fields. The School will continue to pay attention to maintain the current ratio of classes taught by participating faculty members.

PRT Comments:

The ratio of full-time and part-time faculty members appears to be appropriate. The Detailed Standard is satisfied.

Detailed Standard 5: "The School must maintain faculty diversity in terms of age, gender, and nationality in its faculty organization."

1) Self-Check:

Table 13-5-1 Age Group of the Participating Faculty members

years old	29 & under	30-39	40-49	50-59	60 & above	Total
Participating faculty members	0	2	5	8	7	22

Table 13-5-2 Gender of the Participating Faculty members

Type	Number of Men	Number of Female	Total
Participating faculty members	18	4	22

Table 13-5-3 Nationalities of the Participating Faculty members

Type	Number of home Nationality	Number of foreign Nationalities	Total
Participating faculty members	19	3	22

To maintain an active and dynamic faculty body, the School will continue to employ a diverse faculty in terms of age, gender, and nationality.

2) Issues to be improved: To maintain an active and dynamic faculty body, the School strives to employ a diverse range of faculty. There are no particular problems with meeting the standard.

PRT Comments:

Faculty diversity appears to be an issue in terms of the School's future development and internationalization. Almost 70% of faculty members are over 50 years old, and it is advisable that the School addresses the need for faculty renewal through attracting and / or developing younger faculty. Moreover, there appears to be a lack of balance in the gender and nationality distribution. Enhancing the international perspective and promoting the International Management Course may require that the School attracts more international faculty. However, of the 6 tenured faculty members in the International Management Course 50% are foreigners and 50% are Japanese. In the academic year of 2014, IMC provided a total of 79 courses with 189 credits, of which 44 courses (56%) with 115 credits (61%) were provided by the tenured faculty members of IMC. The Detailed Standard is satisfied.

Detailed Standard 6: "The School must maintain qualified full-time faculty members for each of the majors it offers in accordance with the following criteria:

- (1) Faculty members recognized as possessing outstanding accomplishments in research or education
- (2) Faculty members recognized as possessing outstanding skills in their field of study
- (3) Faculty members recognized as possessing outstanding knowledge and experience in their field of study."

1) Self-Check:

Table 13-6 The Degree held by Faculty members.

Type	PhD	Masters	Others	Total
Participating Faculty members	14	8	0	22

*Participating Faculty members include full-time faculty members on permanent contracts and fixed-term practice-based faculty members.

2) Issues to be improved: The School will continue to pay attention to maintain qualified faculty members in accordance with the criteria specified in the standard

PRT Comments:

The majority of participating faculty members hold a PhD degree, which is appropriate to ensure that the School's courses maintain the necessary academic and research focus.

The Detailed Standard is satisfied.

Standard 14 -FACULTY QUALIFICATIONS

Basic Standard: "The School must hire faculty members who possess intellectual qualifications, relevant expertise and teaching skills necessary for realizing its mission statement."

1) Self-Check:

Table 14-0-1 Research Achievements by Participating Faculty members

Name	Degree	Title	Field	AQ/ PQ	Research Achievements of last 4yrs						Total
					Class / Educational		Academic/ Theory		Professional		
					PRJ	OIC	PRJ	OIC	PRJ	OIC	
KAI, Yoshitaka	PhD	Professor	FIN	PQ	0	1	0	0	0	0	1
KAMIYA, Yuji	MA	Professor	MGT	PQ	0	0	0	0	0	0	0
METHE, David	PhD	Professor	MGT	AQ	0	0	4	6	0	0	10
MORI, Kazuhiko	MA	Professor	MKT	PQ	0	0	0	0	0	0	0
NISHIMOTO , Ryo	MA	Professor	MGT	PQ	0	0	0	0	0	0	0
OKADA, Katsuhiko	PhD	Professor	FIN	PQ	0	5	10	3	0	1	19
SADATO, Shigeki	MA	Professor	MGT	PQ	0	0	0	0	0	5	5
SATO, Yoshinobu	MA	Professor	MKT	AQ	0	5	6	4	0	5	20
SUZUKI, Osamu	PhD	Professor	MGT	PQ	0	0	11	0	0	0	11
TAMADA, Schumpeter	PhD	Professor	MGT	AQ	0	1	0	4	0	0	5
TANAKA, Masamitsu	PhD	Professor	MGT	AQ	0	0	0	1	0	0	1

TASHIRO, Chikara	PhD	Professor	MGT	PQ	0	1	1	1	1	1	5
YAMAMOTO , Shoji	PhD	Professor	MKT	AQ	0	0	1	4	0	4	9
YUTANI, Hiroshi	PhD	Professor	FIN	PQ	0	0	0	4	0	0	4
AHMAD, Norlia	PhD	Associate Professor	MKT	AQ	0	0	8	0	0	0	8
HAIDER, Mohammad	PhD	Associate Professor	ACT	AQ	0	0	10	0	0	0	10
HAMURO, Yukinobu	MA	Associate Professor	MKT	AQ	0	0	5	29	0	1	35
KODAMA, Hironori	MA	Associate Prof.	MKT	PQ	0	1	0	0	0	0	1
MAEDA, Yuji	PhD	Associate Professor	FIN	PQ	0	5	4	6	1	1	17
ODAKA, Kuniko	PhD	Associate Professor	MGT	AQ	0	0	1	2	0	0	3
OUCHI, Akiko	PhD	Associate Professor	MGT	AQ	0	1	0	8	0	1	10
OKADA, Miho	MA	Assistant Professor	O	PQ	0	0	0	0	0	0	0

Note

*1 Last degree earned (PhD or MA)

*2 Title (Professor, Associate Professor, and others)

*3 Field: Management (MGT) Finance (FIN) Marketing (MKT) Accounting (ACT) Operation and MIS (OIS) Others (O)

*4 AQ/PQ = AQ: Academically Qualified faculty member, PQ: Professionally Qualified faculty member

*5 Research achievements of the past 5 years - for the academic year

- Class/Educational = mainly for or related to their class taught or to the business school

- Academic/Theory = highly technical academic and theory for expert field

- Professional Achievement = Research of the professional and practical matters related to the field of expertise

-PRJ = Peer Review Journal – number of published articles

-OIJ = Other Intellectual Contributions – number of published articles other than those included as PRJ

2) Issues to be improved: The School hires faculty members following the “Professional Graduate School Faculty Appointment Regulations” and “Regulations for Fixed-term Practice-based Faculty”, both of which stipulate the processes of reviewing the qualifications of candidates. The School organizes a personnel committee and the members of the committee are responsible for reviewing qualifications of candidates. The Committee recommends candidates to the Faculty Board and the Board makes the final decision concerning the employment of its faculty members.

The current practice meets the standard; therefore, there are no problems related to the standard.

PRT Comments:

The School maintains a good balance between academically-qualified and practice-based faculty, and the educational degrees and research achievements of the faculty members correspond with the principle, objectives and goals set by the School. However, almost 30% of the faculty members have 0 or 1 research achievement in the last 5 years. More incentives for doing and publishing research papers and other academic and professional contributions might be considered by the School, with can be integrated with promoting international research collaborations. The Basic Standard is satisfied.

Detailed Standard 1: "The School must set rules and standards for recruiting and promotion of faculty members."

