

[SCR Main Report]

2017 edition

ABEST21 Management Accreditation

“Self-Check Report”

SBI Graduate School

June 30, 2017



2017

ABEST21

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

Contents

I. The Quality Improvement Plan

1. Management Education System in Home Country.....	1
2. The School's History and Profile.....	2
3. The School's Mission Statement.....	3
4. The School's Educational System	4
5. The School's Educational Degree Programs.....	5
6. Uniqueness in the School's Management Education	6
7. The School's Scope of Accreditation	7

II. The Strategies for Quality Improvement

1. SWOT Analysis.....	8
2. The School's strategies	10
3. Globalizing the School's Management Education.....	12
4. Humanizing the School's Management Education	13
5. Collaborating with Industries in Management Education	15

III. Self-Check/Self-Evaluation Analysis

1. Mission Statement.....	16
2. Educational Programs.....	29
3. Students.....	60
4. Faculty	78
5. Supporting Staff and Infrastructure.....	96

IV. Quality Improvement in Management Education

1. PDCA Cycle for Quality Improvement	104
2. Improvement Issues.....	106
3. Improvement Initiatives	110
4. Action Plans.....	112

V. PRT's Comments (Peer Review Team Only)

1. Comprehensive Review	153
2. Good Practice in Management Education	
3. Matter to be noted	

Appendix: List of Tables and Figures

I. The Quality Improvement Plan

1. Management Educational System in Home Country

In the past, postgraduate education in Japan generally comprised courses aimed at scientific researchers. Graduate schools with MBA program began to appear in Japan at the end of 1970s. Keio University established the first Master of Business Administration (MBA) course in 1978; however, not many followed.

Subsequently, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) defined the standards for the establishment of professional graduate schools in 2003. Based on these standards, about 30 business schools—including the SBI Graduate School—have been established as professional graduate business schools since then.

The number of enrollees reported by the MEXT indicates that the total number of MBA holders in Japan hovers around 2,500 annually. This figure represents a mere 0.2% of all the enrollees in the field social sciences. This is far below the average figure of 2% seen among OECD countries and even trails behind the Korean figure of 0.5%.

Nonetheless, in the context of multiplied overseas business outposts and the need for internationally oriented human assets that arises from mergers and acquisitions of business, the value of MBA has been highly recognized anew in Japan. Japanese MEXT, and the Ministries of Welfare and Labor, and of Economics and Industry, are now reassessing MBA education and the Japanese business community is refocusing its attention on MBA education.

2. The School's History and Profile

The SBI graduate school has been founded on a lofty philosophy of creating an institution of learning that has been laid down by the school's founder and President Yoshitaka Kitao. His enunciated principle in education is: while developing such expert human assets in the field of practical business management, the school curriculum emphasizes edification of moral philosophy. This MBA school positively endeavors to foster human assets competent to create new business, while the school actively tries to apply the research and educational achievements to the actual scenes of business operations.

- Name: SBI Graduate School
- President: Yoshitaka Kitao
- Address: Pacific Century Place Marunouchi, 9floor
Marunouchi 1-11-1, Chiyoda-Ku, Tokyo, Japan
- Enrollment capacity: 60 regular students per year (30 each for spring and fall term)
- Total number of students: 142 (as of May 1, 2017)

- Brief History

May 2006 SBI University Co., Ltd. was established preparing to establish the Graduate School.

April 2007 Application for Ministry of Education, Culture, Sports, Science and Technology(MEXT) for the Graduate School

Dec. 2007 Approval by the MEXT for the establishment of SBI Graduate School

April 2008 SBI Graduate School opened.

Nov. 2009 First SBI Business Plan Contest was held

April 2010 Started non-degree programs

Nov. 2010 2nd SBI Business Plan Contest was held

Feb. 2012 "Business Plan Implementation Boot Camp (Dojo)" was held

April 2012 Introduced a tuition discount or waiver system for working foreign nationals

June 2013 Introduced a tuition discount for women on childcare leave

July 2015 "SBI-U Venture Challenge System" opened

April 2016 Campus location moved from Yokohama to Tokyo

July 2016 Established Financial Research Institute

3. The School's Mission Statement

SBI Graduate School has compiled its educational and research objectives into a "mission statement" that states:

"Educate individuals, through educational and research activities that combine management theory and practice, to be competent professionals who can become leaders and create innovative businesses in the global society. These professionals will not only have a high level of knowledge in their specialized fields but also high levels of cognitive, interpersonal, and self-management skills with moral conscience."

4. The School's Educational System

To ensure that the students systematically acquire all the knowledge required for business management, the school establishes several groupings of courses. Some of these groups are "strategy and marketing", "organization and human resources", "finance and accounting", "management mathematics and problem solution", "business ethics and management philosophy", and "global business."

Each of these course groups comprises the required courses to learn basic academic theories and other courses relevant to the three levels of core, application, and expansion. Such a curriculum structure is intended for the students to flexibly select courses relevant to their knowledge and experience (Annex 1: Curricula).

The curriculum structure is conceived in a way that the students can practically apply what they have learned here in a real world business scenario. Through discussions, classmates can enhance their understanding of the courses offered and their required competence as highly-skilled business professionals.

5. The School's Educational Degree Programs

- Degree upon completion: Master of Business Administration (professional degree)
- Minimum Learning Period: Two years

The Master of Business Administration degree will be conferred on students who successfully attain a total of 34 course credits, including those of the six required courses. In addition, students should remain enrolled for at least two years and further meet the conditions given below:

- 1) The students should have learned academic theories related to their business management specialty.
- 2) The student should have acquired a high level of principal competencies required of highly-professional business persons.

6. Uniqueness in the School's Management Education

1) E-learning-based learning system

In this day and age, people can use internet and wherever they are, they can engage in communication with others using not only texts but also through video conferencing. Under such circumstances, our school has adopted—since its inception—the E-learning method which includes the video conference system. Wherever our students have access to the internet, they can learn whenever they want and how many ever times they want. The bulletin board system enables a two-way communication and dialogues between and among teachers and students.

This provides learning opportunities for diverse groups of people, such as busy business persons living abroad or in local communities, women on maternity leave, or physically disabled persons unable to attend regular classes. These groups can benefit from direct dialogues with the teachers and other students while they learn business management.

2) Emphasis on moral philosophy and business ethics

The fundamental principle of the school postulates that a business leader who creates his or her own business and expands it globally must be equipped with management philosophy and management ethics. Since the inception of the school, emphasis has been placed on moral philosophy and business ethics studies. Of the total 58 courses offered in our graduate school, 12 relate to moral philosophy and business ethics. Under the new curriculum system started in 2014, of all the 34 credit courses required for the completion of the whole program, four credit courses relating to moral philosophy are required for the attainment of a degree.

3) Fostering entrepreneurs

SBI Group's motto is "To be a creator of a new industry." The school also aims to foster people who create their own businesses.

