

The Kaizen Report 2018

**Kwansei Gakuin University
Institute of Business and Accounting
Business School**

Year of Accreditation: 2014

June 28, 2018



ABEST21

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

I. Basic Information analyzed in the Self-Check/Self-Evaluation

The School needs to copy the Improvement Issues, the Improvement Initiatives, and the three-year's Action Plans analyzed in the Self-Check/Self-Evaluation Report submitted.

1. Improvement Issues

1) Chapter One: Mission Statement

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.

2) Chapter Two: Educational Programs

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.

3) Chapter Three: Students

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.

4) Chapter Four: Faculty

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.

5) Chapter Five: Supporting Staff and Infrastructure

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.

2. Improvement Initiatives

1) Mission Statement

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.

2) Educational Programs

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.

3) Students

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.

4) Faculty

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.

5) Supporting Staff and Infrastructure

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.

3. Action Plans for three years

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.

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.

II. Performance of the Action Plans and Self-Evaluation

The school needs to describe an annual progress which shows how well the action plans were performed according to the schedule of the action plans analyzed in the Self-Check/Self-Evaluation Report.

1. CHAPTR ONE: MISSION STATEMENT

Action Plans

Describe the year Action Plans analyzed in the Self-Evaluation Report

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.

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.

2017 Performance

Describe performance of the year Action Plans with evidences.

In April 2017, Kwansei Gakuin announced its Mission Statement as follows: "Kwansei Gakuin, as a learning community based on the principles of Christianity, inspires its members to seek their life missions, and cultivates them to be creative and capable world citizens who embody its motto, 'Mastery for Service' by transforming society with compassion and integrity."

According to the above new mission statement, the IBA started to emphasize the following three points. One was to strengthen the IBA Research Forum for students and alumni seeking life missions. The second was cultivating them to be creative and capable world citizens who embody its motto through both the activities of the IBA Research Forum and curricula of the MBA course. And finally, the third was to enable them to transform society with compassion and integrity by providing the contents of the required Business Ethics course even though each person's contribution is small. With regard to this aspect, the IBA decided to set the theme of the Workshop & Symposium for the IBA Alumni held in March 2018 as "Corporate Governance."

2017 Self-Evaluation

Confirm enhancement of the quality of management education.

The IBA continued to reform the activities of the IBA Research Forum. Some research groups presented their research papers in academic conferences. Other groups extended their membership far beyond the confines of the IBA. The IBA also continued to reform its curricula to adapt to the changing global economy partly based on advice from the Advisory Board meeting. For example, we will invite Disney Japan's former Vice-President in charge of personnel, Mr. Ochiai, as a guest professor. He will have a course in 2018 for the IBA.

Supporting Documents

1. Kagayaku Jiyu – The Spirit of Kwansei
2. Advisory Board meeting minutes
3. Workshop & Symposium for IBA Alumni flyer
4. IBA Research Forum presentation on research achievements flyer
5. Syllabus of "Topics in Corp. Strategic Management J"
6. Syllabus of "Business Ethics"

PRT Comments

The School's Feedback

The PRT Responses

2. CHAPTER TWO: EDUCATIONAL PROGRAMS

Action Plans

Describe the year Action Plans analyzed in the Self-Evaluation Report

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 (hereinafter referred to as "CSMC").

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 established and started the classes that cultivate design thinking—a conceptual framework that influences the way in which organizations develop new products and services. Moreover, the School developed the "Hospital Management" programs to provide the professionals.

Therefore, the School will offer several of its all-English classes in the International Management Course (hereinafter referred to as "IMC") on weekday evenings, Saturdays, and Sundays, and will encourage working adult students from the CSMC 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 IMC, 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.