1) Self-Check: Rules and standards for the appointment and promotion of faculty members are stipulated in the "Professional Graduate School Faculty Appointment Regulations" and the "Regulations for Fixed-term Practice-based Faculty."

2) Issues to be improved: The School has rules and standards for recruiting and promotion of faculty members; therefore, there are no problems related to the standard.

PRT Comments:

The School has rules and standards for recruiting and promotion of faculty members which are stipulated in the "Professional Graduate School Faculty Appointment Regulations" and the "Regulations for Fixed-term Practice-based Faculty." The Detailed Standard is satisfied.

Detailed Standard 2: "The School must have a promotion system for faculty members and evaluate each faculty member fairly and objectively through this system."

1) Self-Check: The School has clearly set out its faculty evaluation processes in the "Procedures of Employment and Promotion of IBA Faculty." Candidates are objectively evaluated according to the following process: Personnel Committee screening; Faculty Board vote on the establishment of a Review Committee; receipt of Review Report from Review Committee; Faculty Board vote on appointment or promotion.

2) Issues to be improved: The School will continue to follow the established system described above.

PRT Comments:

The promotion system is set in the "Procedures of Employment and Promotion of IBA Faculty". The evaluation system appears to be fair and objective, as it involves several bodies: Personnel Committee, Faculty Board and the Review Committee. The Detailed Standard is satisfied.

Detailed Standard 3: "The School must periodically assess its faculty members by reviewing their educational and research performance during the last five years."

1) Self-Check: The School requires that the instructional and research performance of faculty members during the past five years be recorded in the "Database of Researchers" and updated every year.

2) Issues to be improved: It is essential to examine what types of teaching abilities are required to achieve the necessary education and research objectives. The School will consider introducing a system whereby full-time faculty members employed on permanent contracts

examine the class evaluations for each program.

PRT Comments:

The School records the educational and research performance of the faculty members during the past five years, and updates it annually. However, faculty assessment is based not only on the educational and research achievements, but also on the administrative duties. There is a concern that the administrative duties and the lack of incentives prevent faculty members from producing more research achievements. As mentioned above, more incentives for doing and publishing research papers and other academic and professional contributions might be considered by the School. The Detailed Standard is satisfied.

Detailed Standard 4: “The School must disclose information about the educational and research performance of full-time faculty members during the previous five years.”

1) Self-Check: The instructional and research performance of participating faculty members is recorded in the “Database of Researchers,” which is available on the Kwansei Gakuin University website: <http://researchers.kwansei.ac.jp/>. In addition to instructional and research achievements, faculty members can also use the database to record and publicize their current activities.

2) Issues to be improved: The School will continue to encourage its faculty members to consistently update their data on the website.

PRT Comments:

The information on the educational and research performance of the faculty members during the past five years is disclosed to the public through the Kwansei University website. The Detailed Standard is satisfied.

Detailed Standard 5: “The School must evaluate academic performance of professional faculty members periodically, and assign the courses which they teach appropriately.”

1) Self-Check: The School renews the contracts of its fixed-term practice-based faculty members every year based on the results of the class evaluations. Evaluations of fixed-term practice-based faculty members are examined by the School Committee under the direction of the Associate Dean before the Faculty Board votes to determine whether their contracts should be renewed.

2) Issues to be improved: The School will continue its current practice which meets the standard.

PRT Comments:

The School evaluates the academic performance of the fixed-term practice-based faculty members annually within the process of renewing their contracts. The Detailed Standard is satisfied.

Standard 15-FACULTY SUPPORT

Basic Standard: “The School must have an educational and research environment necessary for promoting educational and research activities of its faculty members.”

1) Self-Check: The Business School maintains an education and research environment that enhances the instructional and research activities of its faculty members.

2) Issues to be improved: The School will continue to pay attention to maintain an environment that enhances the instructional and research activities of its faculty members.

PRT Comments:

The School maintains educational and research environment necessary for promoting educational and research activities of its faculty members. The Basic Standard is satisfied.

Detailed Standard 1: “The School must limit the number of courses its faculty members teach so that faculty members can secure time to develop their educational and research activities.”

1) Self-Check: The Business School follows the quarter system. Classes generally carry two credits, and students attend 180 minutes of lectures (two *koma* sessions) per week over a seven-week quarter before taking a final examination (report). The “Individual Research” classes, which are the final steps in the curriculum, carry four credits each, and require students to attend 180 minutes of lectures (two *koma* sessions) per week over a fourteen-week period. Full-time faculty members are responsible for teaching a minimum of four *koma* sessions per week (16 credits) over a one-year period.

To enable faculty members to develop their instructional and research activities in an appropriate manner, the School Committee, the Curriculum Committee, and the Faculty Board ensure that appropriate amount of lecture time is assigned for each faculty member.

2) Issues to be improved: The School will continue to pay attention to ensure that appropriate amount of lecture and is assigned for each faculty member so that they are able to secure time to develop their educational and research activities.

PRT Comments:

The minimal teaching load is 16 credits (360 minutes) of sessions per week, which is appropriate. Detailed Standard is satisfied.

Detailed Standard 2: “The School must have a support system to secure the research funds necessary for promoting faculty members’ educational and research activities.”

1) Self-Check: An individual research allowance of 340,000 yen per year is provided to participating faculty members to cover expenses directly related to their research activities. In addition, the University provides a conference travel allowance of 225,000 yen per year, which faculty members can use to cover the costs of attending association meetings in Japan and overseas. Moreover, the University operates a system through which faculty members can apply for funds to cover additional research expenses.

2) Issues to be improved: The School will continue to support its faculty members’ applications to for external grants in collaboration with Kwansai Gakuin University’s Organization for Research Development and Outreach.

PRT Comments:

The School provides research and travel allowances. The faculty members can also apply to the Kwansai University’s Organization for Research Development and Outreach. Detailed Standard is satisfied.

Detailed Standard 3: “The School must have a support system including administrative and technical support staff necessary for promoting faculty members’ educational and research activities.”

1) Self-Check: The School employs three Administrative Assistants and three TAs to support its educational activities. The Organization for Research Development and Outreach provides

specialized support in obtaining Grants-in-Aid for Scientific Research and conducting collaborative research with business enterprises.

2) Issues to be improved: The School employs International Management Course students as TAs; these assistants provide support with administrative procedures. The School will examine ways of improving the level of administrative and academic support it offers, for example, by employing PhD students as TAs.

PRT Comments:

The support system for the educational activities is provided by 3 Administrative Assistants and 3 TAs, which appears to be sufficient. The research activities are supported by the Kwansai University's Organization for Research Development and Outreach. Detailed Standard is satisfied.

Detailed Standard 4: "The School must take appropriate steps to vitalize its curricula so as to promote the educational and research activities of its faculty."

1) Self-Check: To maintain an active and dynamic curriculum in which the instructional and research activities of faculty members are reflected in lectures, the School offers, in addition to its standard classes, opportunities for students to explore case studies and theories that are at the forefront of the business world through a variety of "Case Studies" classes and "Advanced Corporate Strategic Management" and "Advanced Topics in Business."

2) Issues to be improved: The School will continue to pay attention to maintain an active and dynamic curriculum in which theory and practice are effectively combined.