The notable feature of the curriculum of this graduate school is the following: of the two years to take the courses, the second year is set for the required seminar of "Business Plan Development" or "Leading Successful Organizational Change." The former seminar requires students to create a business plan that can actually be implemented in a real world business scenario. Faculty members who have experience in starting new businesses and specialized management knowledge give direct instructions to the students, and the venture capitalists at SBI Holdings offer advice. A student who formulates a business plan that is considered to have high potential would be awarded support for raising financial capital by SBI Group after reviews.

We do not just offer education during a student's time at our school, but we also provide a follow-up program after their graduation, and this is considered unique.

7. The School's Scope of Accreditation

It is for Department of Business Administration, Entrepreneur major.

II. The Strategies for Quality Improvement

1. SWOT Analysis

For nine years since its inauguration, this graduate school has been fostering new business entrepreneurs through courses that emphasize the fundamentals of management education, moral philosophy and business ethics. Also, the school has developed an educational system through which the students’ wishes and dreams of starting their own businesses can materialize. About a quarter of the graduates from this school have started up their own businesses. This is one of the notable features of this school. However, other schools have introduced on-line courses and entrepreneur development programs as well, which intensifies the competition in securing students enrollments.

In order to respond to the competition, we will “plan” in detail not only our educational activities, but also our societal contribution and research activities, and we will carry out—“do”—those plans precisely, “check” on all the results and accomplishments of those activities at the committee meetings and “act” on making changes to the faculty body, organization and education contents promptly. Such a procedure may be positively viewed as it helps improve the quality of its education and research. We are convinced that a consistent implementation of this PDCA cycle will lead to the continual enhancement of the quality of education that the SBI graduate school provides.

Taking advantage of E-learning, we offer learning opportunities to many people under different circumstances, such as people who have moved abroad due to their work, female workers who are on maternity or caring leaves, and disabled people. We believe that we can offer more learning opportunities to working people in different life-style circumstances.

Also, for further enhancement of our education and research, continued up-grading of faculty competence is important. From this point of view, we have decided to introduce a performance enhancement program called “People and Performance Development” in 2017.

Table 2-1: SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • An educational system that can produce a business plan reflecting a student’s wish or dream of starting a business. It is supported by the fact that a quarter of the graduates have started their own businesses. • Strong networking with SBI Group, whose goal is to be a new industry creator. • Business start-up assistance network linking students, graduates and faculty members, • An array of courses on moral philosophy 	<ul style="list-style-type: none"> • Given the nature of distance learning, students must be kept motivated to learn. • The level of public recognition of the school is not high. • Only a few courses are taught in English • No undergraduate programs

<ul style="list-style-type: none"> • An array of courses on technology trends. • A process in which the PDCA cycle is continually used to implement the mission statement. 	
Opportunities	Threats
<ul style="list-style-type: none"> • Societal demand for creation of new businesses and development of new industries. • Societal trend to call for business ethics and consideration of virtues in business management. • Increasing demand for educational opportunities for people who cannot commute to a school site, such as women on childcare leave, people who live outside of metropolitan areas or abroad and people with disabilities. • Rising need for adult education. • Diffused use of internet and smart phones, and improved internet environment. • Increase in the number of people in economically growing Asian countries who seek an MBA degree. • Rising demand for a Japanese-language based MBA program for Japanese living overseas. 	<ul style="list-style-type: none"> • Establishment of online and entrepreneurial courses by other colleges and universities. • Spreading of Massive Open Online Courses. • Businesspeople with stagnant incomes have a reduced ability to afford tuition payments. • Limited number of people who actually realize their wish of starting their own businesses. • Lower societal valuation on distant learning. • Competition with low-priced entrepreneurial workshops.

PRT Comments:

The School’s Feedback:

PRT Responses to the School’s Feedback:

2. The School's Strategies

The essential vision of the school upholds the following.

1) Competency-Based Education to Enhance Outputs

In view of the business expansion trend across national borders led by the ever advancing scientific technologies including the Internet, every nation must address the rising need to foster competent business leaders for the future generations. Those leaders should be the ones who can actively function both nationally and internationally. At such a juncture, this graduate school is poised to foster competent business leaders who can perform continuously in producing positive results over a mid- to long-term period. Such business leaders should be ethically inspired and be competent in harnessing state-of-the-art technologies such as Artificial Intelligence; moreover, they should also display leadership in improving societal and world living environments.

2) Diversity and Globalization

In this day and age when globalization of human activities continues, the school must recognize differences between and among races, religions, genders, the disabled and those considered normal. We must take it for granted that there does exist such a diversity in many aspects of humans. While paying respect to the dignity of human beings and values of other people, we must continue to live and work together. This should be the ultimate aim of the school. In order to achieve that aim, we endeavor to: (1) Ensure diversity among the students and the faculty, (2) Enhance and upgrade the curriculum in such a way that diversity can be accepted and made use of positively, and (3) Upgrade the Learning Management System (LMS) to promote English usage. These three tasks constitute three pillars of our school that will further globalize its operations in order to nurture business persons competent to actively work in the arena of international business.

3) Respectful graduate school

By implementing the above two features, this graduate school—functioning as a professional training graduate school conceived to foster human resources endowed with character strength to create a better society—endeavors to elicit respect from its students, teachers, staff, and from other distinguished people and bodies, such as businesses, NGO's, central government agencies and local governments, members of the accreditation panel, and other institutions of higher learning. In order for this school to enjoy continued respect by these stakeholders, this school—inspired by the founding philosophy laid out by President Kitao—will flexibly react to changing environments.

In order to realize the aforementioned founding vision of this school, we will select students with

competencies fit to exercise leadership in a learning environment providing diversity, and help such students—over and above imparting knowledge—to apply the acquired knowledge to actual business operations.

Discrepancy between the pursued vision and the actual situation must be addressed. Such discrepancy must be subsumed in the action plan which is to be linked to the mid- to short-term improvement processes and addressed in the next strategic task within the PDCA cycle.

- Strategic Task 1: Application of proper marketing management

In order for the school to selectively recruit people endowed with behavioral features to display leadership for creation of new business or organizational restructuring, there must be a certain minimum number of applicants for admission. In view of this need, the school will engage in appropriate marketing activities with a view to increase the number of applicants to 1.5 times that of the admissible number.

- Strategic Task 2: Diverse course offerings

While ascertaining and allowing diversity among the students and the faculty, the school will develop the curriculum with the aim to tolerate and utilize diversity. More English language will be used in the Learning Management System and other learning environments.

- Strategic Task 3: Construction of a process to achieve positive results by applying the theories learned through academic studies to business practices.

Encourage academic research by faculty and support the application of the research findings to teaching. Results of academic research work should be learned by the students and applied to practical work to achieve positive results. A whole process will be constituted for the students to apply the acquired research results to business practice with the support provided by the school.

The Action Plans to address these strategic tasks and other tasks that have emerged from self-assessment procedures are compiled under IV Quality Improvement in Management Education.

