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December 5, 2018

Professor Dr. Yoshinobu Sato  
Dean  
Institute of Business and Accounting  
Kwansei Gakuin University  
Japan

Dear Dean Yoshinobu Sato:

It gives me a great pleasure to inform you that the KAIZEN Review Report for the Institute of Business and Accounting, Kwansei Gakuin University was ratified by the ABEST21 Peer Review Committee. As you know, this year ABEST21 had to review 26 KAIZEN Reports which were ratified in two stages: on March 7, 2018 and on November 1, 2018. This caused the delay in informing the Schools about the review results, but now we are glad to announce the final decision of the Peer Review Committee.

Please find the KAIZEN Review Report enclosed, and please do not hesitate to contact us if you have any questions.

With best regards,

Fumio Itoh  
President & CEO, ABEST21 International

**Aiming to Enhance the Quality of Management Education**

**ABEST21 Review Report  
of  
KAIZEN Report 2017  
Institute of Business and Accounting  
Professional Graduate School  
Kwansei Gakuin University, Japan**



**November, 2018**

**ABEST21  
THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP  
FOR TOMORROW, a 21st century organization  
Tokyo, Japan**

## **Preface**

The environment is changing so rapidly that the educational quality becomes obsolete in a short time, making it impossible to nurture human resources to meet the social needs. To fulfill the expectations of the social stakeholders, quality enhancement of school education must keep pace with the changes of environment.

Considering the recent accelerating change in the environment, KAIZEN of the school educational programs is a big issue. If a school exists in a "vacuum" isolated from the outside world, where things remain the same, there is no need for KAIZEN. However, in the real world our society faces environmental changes. In order for the school management to remain a "Going Concern" in the future, KAIZEN is an essential concept. In our accreditation activity, which assures the quality of education, we need to check whether KAIZEN is functioning to enhance this quality.

So, we have the mission to evaluate the efforts of these schools and assure the stakeholders that those schools will offer education of good quality in the future. We have been expected to perform linkage activities for quality assurance including review for school accreditation, examination of action plans achievement after accreditation, and checking whether a system exist to offer high-quality education by responding to the changes of environment after accreditation.

Therefore, after being accredited, the school has been required to submit an annual progress report (KAIZEN Report) by the end of June each year for three years. The school has to report its performance according to the Action Plans presented in the Self-Check/Self-Evaluation Report. The KAIZEN Report shows how well the Action Plans were performed to enhance the quality of management education according to the schedule of the action plans. Also, the analysis of KAIZEN Report is an opportunity to find out more detailed issues to be improved by using the PDCA cycle.

Since one of the aims of ABEST21 accreditation is to assure a substantial improvement of the educational quality to the stakeholders, we need to check the progress of the accredited schools on their Action Plans, and give the status report to the stakeholders. Also, the school is responsible for assuring the quality of education to their stakeholders. Therefore, as an accrediting institution we would like to share this responsibility to the stakeholders with the school.

November 2018  
Fumio Itoh, President  
ABEST21 International

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## **I. Review Information**

### **1. Accredited date:**

March 2014

### **2. The Peer Review Team**

- Leader: Prof. Dr. Yasunaga Wakabayashi  
Graduate School of Management, Kyoto University, Japan
- Prof. Dr. Hiroshi Takamori  
Graduate LEC University

### **3. Peer Review Visit**

September 27, 2017

## **II. 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 Kwasei 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 Kwasei 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.



### **III. 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 action plan schedule of the action plans analyzed in the Self-Check/Self-Evaluation Report.

#### **1. CHAPTER 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 Kwasei 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 Kwasei Gakuin University alumni working in the business world.

##### **2016 Performance**

Describe performance of the year Action Plans with evidences.

We are continuously improving educational quality through various means, including student class evaluations, group interviews with students, discussions with our advisory board, and discussions with alumni at the IBA Research Forum meetings and at the Workshop & Symposium for IBA Alumni, held on March 25, 2017.

As a result of the above research, we decided to reinforce and extend our efforts to develop highly specialized professionals who embody our school motto of "Mastery for Service" by engaging the new programs: the Local Government, Hospital and University Management Program, and the Global Public Management Program. These programs address the learning needs of a potential new market of future managers of international public organizations.