PRT Comments:

The School provides "Case Studies", "Advanced Corporate Strategic Management" and "Advanced Topics in Business" classes to vitalize its curricula and to encourage the faculty to bring their research and educational advancements into the class. Detailed Standard is satisfied.

Standard 16-RESPONSIBILITIES OF FACULTY MEMBERS

Basic Standard: "The School's faculty members must strive to communicate with its stakeholders and ensure that their research and teaching activities are aimed at achieving the School's mission statement."

1) Self-Check: Faculty members conduct in-depth discussions with students, both in person and via email (the email addresses of faculty members are available to students), concerning class content and student learning needs. Graduates also discuss the issues and needs of actual business situations with faculty members through Institute of Business and Accounting Research Forum activities. In addition, faculty members frequently exchange views with business managers and executives who work in their specialized area of teaching and research. Through such activities, the School strives to develop courses that incorporate the stakeholders' opinions.

2) Issues to be improved: Faculty members actively strive to improve the content of their classes, for example, by self-evaluating their classes. Faculty members fix office hours and maintain close contact with students; thus, they are deemed to be satisfactorily executing their duties.

PRT Comments:

The faculty members communicate with a range of stakeholders: students, graduates,

business managers and executives. This appears very commendable. However, given the intention of further globalizing the School, it might be expedient to encourage the faculty to communicate with their peers from overseas and to broaden their international activities. The Basic Standard is satisfied.

Detailed Standard 1: "The School's faculty members must continuously develop and improve their course contents, materials used in their courses, and teaching methods based on the results of the self-check/self-evaluation and the student evaluation."

1) Self-Check: Faculty members make efforts to improve the content of their lectures, teaching materials, and teaching methods based on the results of self-reflection and class evaluations.

2) Issues to be improved: The School will continue to encourage its faculty members to continuously develop and improve their course contents based on feedback from students and the result of self-evaluation.

PRT Comments:

The School states that the faculty members make efforts to improve the content of their lectures, teaching materials, and teaching methods based on the results of self-reflection and class evaluations. The Detailed Standard is satisfied.

Detailed Standard 2: "The School's faculty members must strive to teach cutting-edge expertise and specialized knowledge in their respective fields of study in order to achieve the learning goals."

1) Self-Check: When determining the content of each class, faculty members give due consideration to the latest case studies and theory. In particular, in classes such as "Cases in Strategic Management," "Creating High-Technology Ventures," and "Advanced Topics," which explore case studies and innovation at the leading edge of the business world, the School offers opportunities for students to consider advanced business topics by inviting experienced businessmen as guest speakers.

2) Issues to be improved: The School will continue to pay attention to provide classes that deals with advanced business topics by hiring leading-edge practitioners and inviting experienced businesspersons as guest speakers.

PRT Comments:

The proportion of the practice-based faculty members itself implies that teaching is geared towards cutting-edge expertise and specialized knowledge. The guest speakers from the business community (alumni) are also invited to the classes. The School also states that the faculty members use the recent cases and build their lectures on the recent theories. The Detailed Standard is satisfied.

Detailed Standard 3: "The School's faculty members must strive to set office hours and actively communicate with the students through e-mail in order to help them to achieve their learning goals."

1) Self-Check: Participating faculty members and students discuss learning goals during office hours and via email (the email addresses of faculty members are available to students). The School has made efforts to improve the level of academic guidance provided outside class hours by utilizing online bulletin boards for individual classes. Moreover, even after completing

their course, students can enhance their expertise by continuing to engage in discussion with faculty members through the Institute of Business and Accounting Research Forum. In addition, the student auditing system enables graduates to attend classes and use individual study rooms.

2) Issues to be improved: Participating faculty members offer great flexibility in terms of their availability. The School will continue to encourage its faculty members to maintain their current practice.

PRT Comments:

Faculty members actively and constantly communicate with the students both personally and on-line, on both the formal and informal basis. The Detailed Standard is satisfied.

CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE

Standard 17-EDUCATIONAL RESPONSIBILITIES OF STAFF

Basic Standard: "The School must have an appropriate administrative system to support educational and research activities of its faculty members in order to realize its mission statement."

1) Self-Check: The highest decision-making body of the School is the Faculty Board. To facilitate its smooth management, the School has established the Dean's Office Committee, which has the authority to make decisions on behalf of the Faculty Board; therefore, decisions on routine matters are taken by the Dean's Office Committee. In addition, the School has established an Executive Committee, which is responsible for managing the School. The Dean's Office Committee comprises the Dean (head representative), the Associate Deans (responsible for academic and student affairs), the Assistant Deans, and the Conveners of School Committee, a body responsible for discussing the academic affairs of the Business School. The Administrative Office assists with committee administration duties and supports the instructional and research activities of faculty members and the academic activities of students.

2) Issues to be improved: The School maintains an administrative system that provides appropriate support for the instructional and research activities of its faculty members; therefore, there are no problems related to the standard.

PRT Comments:

The School maintains an appropriate administrative system to support educational and research activities of its faculty members. The Basic Standard is satisfied.

Detailed Standard 1: "The School must institute management systems, including faculty meetings and executive committees, to discuss administrative issues and to make and enforce the decisions required to achieve its mission statement."

1) Self-Check: The highest decision-making body of the School is the Faculty Board. It is chaired by the Dean and comprises full-time faculty members who are employed on permanent contracts. The Dean is selected by the Faculty Board members' votes, and his/her term of office is two years. The Faculty Board deliberates on matters such as management of academic personnel; the granting of emeritus status; the awarding of degrees; allocation of faculty members to programs and classes; the management of changes in student registration; the certification of student qualifications; student rewards and punishments; and the creation, amendment, and repeal of rules and regulations. In addition, the Faculty Board deliberates on

matters delegated by the Dean, such as the School's budget and its allocation. Two-thirds of the members of the Faculty Board form a quorum, and motions are adopted by a majority vote among the members present. However, decisions concerning the management of academic personnel or the granting of emeritus status require at least two thirds of votes of the members present in the meeting.