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

3. Globalizing the School's Management Education

- 1) A truly globalized human asset relates to a person competent to deal positively with diverse surroundings. Our SBI graduate school offers an entire spectrum of courses covering theories and their practical applications to overseas and domestic scenes, specific cases of big companies and start-up businesses. Such a course structure aims to foster human assets who are competent to cope with any business conditions.
- 2) Already in place are some of the courses conducted in English. Non-Japanese lecturers have recently begun to teach some courses on global marketing, while joint research work with non-Japanese teachers has been started. Hereafter, our school will introduce group work and group discussion with a student body of different nationalities and thus aim to foster human assets competent to develop globalized businesses.
- 3) At present, of the total student body of our school, only less than 10 per cent of the enrollees are Japanese nationals residing overseas. From now on, our school will enhance its PR activities intended for Japanese residents overseas and try to raise the percentage of their enrollment. In so doing, we are convinced that as we help Japanese business people grasp and work out the tasks they confront overseas, we can gradually induce them into enrolling in our school.

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

4. Humanizing the School's Management Education

The business environment in which companies operate is ever more rapidly changing due to the rapid progress in information technology and globalization. At such a juncture, if our school is to attain its objectives in education and research, it must pay duly address diverse needs in society and engage in its own advancement. Furthermore, if our school is to contribute to realization of a better society, we must endeavor all the more to foster human assets endowed with lofty ethical principles and eminent virtues and character strengths.

The task for the school to foster human assets endowed with a lofty sense of ethics as well as virtues and character strength is indeed "easier said than done." Those cases of illicit accounting and misconducts perpetrated by business managers with diplomas from prestigious business schools and universities are commonly observed not only in Japan but world-wide. Such an illicit behavioral pattern has not started in the contemporary world, but has persisted since ancient days. Mere learning of philosophy and religion does not warrant learners' compliance with ethical principles when they conduct business in the real world.

In our school, much importance is attached to the moral philosophy and many courses relative to those areas are offered. Confirmation of learning results of such courses is required and such a confirmation procedure is in place. To our relief, we have not heard, so far, of any case of misconduct and misdemeanor involving our graduates. Nonetheless, we have no way to ascertain whether our graduates, having learned those human ethics courses, display any exemplary and better patterns of conduct than before. Regarding behavioral patterns of our students and graduates relative to social ethics and moral philosophy, we would like to systematically collect information on their experience including "nearly avoided risk" cases. Such collected information should be duly processed and categorized for common reference. This should help reassess the learning results accurately and in improved teaching subsequently.

In the area of Management Education, emphasis is placed not only on What you know but also on What you can do. What matters in education is not merely how much to teach in a given time frame. It is required for the teachers to assist the students to fully utilize what they have learned, with some advice duly given, according to the speed of their learning. Due consideration must be given to physically and mentally handicapped students. In the past, our school, fully utilizing its advantage of E-learning system, accepted a student with spiral muscular atrophy who could only move his fingers over several centimeters; another student with autism, who could not engage in any eye contact with others, was admitted as well. We will continue to welcome such disabled students.

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

5. Collaborating with Industries in Management Education

1) To a series of exposés on new business plans, we invite executives of venture capital companies and venture business consultants as members of a jury. They help us evaluate students' business plans and offer advice to students while engaging in exchange of views with our faculty.

2) For the benefit of our graduates, our teachers offer advice on the graduates' conceived business plans. Through our venture challenge program, some graduates who have presented a promising business plan may be recommended to venture capital funding.

3) Our students are sent out for on-the-scene training not only to SBI group companies but also to other companies, such as Hitachi, NEC, NTT Data, Daiwa Securities, Orix. Through such training, our school can grasp what needs there are for company employees training. Such information gained is reflected in our curriculum.

4) In the context of the societal need for regenerating local communities, our school jointly runs a series of seminars with the Funai Research Institute to help integrate producers, consumers and distributors in the field of agriculture.

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

III. Self-Check/Self-Evaluation Analysis

1. CHAPTER ONE: MISSION STATEMENT

Standard 1-MISSION STATEMENT

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

1) Self-Check Analysis

Criterion 1:

"The School must stipulate a mission statement."

Self-Check:

Our school declares its mission statement as follows:

"Educate individuals, through educational and research activities that combine management theory and practice, to be competent professionals who can become leaders and create innovative businesses in the global society. These professionals will not only have a high level of knowledge in their specialized fields but also high levels of cognitive, interpersonal, and self-management skills with moral conscience."

Issues to be improved:

None in particular.

Criterion 2:

"The School must develop its mission statement with the aim of nurturing highly skilled professionals in management who are able to play an active role in the arena of a globalized competition."

Self-Check:

In our mission statement, there is an explicit mention that "this school will foster high-level professional people competent to exercise leadership to create new businesses in a globalized society." This reflects our due consideration of the need for fostering high-level professional people who can operate internationally in response to the newly-arising requirements in this globalized age.

Issues to be improved:

None in particular.

Criterion 3:

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

Self-Check:

Our mission statement declares that this school "will foster high-level professionals that are endowed with high-level professional knowledge, ability in accurate judgment, ability in human relations management and self-management and with ethical disciplines and that can exercise strong leadership in creating new ventures in a globalized society." This principle conforms to the provision of Paragraph 2 of the Article 99 of the Law on School Education. This paragraph states: "to foster deep knowledge and eminent ability to perform a profession that requires a high degree of specialty."

Issues to be improved:

None in particular.

Criterion 4:

"The School must publish its mission statement in brochures, such as its School code, student admission materials, syllabi, and program outlines, and post its mission and goals on the School's website."

Self-Check:

This school explicitly declares its mission statement in our school code and the statement is placed on our school website, printed in our school guidance brochure and admissions orientation materials, to distribute the relevant information to the general public.

Issues to be improved:

None in particular.

Criterion 5:

"The School's mission statement must be a statement which includes developing expert knowledge, fundamental knowledge and sophisticated expertise in the realm of management."

Self-Check:

The mission statement of our school declares that our students, while learning "theories on business management," will acquire basic knowledge in the field and then "through education and research integrated with practical business will acquire high-level specialty knowledge, accurate judgment ability, human relations management ability and ethical principles." This curriculum composition is intended for imparting high-level professional knowledge and technology relative to business organization management.

Issues to be improved:

None in particular.

2) Standard 1- PRT Comments**PRT Comments:****The School's Feedback:****PRT Responses to the School's Feedback:****Standard 2-MISSION IMPERATIVES**

"The School's mission statement must imply nurturing highly skilled professionals in management and bear part of the larger mission of the parent university."

1) Self-Check Analysis**Criterion 1:**

"The School's mission statement must imply nurturing highly skilled management professionals who plays an active role in the globalized competition."

Self-Check:

The mission statement of our school states that this school will “foster high-level professionals that can exercise leadership in creating new businesses in the globalized society.” This statement emphasizes the purpose of this school to help our students acquire high-level professional knowledge and technology which will form the basis for an active role in a business environment that is globalized and competitive.