Another initiative we launched in 2015 was to examine our plan for adding a new program that addresses the learning needs of a potential new market of future managers at international public organizations. As an addition to the current three programs, the new program reinforces and extends our efforts to nurture highly specialized professionals who embody our school motto, 'Mastery for Service'. Students who major in this program start by gaining basic skills and knowledge to administer organizational activities including managing human resources and organizational processes, developing and maintaining favorable and supportive relationships with various stakeholders, as well as planning and deploying available financial resources. Building on those foundational skills and knowledge concerning managing international organizations, students then earn specialized expertise critical for international civil servants by examining topics including issues concerning sustainable economic development, fair and ethical distribution of wealth and profits, environmental protection, as well as peace and security, among others.

2017 Performance

Describe performance of the year Action Plans with evidences.

The points at issue in the Corporate Strategic Management Course in AY2017 can be summarized as the following four.

First of all, we further enhanced the curricula including establishing new courses. As new courses, New Global Venture Creation (2 credits) and Regional Vitalization (2 credits) can be mentioned.

New Global Venture Creation is a course that proceeds through case examples on the foundation, strategy-making and organization of venture companies that are likely to withstand an international competitive environment in a mega-competition era. Regional Vitalization is a course that explores social issues in regions and revitalizes regions by creating business models. The students discuss the evolutionary process of the foundation of management resources needed to do that, in other words, human resources, products & services and capital . Many students took the course and by linking it to other class subjects, we were able to contribute to improving the quality of the curricula.

Second, we improved and enhanced the Graduate School course registration exchange program in collaboration with the Chuo Graduate School of Strategic Management and the Graduate School of Community Service of Tohoku University of Community Service and Science, and in AY2017 we accepted four students.

The third point is that we effectively established educational programs in response to social needs: the Happy Career Program, the Education program for the Management of Community-based Health care Organizations and Clinics and the Human Resources Development Program for MICE, Regional Tourism Responding to Inbound Tourist.

As for the Happy Career Program, we aim to create a society in which women can actively participate since this is a major issue in contemporary Japanese society. We have two courses — the Women's Entrepreneurship and Back-to-work Program and Women's Leadership Development Program, and they are producing many female businesspersons.

Next, medical institutions and medical service agencies are requested to provide services to the community under the stable and comprehensive community care system. Our Education Program for the Management of Community-based Health care Organizations and clinics contributes the social needs to cultivate the human resources who can play a role in community-based health care.

Furthermore, as for the Human Resources Development Program for MICE, it is essential for us to revitalizie regions by incorporating inbound tourists in order to promote regions and effectively utilizing local tourism resources. This program focuses on hotel management, and puts the main focus on nurturing human resources that can secure inbound demand and revitalize regional tourism as the expert with MICE in urban areas.

Lastly, as the fourth point, we held seminars, symposiums and such like to meet social needs.

We would like to highlight the following three points in particular this year.

First of all, we had the Daido Life Endowed Lectures "Learning from female innovators who put together dreams, society, and the future." We invited lecturers who are appropriate for the theme of "women who are pioneering and socially active" and held lectures and a symposium. Next, we had the workshop and symposium for the IBA alumni. The theme of "companies and governance" focused on compliance and sustainability, and the participants discussed ways to push forward with

building an ideal organization and strategy for enhancing corporate value.

Furthermore, the Online college for Regional Revitalization Project (e-learning courses) can be mentioned. We have the seven existing courses of "Creation of Business (Launching/Founding a Business)," "Innovation [Introduction to Creating Regions]," "Regional Finance [From Fund Procurement to Risk Management]," "Community Building and Commerce," "Promoting Small and Medium-sized Businesses and Industry in the Region [Introduction to Creating Regions]," "Linking Businesses with Financial Statements [Introduction to Financial Statements for Revitalizing Regions]" and "Numerical Control as the Foundation for Promoting Business [Introduction to Management Accounting for Revitalizing Regions]." In addition, we have newly launched the three courses of "Accounting knowledge of civil servants who are in contact with companies," "Key to sustainable growth by learning from innovative companies and innovative areas through practice," and "Regional medical management." As courses that can greatly help to develop human resources who can be active in the fields of regional contribution, regional creation, and regional revitalization, we have contributed to society by distributing them nationwide.