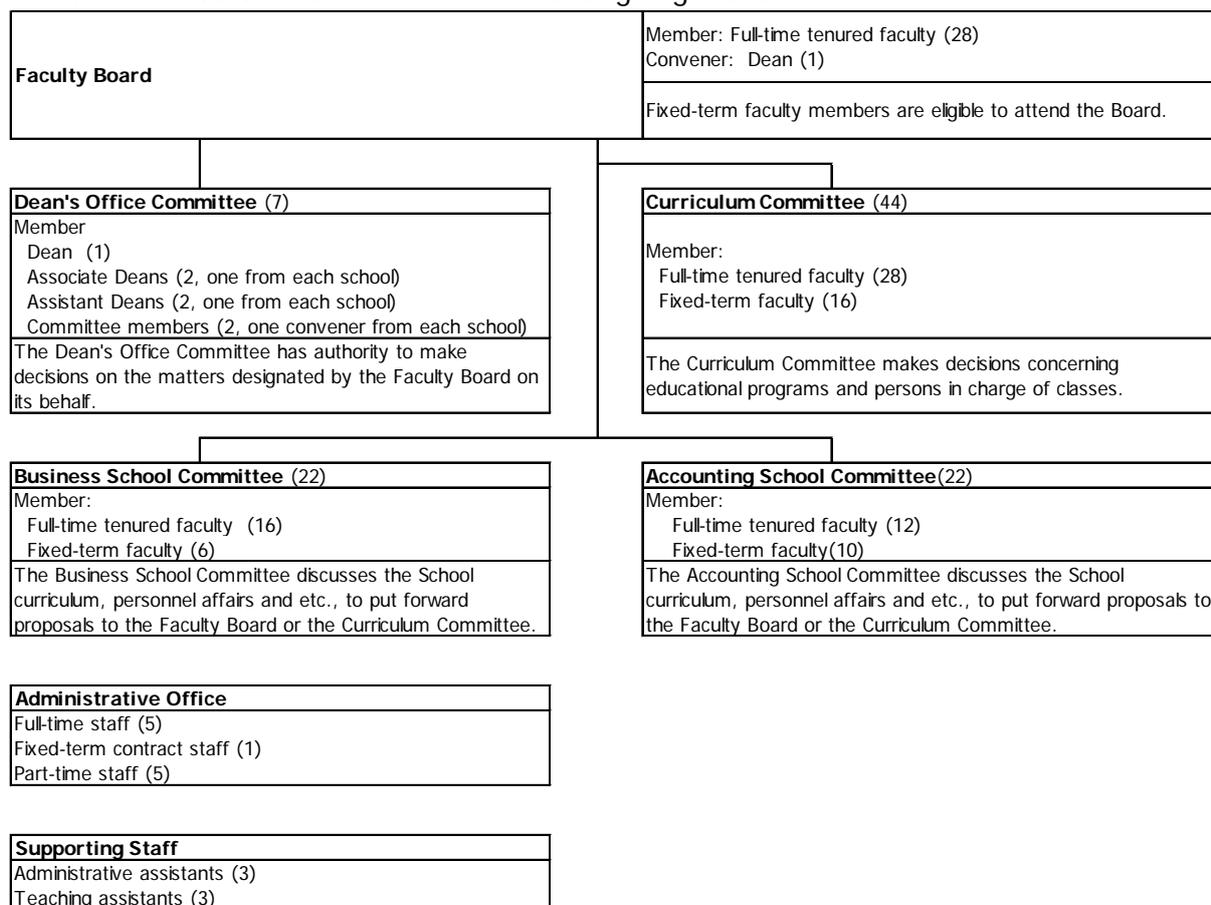
To facilitate its smooth management, the School has established the Dean's Office Committee, which has the authority to make decisions on behalf of the Faculty Board; therefore, decisions on ordinary matters are taken by the Dean's Office Committee. The Dean's Office Committee comprises seven members: one Dean; two Associate Deans (one from each school); two Assistant Deans (one from each school); and two Committee members (one Convener from each school).

However, decisions concerning educational programs and persons in charge of classes can be made by the Curriculum Committee on behalf of the Faculty Board. The Curriculum Committee comprises full-time faculty members on permanent contracts and fixed-term practice-based faculty. The Committee is chaired by the Dean, two-thirds of the members form a quorum, and motions are adopted by a majority vote of the members present.

In addition, the two schools that constitute the Institute of Business and Accounting (the Business School and the Accounting School) oversee school operations and school-specific issues through their respective School Committees. The Convener of the School Committee is elected from among the Committee members, and the intentions of the School Committee are represented in the Dean's Office Committee through this Convener, who is also a member of the Dean's Office Committee.

Furthermore, to examine and implement management decisions, the School has established various other committees, such as the Personnel Committee, Public Relations Committee, Self-Evaluation Committee, Faculty Development Committee, and Library Committee.

Chart 17-1 Institute of Business and Accounting Organization Chart



2) Issues to be improved

The current management system functions well; therefore, there are no problems related to the standard.

PRT Comments:

The School's highest decision-making body is the Faculty Board which consists of the full-time faculty members who are employed on permanent contracts. The Faculty Board selects the Dean and makes key decisions concerning the School's operations. There are also a number of bodies that are authorized to make decisions on behalf of the Faculty Board, such as the Dean's Office Committee and Curriculum Committee. Each of the Schools within the IBA (Business School and Accounting School) also has their own School Executive Committees. There are also various other committees which deal with specific issues such as PR and faculty development. The School's operations are supported by the Administrative Office and supporting staff. The administrative structure and personnel numbers appear to be appropriate. The Detailed Standard is satisfied.

Detailed Standard 2: "The School must institute administrative systems which are in an appropriate proportion to its size and status, and which are able to respond to the needs of globalization."

1) Self-Check: To conduct its administrative functions, the Institute of Business and Accounting has established an Administrative Office at the Nishinomiya Uegahara Campus. The Administrative Office employs a total of 11 staff members: five full-time employees (one

General Manager, one Assistant General Manager, and three clerical personnel), one contract employee, and five part-time employees. Along with managing School operations, the Office supports the instructional and research activities of faculty members and the academic activities of students.

In addition, the School has established the Osaka Umeda Campus Administrative Office to manage operations at the Osaka Umeda Campus, where some of its classes are held. The Osaka Umeda Campus Administrative Office employs one full-time staff member, one temporary staff member, and one agency staff member, as well as outsourced staff. The Osaka Umeda Campus Administrative Office is responsible for the administration of classes at the Osaka Umeda Campus, and it performs its duties in cooperation with the Institute of Business and Accounting Administrative Office.

2) Issues to be improved: Both Uegahara and Osaka administrative offices function well sharing necessary information and collaborating with each other; and there are English-speaking staff members available at both offices. The School will maintain the current administrative system that contributes to faculty and students' satisfaction.

PRT Comments:

As shown above, the School has an administrative system which appears to be appropriate to its size and status. The School has administrative staff who speaks English, which is very helpful for the international students. However, this is a very limited portion of the administrative system. As the School plans to further internationalize, this may entail new challenges that will need to be discussed and decided upon by the certain administrative bodies, e.g. Department or Committee for the international relations. It is expedient to consider this for the future development. The Detailed Standard is partially satisfied.

Detailed Standard 3: "The School must institute administrative systems that adequately support the educational and research activities of its faculty members."

1) Self-Check: The School employs three Administrative Assistants and three TAs, who are responsible for supporting educational activities (assisting with classes, preparing instructional materials, and providing assistance to international students) and managing the library and computer facilities under the Dean's supervision. In addition, the School employs two staff members as part-time secretaries, whose role is to support education and research activities that are not covered in the main budget, as well as the alumni association. The University has established an Organization for Research Development and Outreach, which handles all matters related to internal and external research grants and other research support on an institution-wide level.

2) Issues to be improved: The School will maintain the current administrative system that sufficiently supports the educational and research activities of its faculty members.

PRT Comments:

The support system for the educational activities is provided by 3 Administrative Assistants and 3 TAs, which appears to be sufficient. There are also 2 part-time secretaries to help with both educational and research processes. The research activities are supported by the Kwansai University's Organization for Research Development and Outreach. The Detailed Standard is satisfied.

Standard 18-INFRASTRUCTURE SUPPORT

Basic Standard: “The School must maintain educational and research facilities and other infrastructure needed to achieve its mission statement.”