Issues to be improved:

None in particular.

Criterion 2:

“The School’s mission statement must bear part of the larger mission of the parent university.”

Self-Check:

This school is a graduate school specializing in business management, with emphasis on fostering business entrepreneurs. This is not relevant to the criterion on “affiliated university”.

Issues to be improved:

None in particular.

Criterion 3:

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

Self-Check:

According to our mission statement, our students should first learn the “theories on business management” and thus acquire basic knowledge in the field, and subsequently they should acquire “higher professional knowledge, ability in accurate judgment, ability in human and self-management and ethical principles, all through the process of education and research work integrating practical management work.” This statement addresses the essential purpose of enabling students to acquire high-level professional knowledge and technology expertise related to the management of business organizations.

Issues to be improved:

None in particular.

Criterion 4:

"The School's mission statement must be a statement that indicates the support of the students' career development."

Self-Check:

The mission statement of our school declares that this school will conduct "education integrating theories on business management and business practices" and that by so doing, will foster high-level professionals endowed with "ability in accurate judgment, ability in human relations management and self-management and with lofty ethical principles." Such an education can enhance career development of our students.

Issues to be improved:

None in particular.

Criterion 5:

"The School's mission statement must be a statement that indicates contribution to the development of the educational and research activities of its faculty members."

Self-Check:

The mission statement of our school declares that the school will conduct "education and research work integrating theories on business management and business practices." This faculty is to engage in active instructional work and research work. In this connection, under the general faculty meeting, the research promotion committee, and the Faculty Development & Staff Development committee have been instituted.

Issues to be improved:

None in particular.

2) Standard 2- PRT Comments**PRT Comments:****The School's Feedback:**

PRT Responses to the School's Feedback:

Standard 3-OBJECTIVES FOR CONTINUOUS IMPROVEMENT

"The School must review its mission statement periodically based on the defined processes which ensure continuous improvement of its mission statement in response to the changes in its educational and research environment."

1) Self-Check Analysis

Criterion 1:

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

Self-Check:

In the internal workings of our graduate school, for the mission statement to remain relevant to the changing environment of today, the "KAIZEN committee"—one of the subcommittees of our faculty meeting—conducts a periodic review of the mission statement. The results of findings by the KAIZEN committee will be passed on to the faculty meeting and necessary revision, if any, of the statement will be determined there.

Issues to be improved:

None in particular.

Criterion 2:

"The School must review its mission statement periodically based on the defined processes."

Self-Check:

The process of assessment of the above Criterion 2 is followed every year by the end of June, by which time the KAIZEN subcommittee will have reviewed the findings and present its case to the faculty meeting.

Issues to be improved:

None in particular.

Criterion 3:

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

Self-Check:

Our school collects the materials, as detailed below, for a continual review of our mission statement:

- Replies to questionnaires on assessment of teaching (surveyed every academic term);
- Results of learning (courses registered, credit units earned, grade, leave of absence, withdrawal, number of prolonged enrollees);
- Results of students enrollment (numbers of attendees at guidance sessions, entrance test takers, enrollees);
- Survey of the level of satisfaction graduates have with the school (survey conducted by the Ministry of Welfare);
- Survey findings after open school campus events and other occasions.

Such information and findings obtained are kept in storage in the school office management system.

The KAIZEN committee, student committee and graduates public relations committee have instituted various occasions to collect opinions from present students, graduates, faculty and office staff.

The present students, graduates, faculty and staff are invited—to biannual sessions for induction and graduation ceremonies, and the annual year-end-party—to engage in dialogues with the school management, which helps in collecting information related to their requirements and suggestions.

In order to facilitate mutual communication among students, graduates, faculty and office staff, the school makes an arrangement for the graduates to be able to access groupware (Office 365) and gives each student an email address. In so doing the school can update information on the graduates, on their addresses and work places.

Meanwhile, besides evaluations by accreditation and evaluation bodies, our school has obtained reference materials from the Ministry of Education, the Central Council for Education and business corporations hosting our trainees and from other schools. These activities and resources help us verify and refine the relevance of our mission statement.

Issues to be improved:

None in particular.

Criterion 4:

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

Self-Check:

The KAIZEN committee, the Student Affairs committee, the Alumni Service and Publicity committee have instituted several opportunities to collect opinions from stakeholders, such as graduates, present students, office staff and professionals in businesses involved in receiving our students as trainees; SBI holdings is one of these businesses.

The present students, graduates, faculty and staff are invited to induction and graduation ceremonies, as well as the year-end party. Such occasions provide good opportunities for the school to collect requests and opinions from the attendees. Four of the graduates now serve as councilors for the legal entity of SBI graduate school, which enables the school to collect their opinion regularly.

Issues to be improved:

We hope to institute an advisory committee composed of external experts and seek advice from them.

2) Standard 3- PRT Comments**PRT Comments:****The School’s Feedback:****PRT Responses to the School’s Feedback****Standard 4-FINANCIAL STRATEGIES**

“The School must have both short-term and long-term financial strategies to raise necessary funds to realize its mission statement.”

1) Self-Check Analysis

Criterion 1:

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

Self-Check:

The principal sources of our revenues to run our educational activities consist, as described in the Table 3-1 Revenues and Expenditures, of tuition paid by the students, donations, and revenues from other activities. In the past, the number of our regular tuition paying students hovered below the enrollment capacity. Those old mission statement and learning objectives set forth in the past management planning for the school have all been reviewed and modified in depth. Accordingly, our curriculum has also been revised to better relate to the wide gamut of needs on the part of working people that contemplate attaining an MBA degree.

Table 3-1: Statement of revenues and expenditures (Unit: JPY 1,000Yen)

Category		FY 2013	FY 2014	FY 2015	FY 2016	FY 2017 (EST)
Revenue	From Students (Including tuition from single course enrollees)	107,680	81,578	162,486	194,514	218,980
		22,820	22,540	91,020	89,110	98,420
	Donation	120,106	120,270	120,000	93,000	60,000
	Revenue from other activities	1,653	12,636	24,317	26,258	28,000
	Other sources	407	1,121	1,664	1,132	15,261
	Total	229,846	215,605	308,467	314,906	322,241
Expenditure	Payroll	74,591	68,903	79,245	92,958	106,913
	Education and Research Work	111,142	99,127	107,668	118,193	145,564
	Administration	32,886	37,064	47,432	54,006	65,051
	Other	56	10	5,351	753	0
	Total	218,675	205,104	239,696	265,912	317,528
Balance		11,171	10,501	68,771	48,994	4,713
Sum left at the end of FY		43,073	44,795	134,621	156,636	160,000
Degree of dependence on donation = Donation/ Total Revenue		52.3%	55.8%	38.9%	29.5%	18.6%

The curriculum composition and the required number of course credits for completion of the MBA program have also been reviewed and revised. From 2014, the enrollment capacity of students was reduced from 80 to 60, while the tuition amount was modified and recruiting

activities were intensified.