As part of our continued efforts to improve educational quality by listening to and incorporating opinions from outside the school, all members of the IBA advisory board have replaced with new members from both the Corporate Strategic Management Course (CSMC) and the International Management Course (IMC). The new board held a meeting on February 25, 2017. The launch of the Global Public Management Program (GPMP) has been officially publicized, and we have accepted two students for enrolment in the 2017 academic year (details to follow).

Supporting documents:

1. Advisory Board meeting agenda and memo
2. Workshop & Symposium for IBA Alumni flyer
3. International Management Course: IBA brochure offprint
4. Courses and Programs offered in the IMC for students enrolled in the 2017 academic year
5. Graduate Course in UN and Foreign Affairs Studies brochure

##### **2016 Self-Evaluation**

Confirm enhancement of the quality of management education.

As we have already mentioned, the CSMC established a new Local Government, Hospital and

University Administration (Public Management) program in 2014 with a capacity of about 10 students. Seven students entered the program in 2015, and 17 entered in 2016. Five students graduated from the program in 2016.

By launching the GPMP in 2017, we will be able to enhance our mission as represented by the motto "Mastery for Service" by educating leaders in the area of global public service in the United Nations and other various international organizations. It will also fill a need in emerging and developing countries where business conditions are still immature and initiatives taken by governments and these international organizations play an important role. In addition, we plan to move on to subsequent themes put forth during the advisory board meeting, such as establishing a networking framework that links CSMC students with IMC students.

### **PRT Comments**

It is highly appreciated that we are promoting the development of lesson subjects based on the mission of the university "Mastery for Service." However, as this mission is general and ideal, it is difficult to clarify the concept and vision of a business school. It is desirable that the mission for business school be more operable and evaluable.

The Program of the Local Government, Hospital and University Administration is one of the notable Kaizen performances in 2016. There are, however, no further descriptions in detail on how to go about training for public administration within the CSMC curriculum which has been mainly designed to teach executive trainees in the profit-seeking business circles.

The GPMP (Global Public Management Program) launched in 2017, is another latest Kaizen achievement. The advanced courses in this Program are described to be in the level as high as consistent with the UN Competency Framework. Most of the IMC students are, however, reported to be relatively young and less-experienced in the practice of management in the international organization. It would be quite a challenge from now on for the School to develop the curriculum as well as faculty competency well adjusted for the small student body of about 30 admitted that is, however, diverse in their motivation, maturity, experience and, cultural as well as academic backgrounds.

### **The School's Feedback**

The 2<sup>nd</sup> line of the 1<sup>st</sup> Paragraph: Please correct "mastery for Service" to "Mastery for Service."

### **PRT Responses**

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## **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.

## **2016 Performance**

Describe performance of the year Action Plans with evidences.

With regard to our educational programs, firstly, in 2015 we increased the number of hybrid courses from 3 to 5, which are taught in English and are available to students in both the CSMC and the IMC. The new courses are titled “Business Negotiation” and “Asian Financial Markets”. Hybrid courses are offered either on weekday evenings or on Saturdays, and are therefore accessible to all students. We also strongly encourage students to take hybrid courses during orientation sessions for newly enrolled students as well as during individual counseling sessions. In 2016, we considered providing a new course titled “New Global Venture Creation” and have decided to launch it in 2017. Secondly, the CSMC began providing new courses titled “System Thinking” and “System Design Project” taught by Assistant Professor Yoshikazu Tomita in 2015. These courses are still popular not only among degree-seeking students but also among non-degree seeking students.

Thirdly, as already mentioned, we established the new Public Management Program in 2014.

In 2016, with regard to Hospital Management, we launched new courses titled “Hospital Accounting” and “Medical Service Management”. These courses are taught by prestigious, world-class scholars and practitioners.

In addition, in order to enhance the exchange program between graduate schools and the IBA, the school entered agreements with Chuo University and the Tohoku University of Community Services and Science.

As for the third university mission of “Social Contribution”, the School has provided several non-degree programs. We participated in the “Online College for Regional Revitalization Project in Cooperation with the Office for Promotion of Regional Revitalization, Japan Cabinet Office”. In 2016, we began providing seven professional programs in this field. In addition, we have provided the

Happy Career Program to develop women's professional careers and the Education Program for the Management of Community-based Healthcare Organizations and Clinics to develop clinic management professionals.