1) Self-Check: The Corporate Strategic Management Course is administered at the Osaka Umeda Campus, which is equipped with classrooms, a library, a collaborative research room, a computer area, a faculty common room, and a lounge. Osaka is a modern business center; therefore, the location of the campus within this business center not only benefits students by reducing their commute time, but it is also geographically significant and forms one of the distinctive features of the Corporate Strategic Management Course. The International Management Course is administered at both the Osaka Umeda Campus and the Nishinomiya Uegahara Campus. The Nishinomiya Uegahara Campus boasts an excellent learning environment centered on the University Library and is home to the Center for International Education and Cooperation (CIEC), which provides support for international students. Students can travel between the two campuses in less than an hour using public transportation.

2) Issues to be improved: The School will maintain its current educational and research facilities that mostly serve the needs of its faculty and students. It is necessary to increase the number of computers running on English operating systems in order to accommodate a growing number of English-based international students.

PRT Comments:

The School uses two campuses – Osaka Umeda Campus and Nishinomiya Uegahara Campus. Both have classrooms equipped with Internet connection, spaces for the faculty members and the students, and the library. Osaka Umeda Campus is located within this business center, which is beneficial for the Corporate Strategic Management Course students. Nishinomiya Uegahara Campus is convenient for the International Management Course students, especially international students, as the Center for International Education and Cooperation is located on this campus. The School’s infrastructure and facilities appear to be sufficient. The Basic Standard is satisfied.

Detailed Standard 1: “The School must maintain an appropriate number and quality of its facilities, such as classrooms, seminar rooms, and study rooms, in order to enhance the efficiency of its educational programs.”

1) Self-Check: The Osaka Umeda Campus is conveniently located in an office building in Chaya-machi, Kita-ku, Osaka. The Campus houses two large classrooms, four medium-sized classrooms, and seven small classrooms on the 10th and 14th floors of the building and contains a collaborative research room (with 20 seats, 20 computers, and 2 printers), a library (with 22 seats), a computer area (with 32 computers, 2 printers, and 1 photocopier), and a self-study room. The School provides a large number of small and medium-sized classrooms to facilitate small group instruction. LAN is available throughout the 14th floor, enabling students to freely connect to the Internet to gather materials, write reports, and access class materials and information.

The Institute of Business and Accounting building at the Nishinomiya Uegahara Campus houses two large classrooms, three medium-sized classrooms, two small classrooms, a self-study room, a group discussion room, and an Institute of Business and Accounting library. In addition, the campus contains the University Library, which, with more than 1.7 million books, is one of the largest university libraries in Western Japan. Students can use the

self-study rooms in the library that are available to all graduate students.

2) Issues to be improved: The School maintains sufficient number and quality of facilities; therefore, there are no problems related to the standard.

PRT Comments:

The number and capacity of the classrooms, seminar rooms and study rooms appear to be appropriate. The Detailed Standard is satisfied.

Detailed Standard 2: "The School must provide an individual office for each full-time faculty member."

1) Self-Check: The School provides individual faculty offices at the Nishinomiya Uegahara Campus. As a rule, individual faculty offices are 22.7 m² and contain a desk, bookshelf, and private telephone (with internal and external lines).

2) Issues to be improved: The School provides an individual office for each full-time faculty member; therefore, there are no problems related to the standard.

PRT Comments:

There is a sufficient number of individual faculty offices at the Nishinomiya Uegahara Campus. There is a faculty room at the Osaka Umeda Campus. The Detailed Standard is satisfied.

Detailed Standard 3: "The School must systematically maintain a collection of books, academic journals, and audiovisual materials necessary for the educational and research activities of both students and faculty."

1) Self-Check: A library budget is provided for books and reference materials, which is allocated from the University Library budget each year based on standard criteria, and an individual School library budget, which is calculated based on the number of faculty members and students at the School. The library budget is used to purchase library books for students, which are selected by all faculty members and housed in the library. The School library budget is divided into student and faculty use. The faculty library budget is used to purchase research books while the student library budget is used to purchase course reference books and journals selected by the Library Committee.

The University maintains an updated web database, which enables students to access academic papers, various statistics, and newspaper articles.

2) Issues to be improved: The School systematically maintains a collection of books, academic journals, and audiovisual materials necessary for the educational and research activities of both students and faculty; therefore, there are no problems related to the standard.

PRT Comments:

The School's students and faculty can use the School library, the University library and the University web database for their studies and research. This appears to be quite sufficient. However, for the Corporate Strategic Management Course students it might be expedient to consider extending the library hours. The Detailed Standard is satisfied.

Detailed Standard 4: "The School must effectively utilize and maintain facilities and equipment appropriate for its educational and research activities and the delivery of its educational programs."

1) Self-Check: The Osaka Umeda Campus is located near stations on the Hankyu Railway,

Hanshin Electric Railway, Japan Railway, and the Osaka Municipal Subway, and is thus convenient for both working students and fixed-term practice-based faculty and visiting guest speakers. Computers are available to rent and are used by students for checking instructional materials posted by persons in charge of courses and for student presentations. Books and materials that are not available at the Osaka Umeda Campus can be ordered from the Nishinomiya Uegahara Campus.

The Nishinomiya Uegahara Campus boasts an excellent learning environment that is centered on the University Library and is home to the Center for International Education and Cooperation (CIEC), which provides support for international students.

2) Issues to be improved: The School maintains facilities and equipment that meet the standard; therefore, there are no problems related to the standard.

PRT Comments:

The School appears to utilize its facilities and equipment effectively, but, as mentioned by the students, the IT system appears to be quite slow and not easily accessible from outside the campus, which might need to be improved. The Detailed Standard is satisfied.

Detailed Standard 5: “The School must provide study environments which enable students to engage in self-study, and encourage students to make use of these environments.”

1) Self-Check: To encourage students to engage in self-guided study, the School provides the following study environments:

1. Common Study Rooms

[Nishinomiya Uegahara Campus]

There are common study rooms for graduate students on the 2nd floor of the Shared Facilities Building and on the 3rd floor of Graduate Student Services Building 1. Common study rooms provide students with shared carrels. Classrooms on the Shared Facilities Building are available when no sessions are conducted.

There is a room for group use in the Graduate Students Services Building 1. Students can reserve it at the office of the building. The reservation is accepted one month prior to the date of use.

Students are requested to use common study rooms quietly so as not to disturb other students.

[Osaka Umeda Campus]

There are common study rooms for Institute of Business and Accounting students with 20 PCs and 2 printers.

2. Group Discussion Room

[Nishinomiya Uegahara Campus]

There is a room for Institute of Business and Accounting students to talk or discuss in groups for preparation or meeting for classes or study on the 1st floor of the Shared Facilities Building. Students can access internet as wireless LAN is installed.

3. Libraries / Reference Material Rooms

[Nishinomiya Uegahara Campus] - Institute of Business and Accounting Library

There is a library/reference materials room for Institute of Business and Accounting students on the 1st floor of the Shared Facilities Building on the Nishinomiya Uegahara Campus. It is stocked mainly with books and magazines related to course materials, which will not be lent out. Students may read materials in this room, or use the copy machines to make copies if

necessary. There are also PCs available for lending only for group discussions. Students can also utilize the University Library on campus.