As for the goal to increase the number of English-taught or hybrid courses, we added an additional hybrid course, "New Global Venture Creation," in 2017. As a result, we have six hybrid courses against the goal of 10 courses in total. We checked the number of students who registered for those six hybrid courses. In 2017, a total of 37 students registered: 30 of them are IMC students and the remaining 7 are CSMC students. These numbers seem to suggest that we need to consider whether or not we should increase the number of those courses to reach the goal.

As the new program of the IMC to nurture future managers at international public organizations, we started the Global Public Management Program (GPMP) as the fourth specialized study program in addition to the existing three programs, namely, Management, Marketing, and Finance in April 2017 with full support from the Integrated Center for UN and Foreign Affairs Studies of the university. We accepted two students (one Japanese and one foreign student) in the spring semester and an additional two students (two foreign students) in the fall semester. Besides the GPMP students, in order to enhance sensitivity to issues faced in the world, such as Sustainable Development Goals (SDGs), we have encouraged the IMC students to take courses offered as the GPMP. As a result, two foreign students took some courses in 2017.

As a new program to enrich the IMC content, we reached an agreement to start a double-master program with the Graduate School of International Studies (SIS) in the spring of 2019. The double-master program confers the title of master in international studies and an MBA after the students complete graduate studies for two years in SIS followed by one year in IMC.

We restarted offering two courses which had been cancelled for a long time, namely, Cross-cultural Management and Portfolio Management, by hiring a visiting professor and a part-time lecturer. The professor is experienced in teaching and studying cross-cultural issues in the U.S. The lecturer is a professional who is currently managing portfolios at a financial institution. Furthermore, we will restart a financial course, Financial Institution Management, which has also been cancelled for a long time by hiring a part-time lecturer, thereby responding to complaints from students of the Finance program that courses specializing in finance are limited.

2017 Self-Evaluation

Confirm enhancement of the quality of management education.

We believe that we achieved goals that will allow us to contribute society and region by the programs mentioned above. We are effectively expanding programs to nurture business professionals who wish to combine theory and practice, and to develop their careers. In addition, in implementing business, we are taking part in planning places for many participants to learn and exchange information and we believe that we are running projects that capture social needs.

Despite having a smaller number of hybrid courses than planned, we have enhanced the quality of management education in the IMC by starting the GPMP. Further enhancement is expected by offering the double-master program which will start in 2019.

Supporting Documents

3. Workshop & Symposium for IBA Alumni flyer
7. Syllabi of "New Global Venture Creation" and "Regional Vitalization"
8. Course Registration Exchange Agreement with the Chuo Graduate School of Strategic Management
9. Course registration exchange agreement with the Graduate School of Community Service and Science at Tohoku University of Community Service and Science
10. Happy Career Program brochure
11. Brochure of Education program for the Management of Community-based Health care Organizations and Clinics in MBA courses
12. Brochure of Human Resources Development Program for MICE
13. Pamphlet for Daido Life Endowed Lectures
14. Online College for Regional Revitalization Project website
15. International Management Course: IBA brochure offprint
16. Courses and programs offered in the IMC for students enrolled in the 2017 & 2018 academic year
17. Graduate Course in UN and Foreign Affairs Studies brochure
18. Courses and programs offered in the CSMC for students enrolled in the 2017 & 2018 academic year
19. Timetable for 2017
20. Proposal for collaborations between SIS and IBA (Double Masters)
21. Syllabi of "Cross-cultural Management," "Portfolio Management" and "Financial Institutions Management"

PRT Comments

The School's Feedback

The PRT Responses

3. CHAPTER THREE: STUDENTS

Action Plans

Describe the year Action Plans analyzed in the Self-Evaluation Report

The Corporate Strategic Management Course (hereinafter referred to as "CSMC") 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 (hereinafter referred to as "IMC") 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.