With regard to the IMC, firstly, we formally started the Global Public Management Program (GPMP) in April 2017 as an added area of specialized study along with management, marketing, and finance. Two IMC students have enrolled as GPMP students. The GPMP curriculum is designed to incorporate courses from the Graduate Course in UN and Foreign Affairs Studies, which was also formally launched in April 2017 by co-offering the programs and incorporating core and basic courses from the original IMC to provide fundamental knowledge in management.

Secondly, we decided to launch our own exchange program with the Faculty of Economic and Social Science of Lille 1 University in France with the aim of forming a double-degree program in the near future. In the course of talks with Lille 1 University, we have recognized more issues which may require more time to resolve than we had expected. Rather than waste time in a holding pattern, we decided to start actually exchanging students under the current student exchange program provided by Kwasei Gakuin University (KGU). The program is managed by the University's Center for International Education and Cooperation (CIEC). Our own student exchange program is one of only a couple of exceptions provided by KGU. This demonstrates a strong demand for education in IMC among foreign students.

Thirdly, we started to consider cooperation with the KGU School of International Studies to meet demands among their students to learn more about business by offering double master's program, currently scheduled to launch in the 2019 academic year.

With regard to Japanese language education for foreign students, we are trying to refine the course registration guidance provided by the Center for Japanese Language Education for IMC students at orientations to facilitate their learning of the Japanese language.

Supporting documents:

4. Courses and programs offered in the IMC for students enrolled in the 2017 academic year
5. Graduate Course in UN and Foreign Affairs Studies brochure
6. Courses and programs offered in the CSMC for students enrolled in the 2016 academic year
7. Timetable for 2016
8. Student Exchange Agreement with the University of Lille 1, Science and Technology
9. Information on Japanese Language Courses for International Students
10. Japan and East Asia Studies Nodule - Japanese Language Courses
11. "New Global Venture Creation" Course Information
12. Course Registration Exchange Agreement with the Chuo Graduate School of Strategic Management
13. Course registration exchange agreement with the Graduate School of Community Service and Science at Tohoku University of Community Service and Science
14. Online College for Regional Revitalization project brochure and flyer
15. Happy Career Program brochure
16. Overview of the Education Program for the Management of Community-based Healthcare Organizations and Clinics in MBA courses

## **2016 Self-Evaluation**

Confirm enhancements to enhancement of the quality of management education.

In 2016, we started two new courses titled "Hospital Accounting" and "Medical Service Management". These courses are taught by prestigious world-class scholars and practitioners.

The number of students enrolled in the Hospital Management Program has increased from three in

2015 to 13 in 2016.

In the IMC, we have been improving the quality of education by designing and launching new education programs like GPMP in cooperation with the other schools of Kwansai Gakuin University as well as with foreign universities. We need to refine the program following its official implementation to ensure rigorous management.

### **PRT Comments**

Introducing new hybrid courses such as "Business Negotiation" and "New Global Venture Creation" is a noticeable initiative for integrating educational resources that are naturally quite confined within two isolated Courses that are intended for so differing learners' bodies. Because of this diversion, it looks like that the IMC, for example, is taught by a relatively few teachers, covering, as a result, only limited business fields. Some interviewees mentioned of some difficulties in accessing to a proper teacher for seeking guidance in a particular research subject of individual interest. To solve this problem the School is trying to provide consulting sessions for IMC students for taking courses, for example during orientation periods on an individual basis.

The participation in the non-degree program, "Online College for Regional Revitalization Project" is a laudable endeavor. The Happy Career Program to develop women's careers and also the Program for the Management of Community-based Healthcare Organizations and Clinics sound a very timely contribution of the School's resources to the local communities which are in need of renewals of local economies as well as human resources.

It is noteworthy that the GPMP program is completed by incorporating courses from the Graduate Course in UN and Foreign Affairs as well as with cooperation of domestic and international institutions. It is indeed a fine practice that the School continue to develop new programs by taking advantage of closely related rich resources spread within the same Kwansai Gakuin University.