[Osaka Umeda Campus] - Library (Institute of Business and Accounting)

There is a library/reference materials room for graduate students at the Osaka Umeda Campus. It is stocked mainly with books and magazines related to course materials, which will not be lent out. Students may read materials in this room, or use the copy machines located next to the library to make copies if necessary.

4. University Library

The University Library on the Nishinomiya Uegahara Campus is a modern library on 5 floors, containing some 1.7 million volumes, almost all in open-access stacks. There are study places for 1,700 students, as well as PC rooms, group study rooms, and individual study rooms for use by graduate students and faculty. Individual study rooms may be booked up to two weeks in advance; continuous use is restricted to 1 week. To use the library, students require a library card, which will be issued by the University Library to all registered students.

On application to the Osaka Umeda Campus Office, students may have books sent from the University Library on the Nishinomiya Uegahara and Kobe Sanda Campuses. Students can find books which they need through internet without visiting the university library.

5. Computer use

All students will be registered for computer use by submitting 'System Usage Pledge Form', and will be provided with ID and password at the time of admission.

Computers are available at the Student Study Room (with 2 computers, Group Discussion Room (with 8 computers, including 2 English ones), Media and Research Facilities Building, Lecture Hall 4, Graduate Student Services Building 1 on the Nishinomiya Uegahara Campus, and at the computer area and the collaborative research room on the Osaka Umeda Campus. To use in classrooms or the Group Discussion Room, students can check out a computer from the Institute of Business and Accounting Library.

6. Printer use

Students can print out for free up to 500 points (1 point for black-and-white printing, 10 points for color printing per a sheet of paper) in an academic year on campuses. Students should apply for extra use with charges.

7. Locker use (on the Nishinomiya Uegahara Campus)

There are lockers for students in the Student Study Room (coin-operated), and on the stairway (dial) on the 2nd floor in Shared Facilities Building. Lockers are also available on the third floor in the Graduate Students Services Building 1. Application for locker use must be made at the beginning of each semester.

Students cannot have lockers in both Shared Facilities Building and Graduate Students Services Building 1.

8. Card-key system

The card-key system in the Shared Facilities Building is installed on the doors: in the east of the entrance hall the first floor, Group Discussion Room and the Student Study Room on the second floor. Students have access to them until 23:00 with a card-key even after/when the Shared Facilities Building is closed.

Table 18-5-1 Opening Hours of Shared Facilities Building and Graduate Student Service Building 1

(Nishinomiya Uegahara Campus)

		When classes are in session		When classes are <i>not</i> in session (including Intensive Course period)		Aug. 1 - Sept. 10 when classes are <i>not</i> in session	
		Weekdays	Saturdays	Weekdays	Saturdays	Weekdays	Saturdays
		Shared Facilities Building	Open(Entry by a card key)	8:00~18:50	8:00~19:40	8:00~17:00	8:00~12:30
(18:50~23:00)	(19:40~23:00)			(17:00~23:00)	(12:30~23:00)	(16:00~23:00)	(12:00~23:00)
IBA Library	9:00~18:20		9:00~12:20	9:00~16:50	9:00~12:20	9:00~16:00	9:00~12:00
Student Study Room(Entry by a card key)	8:00~16:50		8:00~12:20	8:00~16:50	8:00~12:20	8:00~16:00	8:00~12:00
	(16:50~23:00)		(12:20~23:00)	(16:50~23:00)	(12:20~23:00)	(16:00~23:00)	(12:00~23:00)
Group Discussion Room	8:00~23:00 accessible by card key when the building is open.						
Graduate Student Service Building 1 : Graduate Students' Common Study Room (Entry by a card key)		8:00~20:00 (7:00~8:00) (20:00~23:00)	8:00~14:40 (7:00~8:00) (14:40~23:00)	8:00~20:00 (7:00~8:00) (20:00~23:00)	8:00~14:40 (7:00~8:00) (14:40~23:00)	8:00~20:00 (7:00~8:00) (20:00~23:00)	8:00~14:40 (7:00~8:00) (14:40~23:00)

Table 18-5-2 Opening Hours of Osaka Umeda Campus

	Weekdays	Saturdays	Sundays when the 6th -period classes are in session	Sundays when classes are in session till 5th period & holidays
Office, Student Study Rooms, Library (IBA)	10:00~22:00	10:00~21:00	10:00~19:30	10:00~18:00
PC Rooms			10:00~18:00	
	Note: open at 9:00am when the 1st-period-classes are in session.		Note: open on holidays depending on class hours.	

Table 18-5-3 Closing Period of Osaka Umeda Campus

Summer Vacation	August 13 - 21. Note: Student study room and the library are open for students' self-study use. (Open hours: 10:00-18:00.)
Winter Vacation	December 25 - January 5
Kwansei Gakuin Foundation Day	September 28. Note: Campus is open as classes are on session on this day, open hours depend on the class hours.

It will be announced in advance on the information board of the Osaka Umeda Campus and the Osaka Umeda Campus website when the campus will be closed in addition to the above.

Table 18-5-4 Operating Hours of related buildings on Holidays at Nishinomiya Uegahara Campus

Shared Facilities Building	Open	8:00 - 23:00 (Entry by a card key for all day)
	IBA Library	Closed all day. No entry by a card key.
	Student Study Room	8:00 - 23:00 (Entry by a card key for all day)
	Group Discussion Room	8:00 - 23:00 (Entry by a card key for all day)
Graduate Student Service Building 1 Graduate Students' Common Study Room		7:00 - 23:00 (Entry by a card key for all day)

'Holidays' are Sundays, Japanese National Holidays when classes are not in session, dates designated by KGU (all Saturdays from July 31 to Sept. 2).

2) Issues to be improved: To secure the facilities needed for promoting instructional and research activities, it is necessary to increase the number of computers running on English operating systems, which is currently insufficient.

PRT Comments:

There are well-equipped study environments provided at both campuses. The Detailed Standard is satisfied.

IV. PRT Comments to the Quality Improvement

1. Improvement Issues

1) Chapter One: Mission Statement

Self-Check: The School will improve the quality of education it provides based on Kwansei Gakuin's school motto "Mastery for Service" and offer more practical instruction that incorporates the study of advanced business topics. To achieve this mission, it is necessary to continuously examine whether the School's instructional and research objectives respond to the current needs of society in view of the progress of globalization in Japan and the University's emphasis on globalization strategies.

PRT Comments:

We advise that the School develops a mission statement which follows the overall mission of Kwansei Gakuin University, but also emphasizes its uniqueness (which will help to communicate with prospective students and other stakeholders). The SER and the On-Site Interview leave the impression that the School extensively relies on Kwansei Gakuin's mission, and even more extensively – on Kwansei Gakuin's motto "Mastery for Service". It is commendable that the School shares the mission of its parent University, but extensive reliance on it will not help it to find and communicate its uniqueness to the external environment.

Developing the School's mission may be a useful first step towards formulating its strategy. Right now the School lacks a clear understanding of how to promote itself in the external environment, and therefore – a clear strategy to reach its goals. In this situation, there is a risk that the School will not be able to productively expand its efforts to attract more students. To be attracted to the business school, the prospective students must have a clear understanding of the value they are going to get from their education, and the school must communicate this in a clear and appealing manner.