As a result of such efforts, for the past several years, the number of applicants has been increasing to the level of enrollment capacity (Table 3-2). Especially with the increasing number of students with extended period of registration for three or four years, the total number of students is now over 120. This has allowed the school to secure a stable tuition revenue.

Table 3-2: Changes in number of enrollees and students

	FY 2014	FY 2015	FY 2016	FY 2017
Enrollment capacity	60	60	60	30*
Number of applicants	35	50	57	28*
Actual number of enrollees	29	49	57	28*
Student capacity	140	120	120	120
Actual number of students	71	99	127	142

* 2017 Spring term only

Other than the regular MBA students, our school accepts an increasing number of short-term students sent from business corporations. These business-sponsored students selectively take some courses from our spectrum of diverse curricula. This contributes to higher tuition revenues.

Owing to the increasing trend of tuition and other revenues and the resulting surplus, more funding has been made available to student assistance and research work of the faculty. Also, the level of the long financial dependence on the SBI group has come down since 2016. This school has not incurred any debt or cumulative deficit.

Meanwhile, the very fact that the School—as a legal entity operating an institution of learning—receives donations from the SBI group, and that the chief representative of the group functions as Chairman of the board and President of the school, may raise a concern that the school is run by a related company, thereby constituting a conflict of interests.

But so far, regarding management of the school and its educational and research activities, no form of intervention has been made by the SBI Holdings or by anybody of the SBI Group. Such an intervention would not occur in the future either, because the School’s independence from the SBI group has been firmly established by the fact that all the important decisions in running the school have been made in the faculty meeting and by its subordinate bodies of subcommittees. Therefore, important decisions are made on the basis of conclusions reached

through full deliberations among the parties concerned, under the leadership of the faculty meeting members.

Issues to be improved:

From now on, it is incumbent upon us to consistently implement a more effective marketing strategy, thereby ensuring an increase in the number of applicants, raising the ratio of the admitted students versus applicants, and further strengthening the financial underpinnings of our school. We must intensify our student recruiting policy, raise the degree of satisfaction of our students and expand our market for corporate employees training. In order to achieve these goals, we must further promote our research work activities, enhance curriculum contents, upgrade admission policy, and expand training programs intended for outside company clientele. These are the tasks to be addressed urgently.

Criterion 2:

“The School must develop financial strategies for raising the funds necessary for realizing its mission statement.”

Self-Check:

The School, as it implements the new five-year plan to improve its school management, is in the midst of planning various avenues of funding its operations. New sources of funding will reduce the school’s dependence on the SBI group and will help extricate it eventually from its financial dependence on the group. The following actions will help the school achieve financial independence:

- A) Recruit MBA students;
- B) Increase the number of single-course enrollees;
- C) Expand the number of MBA students sent from companies;
- D) Expand the corporate training program;
- E) Expand the non-accredited course-taking system;
- F) Acquisition of government subsidy for academic research work;
- G) Acquisition of subsidies and aid fund;
- H) Diversify sources of donations.

- In addition to the on-going student recruiting strategy aimed at the general public, by way of Web marketing, we will publicize the availability of continuing education for company employees, thus widening the channels of induction of new students.

- If we can successfully increase the number of single-course enrollees, they will constitute a standing reserve corps that may later turn into regular MBA students. We offer some incentives to recruit single-course enrollees, to induce them into upgrading their status to that of a full MBA student.
- Single course enrollees sponsored by their employers tend to upgrade their status to that of an MBA student. We continue to recruit company sponsored students.
- When a company sponsors a course taken by their employees, the company might not need course credit recognition. The sponsoring company wants us to formulate course programming that suits their needs. Accordingly, we operate our courses in a flexible manner.
- By introducing non-credit courses, we can offer them widely to companies and the general public. The number of corporate clients is increasing in this area.

Issues to be improved:

Consolidation of financial base of our school is the task to be addressed diligently by the entire school, including the faculty and staff. Especially important will be the above listed items of F and G, subsidy from the MEXT and other subsidies and financial aides.

Criterion 3:

“The School must take appropriate action to secure adequate budgets necessary for realizing its mission statement.”

Self-Check:

For the fiscal year 2017, necessary funding for attaining the goals mentioned in our mission statement has been secured and relevant activities have been undertaken. Especially notable are budgets for the improvements of research and educational environment, training to respond to the Faculty Development(FD)/Staff Development(SD) needs, reversioning of the Learning Management System (LMS), and introduction of foreign language versions of our school website and brochures. All these tasks have been financially covered in the budget plan.

In recent years, despite a sharp rise in the costs of payroll, education and research and administrative expenses, our school has annually secured the budgeted funding. While reducing the donations from the SBI group, we will continue to upgrade the quality of our education and research work.

Issues to be improved:

Decrease dependence upon the SBI group’s donations by implementing the new five-year plan.

2) Standard 4- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 5-LEARNING GOALS

"The School must define its learning goals which imply innovation and discovery, global engagement, and diffusion of technology for realizing its mission statement."

1) Self-Check Analysis

Criterion 1:

"The School must define its learning goals for its educational programs."

Self-Check:

True to its enunciated founding principle, the School aims to foster "human assets needed by society." In so doing, it places an emphasis on inculcating into the mind of our students practical knowledge underpinned by theories and broadened by an ethical perspective of business conduct which is indispensable for a businessman with human relations management competence. The founding principle also declares that the school aims to contribute to creation of a rich and harmonious by through fostering professional people who can exercise their leadership in the globalized society. These factors have led our school to define its purposes in teaching and research work. Conforming to such elements in our founding principle, we have set our learning objectives as listed below.

Learning Objectives:

- A) Learn basic business management theories and link them to practical work to enhance their comprehension.
- B) Enhance analytical thinking and cognitive recognition competencies. Apply special knowledge and skills and develop applications of these precepts.
- C) Enhance competencies in human relations and team management and raise competence involved in running an organization.
- D) Understand globalization of business and the trend of IT development, and develop foresighted initiatives and flexibility.
- E) Understand business management by relating it to some historical contexts and cultural factors. Cultivate elements that would contribute to foster a character befitting a business leader.

In order to attain these objectives, we have set up a curriculum policy, which is composed of a three-stage structure of courses. Required courses make up a group of core subjects. Next comes a group of applied courses and finally further expansion courses. Every course has its specific objectives to be attained. Given the business environment that changes constantly,

objectives of education and research work must also change accordingly, and such change must be duly reflected in the learning objectives.

Issues to be improved:

None in particular.

Criterion 2:

“The School must publish its learning goals in brochures, such as its School code, student admission materials, syllabi, and program outlines, and publicize them to its students.”

Self-Check:

Our school makes it a rule to explicitly notify to the public those learning objectives, either in our school brochures or on our website. In each school term, we will use a unified sheet form course contents, grading system and teaching materials will be described. This makes clear what the specific objectives of each course are. Course syllabi are updated before the course registration period and distributed to all the students and faculty, to update the new course listings. The condensed version of the course syllabi is placed on our school website, open to the public.