In April 2014, the School began efforts to expand its student base for the CSMC by establishing content that focuses on management for local government, medical institutions, and academia. As the Japanese economy recovers from the effects of 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 that 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 IMC, 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 IMC 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.

2017 Performance

Describe performance of the year Action Plans with evidences.

Unfortunately, we were not able to increase the enrollment compared with 2016.

First, our entry into the hospital market and other efforts have improved the number of applicants of CSMC, which came to 75.

Second, we have renewed the website. The new website can be accessed devices ranging from PCs to smartphones. Some alumni have supported this project substantially.

Third, we have maintained the number of tours at our Osaka Umeda and Nishinomiya Uegahara campuses. The number of attendants was almost the same as in 2016.

In 2017, a total of 25 students enrolled in the IMC. Although this number decreased from 2016, 80% of the quota was maintained. The major reasons for the decrease were: (1) a reduction in a scholarship offered by the Saudi Arabian government due to a fall in the price of oil and (2) active

hiring of new graduates from undergraduate schools by firms.

As an effort to increase and diversify enrolled students as well as to contribute to society, the IMC started to accept students from Japanese Initiative for the future of Syrian Refugees (JISR) sponsored by the Japanese government. In 2017, three students were accepted from JISR. As the result, as of September 2017, students from 25 countries including Japan have enrolled: 55% are from Asian countries, 18% from African countries, 13% from the Middle East, and the remaining 14% are from Europe, Pacific Island areas, and the Americas.

To recruit international students, we continued to attend the Japan Study Abroad Fair 2017 at Jakarta hosted by the Japan Student Services Organization (JASSO), OCSC International Education Expo at Bangkok, and The MBA Tour at Manila as in previous years. Specifically, Manila was a new location for such a recruiting event.

In order to make the IMC known to exchange students from overseas universities, we offered courses by cooperating with the Center for International Education and Cooperation (CIEC) of the university as well as giving short presentations to introduce the IMC at CIEC's orientation before they go back to their universities.

As for activating exchange between faculty members and students, efforts were made to implement GPMP in order, and a little progress was made.

2017 Self-Evaluation

Confirm enhancement of the quality of management education.

With regards to student enrollment, the total decreased and was as follows: 104 in 2016 (CSMC: 73, IMC: 31), 90 in 2017 (CSMC: 65, IMC: 25), 70 in 2018 (CSMC: 60, IMC: 10) without a fall in student enrollment. We expect the final enrollment of 2018 will over 100, because the enrollment of fall students was over 30 in 2016 and 2017.

We continued efforts to increase the number of enrolled students, but we are still subject to the conditions of the new graduates' job market in Japan as well as world economic conditions. Continued and further efforts are necessary. Although a little was done for activating exchange between faculty members and students, we will continue to make efforts to raise students' satisfaction.

Supporting Documents

22. 2017 fall student nationalities
23. Overview of the JISR Program
24. Outline of JASSO's Japan Study Abroad Fair 2017
25. The OCSC International Education Expo 2017 Itinerary
26. The MBA Tour Itinerary for Asia, September 2017

PRT Comments

The School's Feedback

The PRT Responses

4. CHAPTER FOUR: FACULTY

Action Plans

Describe the year Action Plans analyzed in the Self-Evaluation Report

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 faculty members need to possess in order to achieve the School's education and research objectives.

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.

2017 Performance

Describe performance of the year Action Plans with evidences.

The social mission of the business school is to have the students learn about management issues from both aspects of theory and practice with the aim of fostering advanced professionals. In order to achieve that goal, all full-time faculty members strove to improve skills through FD training so as to enhance abilities to guide (teach) students and effectiveness. The FD training conducted in AY2017 was implemented with the theme of (1) compliance training regarding fraud pertaining to research expenses, (2) creating syllabi, and (3) acquiring competitive funds such as Grant-in-Aid for Scientific Research.