2) Chapter Two: Educational Programs

Self-Check: Although the School regularly revises the classes available in its educational programs, it is necessary to expand and integrate the programs themselves. Furthermore, the School should aim to provide more opportunities for students who are working in the business field to take classes on weekends. In addition, it is necessary to increase the number of English classes available to students studying in the Corporate Strategic Management Course.

PRT Comments:

There are two programs which are subject to accreditation: Corporate Strategic Management Course and International Management Course. These are very different programs, with different target audiences and different content. However, they both grant an MBA degree. In case of the Corporate Strategic Management Course, this is appropriate – most students have professional experience and need an MBA for their career development. However, the actual student population in the Corporate Strategic Management Course appears to contain students who fit the EMBA program better. If the School feels that this is a promising segment, it might consider opening EMBA in future.

3) Chapter Three: Students

Self-Check: The Corporate Strategic Management Course is primarily attended by executive trainees in their thirties; however, the School should aim to attract students from diverse professional backgrounds. The biggest challenge for the International Management Course

involves ensuring a stable number of students to maintain active classroom debate involving a broad range of students.

In addition, the School aims to improve the Japanese language abilities of international students who intend to apply for positions within Japanese enterprises.

PRT Comments:

The issue identified by the School – increasing enrollment and student diversity – indeed appears to be a pressing one. Therefore the International Management course appears to be more of an MA program than an MBA program. However, the standard of establishment of the professional graduate school of 2003 defines a professional graduate school as a school aiming to nurture deep knowledge and preeminent skills required to be engaged in the profession which requires high specialization. Therefore, for the business school which is a professional graduate school in the area of management, it might be possible to grant the same MBA degree to both Corporate Strategic Management course students and the International Management course students. However, we suggest that the School puts more effort into identifying its target student profile for the both programs, so as to make its positioning more clear for the external environment.

4) Chapter Four: Faculty

Self-Check: The School considers diversity when appointing faculty members to maintain an active and dynamic faculty body. Furthermore, there are no problems at present because the School maintains an environment that serves to promote instructional and research activities. It is necessary to continue examining what type of teaching abilities are faculty members required to possess in order to achieve the School's education and research objectives.

PRT Comments:

The School states that it has no diversity issue; however, the age, gender and nationality distribution implies that there is space for improvement. The School also states that it is necessary to continuously identify what teaching abilities are required from the faculty. But once identified, these abilities might need to be developed. It is expedient to consider faculty development as one of the improvement issues as well. Attracting more foreign faculty (not necessarily full-time) is another way to globalize the School apart from attracting foreign students.

5) Chapter Five: Supporting Staff and Infrastructure

Self-Check: The School maintains an adequate administrative system that provides appropriate support for the instructional and research activities of its faculty members; therefore, there are currently no problems in this area. To promote instructional and research activities, the School provides faculty members with faculty offices, offers an adequate range of classes at two campuses, and provides individual study space; therefore, the School maintains an effective learning environment.

PRT Comments:

The School didn't identify any issues with the supporting staff and infrastructure. However, the students voiced the need to extend library hours and increase the speed of the access to the learning resources.

2. Improvement Initiatives

PRT Comments:

Apart from the initiatives listed on p. 77, there are also many improvement issues and

initiatives mentioned throughout the other sections of the SER, but they are not discussed in the Improvement Issues / Initiatives section. The School might put all the issues and initiatives together in a more systematic way, which will consequently increase the efficiency of its actions.

1) Mission Statement

Self-Check: Under the leadership of the Dean of the Institute of Business and Accounting, the School will implement a number of measures to improve the quality of the education that it provides. In doing so, the School will ensure that its educational content adequately incorporates both the theoretical and practical elements of business. Therefore, the School will use the results of class evaluations and group interviews with students, as well as the suggestions of the Advisory Board, to enhance its classes. In addition, the School will make a greater effort to incorporate a wider range of opinions held by stakeholders outside the School regarding its instructional and research objectives, such as Kwansei Gakuin University alumni working in the business world.

PRT Comments:

The initiatives are formulated in a very general way. The School might look into identifying a number of specific initiatives, which can then become the starting point for the Action Plans. E.g., what exactly can the School do in order to make more effort to incorporate a wider range of opinions held by the outside stakeholders? The second comment is that in the “Improvement Issues” section the School identified the need to globalize further. However, the “Improvement Initiatives” do not mention globalization.

2) Educational Programs

Self-Check: The School plans to reorganize its weekend classes and create a timetable that enables students to complete their programs, wherever possible, by attending weekend classes alone. The School will examine the possibility of establishing classes that cultivate design thinking—a conceptual framework that influences the way in which organizations develop new products and services.

Therefore, the School will offer several of its all-English classes in the International Management on weekday evenings, Saturdays, and Sundays, and will encourage working adult students from the Corporate Strategic Management Course to attend these classes. The classes will contribute to improving students’ abilities as global businesspersons, and individuals and enterprises are enabled to participate in the classes as businessperson training programs.

In the International Management Course, the School will make efforts to recommend students for study abroad programs. The School will respond to the needs of international students who wish to study Japanese by arranging class schedules to accommodate Japanese classes offered by the University.

PRT Comments:

The initiatives are appropriate.

3) Students

Self-Check: In April 2014, the School began efforts to expand its student base for the Corporate Strategic Management Course by establishing a program that focuses on management for local government, medical institutions, and academia. As the Japanese economy recovers from the effects of the Great Recession, Japanese enterprises have once again begun to invest in human resource development. In view of this situation, the School will

increase the number of visits it makes to business enterprises, local governments, and medical institutions, and seek out enterprises that can provide a continuous flow of students to the School. In addition, the School will enhance its lecture meetings for businesspersons.

For the International Management Course, the School will strengthen its participation in the MBA Tour and increase the number of visits it makes to Japanese language schools in Japan. Furthermore, the School will enhance its website as a marketing tool to attract international applicants. In addition, to enhance motivation for study among International Management Course students, the School will arrange opportunities for students and faculty members to interact as peers and on an informal basis.

The School will encourage active use of the "Institute of Business and Accounting Research Forum" to support the interaction and research activities of graduates, students, and faculty members.

PRT Comments:

The initiatives are appropriate.

4) Faculty

Self-Check: Full-time faculty members on permanent contracts will examine the content of related classes by referring to class evaluations and the results of class observations.

To ensure that class material is conducive to the School's instructional and research objectives, the School must stay current with the latest developments in the business world. Therefore, the School will implement initiatives that strengthen its cooperation with partners in industry, government, and academia; stay alert to the needs of business; and examine needs for cultivating human resources.

The Institute of Business and Accounting also offers a PhD course. Therefore, the School will examine the possibility of employing PhD students as TAs to improve the level of academic support, which is currently provided by students studying in professional degree programs.

PRT Comments:

The initiatives are appropriate, although formulated in a very general way. The School might look into identifying a number of specific initiatives, which can then become the starting point for the Action Plans. E.g., what specific initiatives can the School implement to strengthen its cooperation with partners in industry, government, and academia, and to stay alert to the needs of business?

5) Supporting Staff and Infrastructure

Self-Check: The School will promote its "Pinch Hitter System" to provide more support to female researchers with young children.

The School will strengthen its core staff with a view of securing external funding for enhancing its instructional and research activities.