### **The School Feedback**

We will consider providing consulting sessions for IMC students for taking courses, for example during orientation periods on an individual basis.

As for the 1<sup>st</sup> line of the last paragraph, please correct "complete" to "completed".

### **The PRT Responses**

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## **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 a program 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.

## **2016 Performance**

Describe performance of the year Action Plans with evidences.

Like every other business school, we actively tried to boost enrollments in 2016.

Firstly, we have been visiting many hospitals and universities to give presentations on our entrance exam process and curriculum, in the hopes of increasing the number of students who apply to our Local Government, Hospital and University Administration programs. These efforts have yielded the desired result.

Furthermore, we decided to offer a new course titled "University Management" in the 2016 academic year. We had a "University Management" class in the course, which was attended by 45 part-time students from various universities.

Secondly, we held an advisory workshop on updating our website. We plan to drastically redesign it in 2017.

Thirdly, we increased the number of tours at our Osaka Umeda and Nishinomiya Uegahara campuses. Although the number of attendees did not substantially increase, there were more interview opportunities among the same number of applicants. Thus, we did see a rise in the total number of applicants.

With regard to the IMC, we participated in various recruiting events for overseas students, including the MBA tour (Ho Chi Minh, Vietnam), JASSO Study Japan Fair (Jakarta and Surabaya, Indonesia), the Office of the Civil Service Commission (OCSC) International Education Expo (Bangkok, Thailand), and the MBA Tour Osaka. We had several information sessions as well.

In 2016, we also launched three new courses ("Introduction to Japanese Finance", "Marketing in Japan", and "Innovation and Intrapreneurship") targeted at undergraduate students, particularly international exchange students and Japanese students in the School of International Studies at Kwansai Gakuin University. The courses are taught in English, and designed to offer opportunities for case material discussions so that undergraduate students can experience the dynamic and stimulating classes offered in the IMC. The courses were scheduled to be launched in the fall of 2016. 38 students ended up registering for "Marketing in Japan" and 22 students registered for "Innovation and Intrapreneurship".

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 in international public organizations. This new program, the Global Public Management Program (GPMP), started in the spring of 2017.

As part of our recruiting efforts, in addition to ABE Initiative program, which is a Japanese government program to train students from African countries at the graduate level, we have started

participating in the Pacific Leader's Educational Assistance for Development of State (Pacific-LEADS), which is a similar program to the ABE Initiative but designed for students from the Pacific Islands. Our participation contributed to increased enrollment in the IMC as of September 2017, with seven students from ABE Initiative and two from Pacific-LEADS. Furthermore, in cooperation with JICA, we have started providing opportunities for Syrian refugees to apply to IMC and have entered into an agreement with Ashinaga, a nonprofit organization supporting education for orphans, including those from abroad, to provide entrance incentives.

As a result of these recruiting activities, we have met the single-year student quota in 2016 for the first time since the establishment of IMC.

Supporting documents:

17. The MBA Tour Itinerary for Asia, September 2016
18. Memorandum on admissions based on recommendations between IBA at Kwasnei Gakuin University and Ashinaga
19. Overview of the Pacific-LEADS program

### **2016 Self-Evaluation**

Confirm enhancement of the quality of management education.

With regard to student enrollment, the total increased as follows: 94 in 2015 (CSMC: 68, IMC: 26), 104 in 2016 (CSMC: 73, IMC: 31), and 57 in 2017 (CSMC: 46, IMC: 11) without including fall students' enrollment. We expect that student enrollment will exceed 70 in the CSMC and 30 in the IMC, and that total student enrollment will exceed 100 in 2017 as in the previous academic year.

In the IMC, we made solid progress towards further increasing the diversity and quality of students by a) participating in various students recruiting events overseas; b) deciding to launch new courses targeting undergraduate students, particularly international exchange students and Japanese students in the School of International Studies at Kwansei Gakuin University; c) pursuing a double-degree program with the University of Lille 1, Science and Technology; d) launching GPMP; and e) participating in the ABE Initiative. We evaluate these initiatives as having substantially improved the number of applicants to the IMC as evidenced by the fact that it has met the single-year student quota of 30 in 2016 for the first time since the start of the school, thereby increasing the likelihood that we will achieve a higher degree of student diversity in terms of nationality, experience, and ambition in the future.