We also worked to recruit faculty staff and decided to hire Professor Shinsuke Ikeda from April 2018 as a successor to Professor Yoshitaka Kai who retired in March 2018. By hiring Professor Ikeda, we will enrich the field of behavioral economics and the diversification of our curriculum.

In addition, the mayors of various cities, mainly those in Osaka Prefecture and Hyogo Prefecture, were involved in relay lectures as guest professors in the course "Theory of Corporate Management Strategy K (Leadership of the local government heads)", based on public management that combines theory and practice.

Furthermore, in AY2018, we welcomed Mr. Toru Ochiai, former Walt Disney Japan Vice-President, as a guest professor in charge of "Corporate Management Strategy Special Theory E" which contributes to enriching the field of creating the innovative business models.

2017 Self-Evaluation

Confirm enhancement of the quality of management education.

Through FD trainings intended for all faculty members, we improved our knowledge and skills required for both researchers and educationalists. Also, we have achieved a high level of team-building.

As a professional graduate school that can foster personnel who will play an active part in the global era, we have enhanced our management quality such as by increasing the number of students enrolled in the CMSC.

Supporting Documents
27. 2017 Faculty Organization

PRT Comments

The School's Feedback

The PRT Responses

5. CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE

Action Plans

Describe the year Action Plans analyzed in the Self-Evaluation Report

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.

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.

2017 Performance

Describe performance of the year Action Plans with evidences.

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 spaces; therefore, the School maintains an effective learning environment.

The School promotes its "Pinch Hitter System" to provide more support to female researchers with young children.

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.

2017 Self-Evaluation

Confirm enhancement of the quality of management education.

With regard to Supporting Staff and Infrastructure, first, Associate Professor Akiko Ouchi has implemented the Pinch-Hitter System. The school will promote this system as a way to provide more support for female researchers with young children.

Second, we received three proposals from and signed a contract with each company to which we can send our professors to implement a series of executive education seminars as a social responsibility project for the Business School.

PRT Comments

The School's Feedback

The PRT Responses

III. New issues to be improved

Describe new improvement issues found through Kaizen performance.

Action Plans

Describe the new Issues

We have been accepted in the MEXT Commissioned Project to Enhance and Strengthen the Development of High-level Professionals in 2017. We planned an educational program for managers in the tourism industries. International conventions in the medical area are a promising business market. We made six case materials including a convention at a hotel.

As a result, we held trial classes and improved the educational program. We have a plan to hold the class which includes seminars about conventions and meetings at a hotel in Kobe in 2018.

As a new program to enrich the IMC content, we reached an agreement to start a double-master program with the Graduate School of International Studies (SIS) in the spring of 2019. The double-master program confers the title of master in international studies and an MBA after the participants complete graduate studies for two years in SIS followed by one year of study in the IMC.

As an effort to increase and diversify the students enrolled as well as to contribute to society, IMC started to accept students from the Japanese Initiative for the future of Syrian Refugees (JISR) sponsored by the Japanese government. In 2017, three students were accepted from JISR.

Performance

Describe performance of the year Action Plans with evidences.

We made six case materials for teaching and two trial classes in The MEXT project. Fifteen persons attended each trial class.

In order to start the double-master program with the SIS in the spring of 2019, we decided on details of the program, such as the courses whose credits will count toward an MBA degree.

As for the JISR program, we accepted three students last fall. That helps to increase diversity in the nationalities of students.

Self-Evaluation

Confirm enhancement of the quality of management education.

We can prepare for new teaching courses with prospective teaching staff in the short term. We can accomplish building a curriculum of new courses. But the internship program at the hotel did not proceed as expected because there was insufficient time management.

We hope that the double-master program will enrich the IMC's content. In addition, accepting JISR students will provide an opportunity for us to consider solving world issues.

PRT Comments

The School's Feedback

The PRT Responses

IV. PRT's Comments on Kaizen Performance

1. Comprehensive Comments

2. Good Practices in improvement

3. Matters to be noted