Issues to be improved:

None in particular.

Criterion 3:

“The School must provide academic assistance to students in choosing the courses in line with their learning objectives, in accordance with the course registration guidelines defined by the School.”

Self-Check:

As is shown in the Tables 3-3. 3-4 and 3-5 below, our school sets out three different models for our students to pursue their studies, according to their career development plans.

- A) For the top management people,
- B) Venture business start-up oriented people, and
- C) Middle managers.

On the occasions of student induction orientations and recruiting sessions, we show examples

of how our past students selected their courses. With regard to the Business Plan Development Seminar which requires heavy work, equivalent to writing an M.A. thesis, and with respect to other courses useful in taking a seminar on organizational restructuring, we will explain to the students that those not equipped with basic knowledge or experience relevant to the respective course must take other elective courses to reinforce their basic knowledge in the field concerned.

Table 3-3: Model courses for top management people

Subjects	Credit	First Year				Second Year			
		First Half		Second Half		First Half		Second Half	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Required	13	3	2	1	1	2	2	1	1
Finance	2			1	1				
Accounting	2	1	1						
Marketing	2	1	1						
Organizational Behavior	1	1							
Operations management	2					1	1		
Business Plan Seminar	4					1	1	1	1
Core Courses	13	4	2	3	4	0	0	0	0
Statistics	1		1						
Business	2			1	1				
Strategy Formulation									
Strategic Management	2			1	1				
Organization Theory,	1	1							
Basic Survey of Legal Affairs	2			1	1				
Logical Thinking	1	1							
Leader qualifications in the Chinese classics	1	1							
General Theory on leadership	1				1				
Internet business and management	2	1	1						
Application and Expansion	12	0	0	2	2	1	1	3	3
Marketing Practice (Branding)	2					1	1		
Coaching	2							1	1
Problem Solution	2			1	1				

Internet development and changes in the industrial structure	2							1	1
Compliance Management	2			1	1				
Management resources cultivation (Jogan Seiyō)	1								1
Study of business management philosophy	1							1	
Total	38	7	4	6	7	3	3	4	4

Table 3-4: Model courses for entrepreneurs

Subjects	credit	First Year1				Second Year			
		First Half		Second Half		First Half		Second Half	
		Term 1	Term 2						
Required	13	3	2	2	2	1	1	1	1
Finance	2			1	1				
Accounting	2	1	1						
Marketing	2	1	1						
Organizational Behavior	1	1							
Operations Management	2			1	1				
Business Plan Development Seminar	4					1	1	1	1
Core Courses	13	3	2	2	2	2	2	0	0
Statistics	1		1						
Business Strategy Formulation	2			1	1				
Strategic Management	2	1	1						
Human Resources Management	2			1	1				
Organization Theory General Observation	1	1							
Technology Management	2					1	1		
Leader qualifications in the Chinese Classics	1	1							
Macro Economics	2					1	1		
Application and Expansion	11	0	0	2	1	2	2	2	2
Business Models Operation	1					1			
Venture business management, lessons from business owners	1								1
Branding Application I	2					1	1		

Problem Methods	Solution	2			1	1				
Start-Up Accounting	Business	2							1	1
Philosophical Studies of Modern Managers	Business	1							1	
Advanced Leadership I (Shu Ching)		1			1					
Advanced Leadership II (Han Feizi)		1						1		
Total		37	6	4	6	5	5	5	3	3

Table 3-5: Model courses for middle managers

Subjects	credit	First Year				Second Year			
		First Half		Second Half		First Half		Second Half	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Required	13	3	2	2	2	1	1	1	1
Finance	2			1	1				
Accounting	2	1	1						
Marketing	2	1	1						
Organizational Behavior	1	1							
Operations Management	2			1	1				
Business Plan Seminar	4					1	1	1	1
Core Courses	11	3	2	1	2	2	1	0	0
Business Strategy Construction Theory	2	1	1						
Business Strategy	2					1	1		
Human Resources Management	2	1	1						
Qualities required of a leader as seen in Chinese Classics	1	1							
Logical Thinking	1					1			
Personnel Management Theory in Asia	2			1	1				
Management Theories learned from Chinese Classics	1				1				
Application and Expansion	16	1	1	3	4	1	2	2	2
Marketing Practice I (Branding)	2	1	1						

Practical Sales Science for Business Executives	1						1		
Globalized Money Market	2			1	1				
Problem Solution Methods	2							1	1
Business Micro	1				1				
Economics									
Coaching	2			1	1				
Marketing Practice II (Advertising)	2			1	1				
Compliance Management	2							1	1
A History of strategy (overview of Chinese military tactics)	1					1			
Strategy Theory learned from History (How to make use of The Art of War by Sun-tzu in present day scenario)	1						1		
Total	40	7	5	6	8	4	4	3	3

In our graduate school, a teacher is assigned to each student as an academic advisor, which enables every student to seek advice regarding specific aspects of the course. One example is a case of a woman who was in the family way when she enrolled and her baby was due during the academic term. Specific course related advice was given to her so that she could continue her studies with some homework assigned to her.

When necessary, the chairman of the Students Affairs Committee and office staff members offer advice to students. Other than the Learning Management System (LMS), email, phone call and meetings are available as means of interacting with the faculty. Students are all fully informed on such communication channels with the school office. After every new entrance or induction ceremony, an ice-breaking party is held for the new students, teachers, staff, continued enrollees and graduates. This occasion helps all the parties concerned to create amicable relations among themselves. New enrollees can address all their questions, pertaining to their course of interest, to the teachers, senior students and graduates.

Issues to be improved:

The school is planning to organize a one-on-one interview with all the students after they have

spent one year with the school. These interviews will help them plan not only what courses to take to attain the degree, but also their professional career development after obtaining the degree.

Criterion 4:

“The School must build a system to enhance communication among students, faculty, and staff, and provide academic assistance to students to help them achieve their goals.”

Self-Check:

Students can use the inquiry system available on LMS to seek advice from our learning staff and they can see their academic seminar advisor or course teachers face-to-face. It is an established rule that the school or a teacher concerned should reply within 24 hours to the inquiries coming from students and take appropriate actions. Business Plan Development Seminar and Leading Successful Organization Change Seminar, which are both face-to-face sessions, accommodate as observers students who are not registered for these seminars but contemplate taking them in the next term.

As for those students who tend to lag behind others in their study, the faculty first grasps the present status through the LMS. Subsequently, in addition to the teacher in charge of the specific course in which the student feels challenged, the learning staff members (learning support staff) bring up such a case at the weekly Friday meeting and if necessary seek advice from the teacher concerned to work out a solution.