In the IMC, because Japanese government programs such as the ABE Initiative and Pacific-LEADS are not permanent programs, we will continue to make an effort to seek out new applicants.

### **PRT Comments**

The Corporate Strategic Management Course(CSMC) is reported to be mainly teaching executive trainees in their thirties. They may be, mostly, highly spirited and mature as business learners. It is of a little concern whether they are studying here under a formal or tacit consent from their employers. The employer's moral support may make difference as to giving drive and incentive to going through the hardship of part-time learning.

In contrast to CSMC, the IMC appears to be attended by quite heterogeneous students, in terms of business experience, nationality, motivation, cultural and academic background and language proficiency, etc. The Action Plans' reference to the needs for enhancing motivation for study among IMC students attests to that some are not well-motivated. Some interviewees mentioned of difficulties of following the class in some basic business courses. This may be indicative of insufficient preparative knowledge for studying Business at the graduate level.

It seems advisable that the School strengthen formal as well as informal counseling functions not

only as to student life while studying here but also as to career planning upon completing the program here.

### **The School's Feedback**

We will discuss how to improve the circumstances of diverse motivation among IMC students.

We will consider providing counselling session on an individual basis for IMC students for career planning with cooperation of the Career Center.

The issue of diverse motivation among IMC students has been recognized. For the moment no clear idea about how to handle it with the current limited resources.

Career counselling of IMC students is another issue. A direct answer would be IBA to hold counselling sessions for IMC students for career planning. Usually, US business schools have their own placement office dedicated to BS students, but here in Japan, at least in KGU, are not. KGU's Career Center tends to focus on job hunting of undergraduate students, rather than graduate students. It is too much for IBA office to have function of career counsel with the existing staffs. At any rate, we need more involvement of Career Center to hold counselling sessions for career planning.

### **The PRT Responses**

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## **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.

### **2016 Performance**

Describe performance of the year Action Plans with evidences.

With regard to our faculty, firstly, once a year, we observe all of our fixed-term professors' classes to check their performance and advise them on how to improve their class management, educational materials and teaching methods.

Secondly, we gave Dr. Takayuki Satake a new full-time faculty appointment, not only in light of his background as a student at the former KG Business School and his ability to deal with large companies and organizations, but also in the hopes that he will take up our projects for small and medium-sized enterprises (SMEs) and support our research on second-time startups.



We accepted a new untenured professor, Eric Gonzales, to teach our "Business Ethics" and "Making Ethical Decisions" courses. In addition, we are to accept a visiting professor, Roblyn Simeon, for a course called "Cross-Cultural Management" in 2017. Thanks to cooperation from an IBA professor, a new course designed for starting new ventures titled "New Global Venture Creation" will be offered starting in April 2017 as a hybrid course. Furthermore, by allowing IMC students not enrolled in the Global Public Management Program (GPMP) to register for GPMP courses, International Management Course (IMC) students take classes through the Graduate Course in UN and Foreign Affairs Studies. We are also seeking cooperation with the School of International Studies to take advantage of educational resources in other graduate schools within Kwansai Gakuin University. Thirdly, we are inviting the mayors of various cities, particularly those in Osaka and Hyogo Prefecture, to do an advanced tag-team course on municipal management strategies, thus integrating theory and practice in public management.

Supporting Documents

20.2016 Faculty Organization

### **2016 Self-Evaluation**

Confirm enhancement of the quality of management education.

With regard to our faculty, in 2016 we hired a full-time professor and convened search committees to recruit new faculty members. Each search committee was very successful in hiring highly qualified candidates.

In the IMC, we will continue to make an effort to steadily enhance our existing courses as well as add new courses so that we can bring in faculty members from other Japanese schools as well as abroad, thus appealing to a wider range of students.

### **PRT Comments**

Introducing a new professor to teach "Business Ethics" and "Making Ethical Decision" courses can be viewed in line with further embodying Kwansai Gakuin's school motto, "Mastery for Service" in the educational programs here.

Because of the small enrollment capacity of 30, the faculty of the IMC may be naturally small covering only a limited number of business fields. In an effort to overcome this situation, it is a fine arrangement that the new Global Public Management Program allows the IMC students to take classes through the Graduate Courses in UN and Foreign Affairs Studies.