To improve its English-language computer facilities, the School will examine the possibility of increasing the number of computers running on English operating systems that are available at the Osaka Umeda Campus.

PRT Comments:

The initiatives are appropriate.

3. The Action Plan for three years

Self-Check:

1) Action Plans 2015

- Securing students
The School will strive to increase the number of prospective students who participate in the information sessions for the Corporate Strategic Management Course.
The School will strive to attract students for the International Management Course by participating in the MBA Tour.
- Adopting the suggestions of students, graduates, and society
The School will establish a Business School Advisory meeting comprising at least five advisers, who are graduates working in the business world or representatives from partner enterprises.
In addition, to gather the opinions of graduates, the School will examine and implement a widespread survey through the Institute of Business and Accounting Research Forum.
- Improving programs
The School will provide at least five English classes (International Management or hybrid courses) on weekday evenings and on weekends, and it will offer these classes to individuals and enterprises as a businessperson training program using the credited auditor system.
In addition, to ensure the quality of its classes, the School will share the results of individual class evaluations among its full-time faculty members and use this information to determine the class structure of each program for the following academic year.

PRT Comments:

The plans appear to be quite detailed and well-considered. Attracting the new students to the International Management Course is a very important task, and the School plans to do this by participating in the MBA tour. However, "Improvement Initiatives" contain some other measures (e.g. website improvement, visits to the Japanese language schools), but these are not developed into the action plans.

The graduate survey is a good initiative to collect the alumni opinions. However, plans concerning other stakeholders might also be developed in greater detail.

2) Action Plans 2016

- Securing students
The School will continue its efforts from the first year, while making improvements.
- Adopting the suggestions of students, graduates, and society
The School will establish an Advisory Board comprising at least five members.
The School will analyze the opinions and suggestions of graduates that are contained in the results of the widespread survey and will use this information to determine the curriculum for the following academic year.
- Improving programs
The School will reorganize its weekend classes to enable students to complete their programs, wherever possible, by attending weekend classes alone.
The School will continue to determine the class structure of each program based on the results of class evaluations.

3) Action Plans 2017

- Securing students

The School will continue its efforts from the second year, while making improvements.

- Improving programs

Based on its first-year initiatives, the findings of the Advisory Board, and the wide-scale survey, the School will provide at least 10 English-taught classes (International Management or hybrid classes) on weekday evenings and weekends and offer class packages to individuals and enterprises as a businessperson training program, which will be a distinctive feature of the School.

PRT Comments:

The School identifies three key areas for its actions: securing students; adopting the suggestions of students, graduates, and society; and improving programs. These indeed appear to be the most important ones. However, it might be expedient to consider "Improvement Issues", "Improvement Initiatives" and "Action Plans" as a sequence, where Issues define Initiatives, and Initiatives evolve into Action plans. Currently this is not always the case.

V. Members of the Committees

1. Accreditation Committee

(Term : from September 1st, 2013 to March 31st, 2015)

Chair

- Takeshi Hibiya
Corporate Auditor, Fuji Xerox Co., Ltd., Japan

Vice Chair

- Ruslan Prijadi
Associate Professor, Faculty of Economics and Business, Universitas Indonesia, Indonesia

Members

- Toshiharu Aoki
Former President, NTT, Japan
- Mutsuhiro Arinobu
Executive Director, Riken, Japan
- Ilker Baybars
Deputy Dean Emeritus, Tepper School of Business, Carnegie Mellon University, USA
- Nobue Susie Brown
Associate Dean, Red McCombs School of Business, University of Texas at Austin, USA
- Ming Yu Cheng
Professor, Faculty of Accountancy and Management, Universiti Tunku Abdul Rahman, Malaysia
- Makoto Haya
Former President, Nippon Steel & Sumikin Engineering, Co., Ltd., Japan
- Jun Kanai
President, Toshiba Human Resource Development Corporation, Japan
- Kiyoshi Kobayashi
Professor, Graduate School of Management, Kyoto University, Japan
- Mika Kumahira
President, Atech Kumahira, Japan
- Xiongwen Lu
Dean, School of Management, Fudan University, China
- Katsufumi Mizuno
President, Hikari Patent Office, Japan
- Sang-Koo Nam
Professor, College of Business and Economics, Gachon University, Korea
- Tadashi Okamura
Advisor, Toshiba Corporation, Japan
- Arfah Salleh
President, Putra Business School, Universiti Putra Malaysia, Malaysia
- Hiroe Tsubaki
Vice Director-General, The Institute of Stastical Mathematics, Japan

- Satoru Uchiyama
Deputy General Manager, Japan HR Planning Group. Japan HR Division, Nissan Co.Ltd., Japan
- Hiroshi Yamamoto
Deputy Senior General Manager, Corporate Human Resources Division, Sony Corporation, Japan
- Oleg Vikhanskiy
Dean, Lomonosov Moscow State University Business School, Lomonosov Moscow State University, Russia

2. Peer Review Committee

(Term : from September 1st, 2013 to March 31st, 2015)

Chair

- Hiroe Tsubaki
Vice Director-General, The Institute of Statistical Mathematics, Japan

Vice Chair

- Arfah Salleh
President, Putra Business School, Universiti Putra Malaysia, Malaysia

Members

- Candra Fajri Ananda
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- Sujinda Chemsripong
Dean, Faculty of Business, Economics and Communications, Naresuan University, Thailand
- Arief Daryanto
Director, Graduate Program of Management and Business, Bogor Agricultural University, Indonesia
- Nury Effendi
Dean, Faculty of Economics and Business, Universitas Padjadjaran, Indonesia
- Kazuo Ichijo
Dean, Graduate School of International Corporate Strategy, Hitotsubashi University, Japan
- Ken Kaminishi
Dean, Graduate School of Innovation & Management, Yamaguchi University, Japan
- Ali Khatibi
Dean, Faculty of Business Management and Professional Studies, Management & Science University, Malaysia
- Wihana Kirana Jaya
Dean, Faculty of Economics and Business, Universitas Gadjad Madah, Indonesia
- Ari Kunkoro
Dean, Faculty of Economics and Business, Universitas Indonesia, Indonesia
- Qin Hai Ma
Dean, School of Business Administration, Northeastern University, China

- Tatsuyuki Negoro
Director, Waseda Business School, Graduate School of Commerce, Waseda University, Japan
- Tadashi Ono
Program Chair, MBA Program in International Business, Graduate School of Business Sciences, University of Tsukuba, Japan
- AAhad Osman- Gani
Director, Graduate School of Management, International Islamic University Malaysia
- Jaafar Pyeman
Director, Arshad Ayub Graduate Business School, Universiti Teknologi MARA, Malaysia
- Shigeki Sadato
Vice Dean, Institute of Business and Accounting, Kwansai Gakuin University, Japan
- A. Seetharaman
Dean, Academic Affairs, SP Jain School of Global Management, Singapore
- Sudarso Kaderi Wiryono
Dean, School of Business and Management, Bandung Institute of Technology, Indonesia
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- Yuji Yumoto
Dean, Graduate School of Business Administration, Nanzan University, Japan

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(Term : from September 1st, 2013 to March 31st, 2015)

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- Takayuki Asada, Ph.D.
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Head, School of Management, University of South Australia, Australia

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