For the smooth running of the above described work system of our school, the School holds an ice-breaking party after the twice-a-year induction ceremony. On that occasion, new students can meet teachers, office staff, current enrollees and graduates. This helps the newcomers to make acquaintances and create human relations that facilitate consultation among them. In addition, when students from remote areas come to Tokyo, the school organizes amicable parties and classroom lecture sessions. Also, after the face-to-face class lessons or seminar meetings, we do not fail to organize friendly gatherings by which affable human relations that induce smooth dialogues among the parties concerned are formed.

Issues to be improved:

Going forward, we will do the following: Analyze the responses to the quiz conceived to determine how much the students have understood the lectures. Introduce into the LMS a mechanism that presents study tasks commensurate with the students’ study level and offer

them reference information. Thus upgrade the level of precise measurement of the extent to which students have understood lectures.

2) Standard 5- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

Standard 6-MANAGEMENT OF CURRICULA

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

1) Self-Check Analysis

Criterion 1:

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

Self-Check:

The curriculum has been created by generally accredited and qualified business schools to cover most of the core courses offered. A total of 23 courses including marketing, finance and statistics are offered as core subjects, granting a total of 36 credit units. Of those core subjects, Marketing, Organization Behavior, Finance, Accounting, and Operations Management are listed as required courses.

Our school attaches a high level of importance to inculcation of ethical values and high personal caliber in our students; in this regard the school requires them to select four subjects (four credit units) out of a list of 14 subjects shown below (For details see ANNEX 1), Curricula).

The courses are divided into six course groups: "strategy and marketing" (17 subjects for total of 24 credit units), "organization and human resources"(11 subjects for 13 credit units), "finance and accounting" (9 subjects for 15 credit units), "management mathematics and problem solution" (7 subjects for 10 credit units), "business ethics and management thought" (9 subjects for 15 credit units) and "global business" (8 subjects for 9 credit units).

In addition to these groups, there are two other courses offered, one of them being a required course that is an equivalent of an M.A. in thesis writing. These two courses are "Business Plan Development Seminar" and "Leading Successful Organization Change Seminar," granting 4 units each.

All these courses are divided into three groups: core courses (24 subjects for 37 credit units), applied courses (23 subjects for 29 credit units), expansion courses (14 subjects for 18 credit units). The core courses mostly comprise basic courses deemed indispensable for the MBA program. The second course group comprises courses developed and expanded from the core courses. Then the course composition advances to the third level of expansion that can feature characteristics of our school.

In order for our school to realize and attain the objectives enunciated in our founding principle, we have made major modifications to the earlier curriculum. The new curriculum has been in place since April 2014. Twice annually in February and August, the faculty meeting reviews the curriculum—to add, if needed, new courses or replace existing ones with new ones—to constantly relate to the changing business management environment.

Issues to be improved:

The ethical reference values and human caliber required of business managers and business practitioners cannot be inculcated into the students merely by their lecture attendance. Our remaining task is therefore to try to collect information on how our students have learned our principles and how they have applied what they have learned to their business practice. We should apply the results of our collected information analysis to our education.

Criterion 2:

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

Self-Check:

As mentioned in the foregoing pages, our school offers a variety of courses for the students to acquire technical knowledge derived from scientific theories and practical problem-solving ability. A systematic course schedule is also instituted.

As regards individual courses, for example, in the "Business Plan Development Seminar" class, students develop their own idea and formulate a business plan. The case conceived may be

representative of developing a new venture to be undertaken by a division of his or her own company, or alternatively a case can represent a business start-up plan that may lead to the creation of the student's own company. Through this seminar on business planning, students are led to develop themselves into high-level business professionals equipped with their own business philosophy, insight and executing competence. The courses in the group "corporate ethics and management thought," such as "social responsibility of business enterprises," "compliance management" and "corporate governance" are intended for the student to be inculcated with professional ethics.

In the course group "global business," with focus on the remarkably expanding Asian business scenes, courses offered include "personnel management in Asia," "business in China," "strategy for Chinese market" and "strategy for business in India". As for Foreign language courses, "English for business scenes" and "Chinese for business scenes I & II" are offered.

While the free capital flow across national borders is the order of the day, affecting business transactions everywhere, business analyses from an international perspective have become imperative. In this connection, in the following courses, namely "introduction to financing," "international financing" and "human resources management," specific cases of foreign companies and overseas proliferation by Japanese companies have been incorporated; moreover, some seminar groups participate in overseas field trips as well. Also, with a view to increasing the number of enrollments of foreign students in Japan or Japanese students residing overseas, our school develops relevant programs and promotes multilateral contacts and exchanges to help broaden international perspective of our students.

Issues to be improved:

An urgent and important task for us to address is to increase the number of courses conducted in English. We will contemplate hiring foreign teachers. We will also plan on academic and student exchanges with overseas universities and a summer program conducted overseas that grants legitimate course credits to participating students.

Criterion 3:

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

Self-Check:

We are fully aware that the research work of our faculty must be further enhanced. Our faculty meetings systematically promote faculty research activities and pay due attention to linking theoretical instruction to practical education. Specifically, in the eight areas listed below, enhancement of faculty caliber is programmed.

A) Institute "research promotion committee"

As with curriculum composition planning, for the promotion of faculty research, the school collects opinions through dialogues with stakeholders and external experts, and establishes a process for carrying out the essential PDCA cycle before instituting a research promotion committee. Also, in the secretariat, a person responsible for research promotion is assigned to support faculty's administrative tasks for research and thus consolidate efforts by the faculty and office staff to further promote research activities.

B) Positive promotion of faculty members that register commendable academic work

We prioritize hiring as faculty people who demonstrate commendable achievements in combining latest academic findings and practical business experience. For instance, in 2016, we hired Professor Hideyuki Kobayashi and Associate Professor Jo On Shi (See ANNEX 3), Faculty's Educational and Research Achievements).

C) The school collects information on schedules of forthcoming academic paper writing by every member of the faculty and tries to offer them school-wide assistance.

By ascertaining in advance which faculty members are writing what, the school will reveal in advance how many pieces of academic papers are to be expected in a given year.

D) Efforts for the grant of government subsidy for academic research work

Our search promotion committee organizes meetings concerning the government subsidy such that faculty members can actively seek this subsidy.

E) Publication of research work bulletin

Since 2013, annually a research work bulletin has been published. In 2016, Bulletin Number 4 was published.

F) School-wide invitation of research work project proposals

The school invites internal research projects that can link research and practice. With advice from third parties external to the school, research topics are selected, with necessary expenses budgeted. In 2016, out of eight applications, six were adopted.