Another good 2016 Kaizen performance is the opening of a new hybrid course: "New Global Venture Creation" with a cooperation of an IBA professor. All these hybrid courses would enhance greatly not only the sharing of the faculty resources but also the linkage of the educations between IMC and CSMC.

### **The School's Feedback**

Please correct the followings, thank you.

The 2<sup>nd</sup> line of the 1<sup>st</sup> paragraph: "mastery for service" to "Mastery for Service"

The 4<sup>th</sup> line of the 2<sup>nd</sup> paragraph: We would like you to delete "and the school of International Studies," since the IMC students do not take Classes of the School of International Studies.

### **The PRT Responses**

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## **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.

### **2016 Performance**

Describe performance of the year Action Plans with evidences.

With regard to Supporting Staff and Infrastructure, firstly, 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.

Secondly, we received a proposal from and signed a contract with a 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. We negotiated with our administration to add one full-time staff member to process our increased workload in 2015 and were successful. One new staff person was added in 2016.

### **2016 Self-Evaluation**

Confirm the quality of management education.

With regard to Supporting Staff and Infrastructure, we negotiated with our administration to add one full-time staff member to process our increased workload and were successful. One new staff person was added in 2016. Also, we have improved the educational environment by making Wi-Fi available throughout the Osaka Umeda Campus.

### **PRT Comments**

It is a fine Kaizen performance that one new staff person was added in 2016. It is also a fine environmental Kaizen that the Wi-Fi access is now available throughout the Osaka Umeda Campus.

### **The School's Feedback**

No comment.

### **The PRT Responses**

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## IV. New issues to be improved

Describe new improvement issues found through Kaizen performance.

### Action Plans

Describe the new issues

As an addition to the current three programs, the IMC added a fourth, the Global Public Management Program (GPMP). The new program reinforces and extends our efforts to develop highly specialized professionals who embody our school motto, "Mastery for Service". Students who major in this program start by gaining the basic skills and knowledge they need to administer organizational activities, including managing human resources and organizational processes, developing and maintaining favorable and supportive relationships with various stakeholders, and 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 concerning sustainable economic development, fair and ethical distribution of wealth and profits, environmental protection, and peace and security, among others. The curriculum is organized by building highly specialized courses co-offered with the Graduate Course in UN and Foreign Affairs Studies on the foundation of Core and Basic courses offered through the standard MBA program under the International Management Course (IMC). We launched this new program in the spring of 2017.

We have begun considering offering a double-degree program in partnership with the Graduate School of International Studies at Kwansai Gakuin University.

Thirdly, we have started a discussion on a double-degree program with University of Lille 1, Science and Technology. As a first step for this initiative, we decided to launch a student exchange program with the University of Lille 1, Science and Technology, starting in 2017.

Fourthly, we decided to participate in the Pacific Leaders' Educational Assistance for Development of State Program in 2015, which is a government-funded initiative to invite students from Pacific Island nations to enroll in master's programs in Japan. We had two students join us in the fall semester of 2016.

We also started accepting Syrian refugees in cooperation with JICA, and entered into an agreement with Ashinaga to provide incentives for applying to the IMC. Furthermore, we have started to develop a double-master's program with School of International Studies to launch in 2019. Additional new issues will be to build a support system to help Corporate Strategic Management Course (CSMC) students and IMC students establish networks to take advantage of opportunities by enrolling in the IBA. Because the ABE Initiative and Pacific-LEADS are not permanent programs, we need to make effort to translate these opportunities into a steady stream of students in the future.

Other new issues are as follows:

- We established a medical course and university management course in order to meet diverse student needs
- We signed a learning exchange agreement with the Chuo Graduate School of Strategic Management and an agreement based on the Happy Career Program with the Tohoku University of Community Services and Science.
- We are moving forward with the Online College for Regional Revitalization project, and have begun offering online courses taught by full-time professors in various specialty fields
- We joined the Committee for Innovation in Industrial, Academic, and Government Human Resources, and have signed a comprehensive partnership agreement with Hyogo Prefecture.
- We are promoting the Happy Career Program as well as the Local Healthcare Program to spread the word about our MBA program for adult students and encourage enrollment.

- We need to strengthen relationships with alumni who live in the Tokyo area.

## **Performance**

Describe performance of the year Action Plans with evidences.

We are moving forward on a variety of issues.

- We have worked out the details of our Global Public Management Program (GPMP) so that it can be formally started in April 2017. We have accepted two students to the GPMP. As an addition to the current three programs, the new program reinforces and extends our efforts to develop highly specialized professionals who embody our school motto, "Mastery for Service".
- We have begun considering offering a double-degree program in partnership with the Graduate School of International Studies.
- With regard to the double-degree program with Lille 1 University, because it appears that we will need more time than expected to reach consensus, we decided to agree on a student exchange program first so that we could actually start exchange students as soon as possible.
- We accepted as many as 45 students from other universities for our "University Management" course, taught under our University Management Program.
- We signed a learning exchange agreement with Chuo Graduate School of Strategic Management and are prepared to exchange several students. Our agreement with the Tohoku University of Community Services and Science provides for the establishment of mutually recognized courses for credit.
- We began releasing information on the Online College for Regional Revitalization project at the end of 2016 academic year, and have gotten an impressive response from all over Japan.
- We are considering making an earnest push to strengthen our ties with the Tokyo area.

Supporting Documents

21. Proposal for collaborations between IS and IBA

## **Self-Evaluation**

Confirm enhancements to enhancement of the quality of management education.

We have gotten several satisfactory results.

- We set up our GPMP curriculum, and two students enrolled in the GPMP course for the spring 2017 semester.
- We began serious discussion towards implementing a double-degree program with the Graduate School of International Studies of the Kwansai Gakuin University.
- We also began recruiting students for an exchange program with Lille 1 University in the hopes of enrolling these new students in the fall of 2017.
- We had as many as 45 students participate in university faculty courses, which brought fresh energy to our graduate school.
- We signed a learning exchange agreement with the Chuo Graduate School of Strategic Management and are prepared to exchange several students. Our agreement with the Tohoku University of Community Services and Science provides for the establishment of mutually recognized courses for credit.
- Regarding the Online College for Regional Revitalization project, we received feedback from the Cabinet Office that the courses offered by the IBA were absolutely exceptional.

Going forward, the school will take full advantage of its human resources in order to turn out management professionals that embody Kwansai Gakuin's school motto "Mastery for Service".

We are gradually expanding and enhancing the variety of courses offered to respond to changing needs in global business circles and in the world at large.

**PRT Comments**

All the initiatives described in 2016 Performance and 2016 Self-Evaluation are fine achievements. In particular, the starting of the Global Public Management Program(GPMP) is a commendable progress that is taking place here.

**The School's Feedback**

No comment.

**The PRT Responses**

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## **V. PRT Comprehensive Evaluation**

### **1. Comprehensive Comments**

The School has made various noteworthy progresses in the Kaizen initiatives. In particular, new programs are initiated in the areas of management in public organizations and also in international organization. All these new programs are solidified by mobilizing the rich resources of the other graduate schools in Kwansai Gakuin University as well as domestic and international institutions.

### **2. Good Practices in improvement**

- Reinforcing and extending the programs: The Local Government, Hospital and University Administration is a noteworthy performance that is commensurate with the University motto of "Mastery for Service.
- The Global Public Management Program is a notable initiative that is mobilizing rich educational resources spread through the Kwansai Gakuin University as well as other domestic and international institutions.
- The non-degree Programs such as "Online College for Regional Revitalization Project," the "Happy Career Program," and "Management of Community-based Healthcare Organizations and Clinics" are all timely contributions to communities that are in need of renewal of regional economies and human resources.
- The opening and addition of new hybrid courses such as "New Global Venture Creation" is a fine Kaizen achievement. All these hybrid courses would enhance greatly not only the sharing of the faculty resources but also the linkage of the educations between IMC and CSMC.

### **3. Matters to be noted**

- The IMC course teaches a small but heterogeneous student body of 30 entrance capacity. The faculty is accordingly small with a limited business fields covered by those few teachers. The students are relatively young and seem to be in need of some counseling assistance as to their career objective planning. It is advisable the School strengthen formal as well as informal counseling function.