Table 3-6: The School's Competitive Research fund in FY 2016

Requester	Research Theme	Reason of grant reduction	Grant conditions
Prof. Ishikawa	Factors leading to success in business starters and education for them--the Eco system in the Silicon Valley and Japanese business starters	The total of originally requested amount exceeded the ceiling of 3 million Yen. The cost equivalent of 278,000 Yen for transcription of recorded data was reduced and 1,172,000 Yen was granted according to the conditions set in the next column.	Collaborators also must participate in the research result exposé (Lecturers Otsuki, Yoshida and Hayakawa).
Amount Applied (1,000 Yen)	1,450	Amount Granted (1,000 Yen)	1,172
Prof. Shigeta	Whether the quality of customer call center can be improved by mutual empathy between the customer and the attendant on the other end of the line.	Requirement of a PC use was not judged highly necessary. Accordingly, the cost of 150,000 yen for the PC was reduced, granting the difference of 308,000 Yen according to the conditions set in the next column.	<ul style="list-style-type: none"> • This grant is conditional on securing an agreement with the call service center on the nature of this experiment. • As this project seems to have been categorized as a research work on humans, the party involved in this project must duly observe the "Guideline on research work on humans."
Amount Applied (1,000 Yen)	458	Amount Granted (1,000 Yen)	308
Prof. Kobayashi	Device to reduce gestation period for a venture business of research and development type.	The requested total amount exceeding the ceiling of 3 million yen, from the original request amount 10,000 Yen was reduced and 230,000 yen was granted.	<ul style="list-style-type: none"> • Request was made to specify the names of the companies to visit, and the necessary correction has already been made.
Amount Applied (1,000 Yen)	240	Amount Granted (1,000 Yen)	230
Prof. Kobayashi	Acceptance of original cost plan by engineers	The requested total amount exceeding the ceiling of 3 million Yen, from the original request amount 60,000 Yen was reduced and 400 thousand Yen was granted.	<ul style="list-style-type: none"> • Request was made to specify the names of the companies to visit, and the necessary correction has already been made.
Amount Applied (1,000 Yen)	460	Amount Granted (1,000 Yen)	410

Associate Prof. Hoso-numa	Management Strategy and Management Philosophy of venture business owners	The requested total amount exceeding the ceiling of 3 million Yen, 10 thousand Yen was reduced from the requested amount and 230,000 thousand Yen was granted.	• Request was made to specify the names of the companies to visit, and the necessary correction has been already done.
Amount Applied (1,000 Yen)	240	Amount Granted (1,000 Yen)	230
Associate Prof. Dasai	Education on business start-up for primary school pupils and junior high school students and moral education	• Literature research must be conducted on prior work by others. Inquiry items must be streamlined before addressing them to the inquirers.	Application withdrawn
Amount Applied (1,000 Yen)	0	Amount Granted (1,000 Yen)	0
Lecturer Lu	Legal restrictions supporting venture businesses in Silicon Valley and their application	The requested total amount exceeding the ceiling of 3 million Yen, 10,000 yen was reduced from the requested amount and 230,000 Yen was granted.	• • Request was made to specify the names of the companies to visit, and the necessary correction has already been made.
Amount Applied (1,000 Yen)	240	Amount Granted (1,000 Yen)	230
Lecturer Lu	Responsibility for supervision of a subsidiary and internal control system construction--Comparison between Japanese law and Chinese law.	The requested total amount exceeding the ceiling of 3 million Yen, 20,000 Yen was reduced from the original request amount and 190,000 Yen was granted.	Application withdrawn
Amount Applied (1,000 Yen)	0	Amount Granted (1,000 Yen)	0
Total Applied (1,000 Yen)	3,088	Total Granted (1,000 Yen)	2,580

G) Study sessions to learn about latest research work trends seen among researchers in other universities.

The Financial Service Research Institute founded in 2016 takes the leadership, organizes study sessions, and invites researchers from other schools to grasp the latest research trends in the field and tries to apply new findings to courses conducted in our school. The results of these sessions are regularly announced externally.

Table 3-7: Study Sessions and Seminars by the SBI Financial Research Institute

		Title	Theme
2016			
Sept.	21	1st Global Financial Markets Study Group Meeting	Influence exerted on financial service market by the wrap-up of the monetary policy of the Bank of Japan
Oct.	12	1st FinTech Study Group Meeting	Technical advantages and limitations of block chains and bit coin
	25	2nd Global Financial Markets Study Group Meeting	Perspective of exchange rate after the U.S. presidential election
Nov.	7	2nd FinTech Study Group Meeting	Fin-Tech Revolution can change industrial world
	22		Perspective of money market after the U.S. presidential election
Dec.	5	3rd Global Financial Markets Study Group Meeting	2017 Perspective of crude oil price
	16	Bloomberg L.P. Joint Seminar	The AI Revolution and the Evolution of FinTech
	19	3rd FinTech Study Group Meeting	Examples of FinTech abroad
2017			
Jan.	30	4th Global Financial Markets Study Group Meeting	US Monetary Policy Outlook
Feb.	20	4th FinTech Study Group Meeting	The AI Revolution and the Evolution of FinTech
	28	5th Global Financial Markets Study Group Meeting	Long-Term Dollar/Yen Outlook Based on Fundamentals Model
March	15	6th Global Financial Markets Study Group Meeting	Global Financial Outlook
	27	Bloomberg L.P. Joint Seminar	FinTech and the Transformation of Japanese Industry
April	11	1st Conference	Finance Research Institute Anniversary FinTech Conference
	13	7th Global Financial Markets Study Group Meeting	US Monetary Policy and Foreign Exchange Outlook

Issues to be improved:

From now on, the above seven activities will be further promoted to register positive results. It will also be necessary for the School to engage in joint research work with companies and in development of new education and research methods, helped by research fund input from external sources.

Criterion 4:

"The School must set a process to review its curriculum systematically and update its

curriculum periodically.”

Self-Check:

At our school, under oversight of the faculty meeting, respective committees collect information and opinions from external experts and stake holders. The findings from the surveys of students’ assessments of the lectures, results of their class performance, results of student recruiting, and comments from graduates are all carefully analyzed and utilized for revision of curriculum and lecture contents. Furthermore, in order to address the need for operating in the state-of-the-art academic field and better respond to requests from the business community, joint work with business organizations and application of the outcomes of such joint work to our curriculum are being actively promoted.

Specifically, following the schedule given below, the essential cycle of PDCA is run twice a year.

The process to review the curriculum:

September and April: Board of Directors Meeting and Board of Councilors Meeting. Sessions with graduates

December and June: Meeting with business owners and managers

January and July: Survey taken from students on instruction

February and August: Review and decision by the faculty meeting and ultimate approval by the President

April and October: Execution of proposals on improvement

Issues to be improved:

From now on, based on the three-way alliance among business, academia and government, we will officially institute an advisory board comprising external experts and seek their advice for a systemic review of the School’s educational structure.

Criterion 5:

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

Self-Check:

The School regulations stipulate that when, according to a credit transfer agreement, our students take courses offered by other graduate schools, those courses taken elsewhere could

be recognized by our school and a credit transfer system could be applied under a certain ceiling. But heretofore, no such credit transfer request case has arisen. From now on, when a case arises where credit transfer with other schools is necessary, such a case will be duly considered according to the stipulations of our school regulations. Most of our students being college educated full-time working adults, no credit granting system is in place for students engaging in business internship.

Issues to be improved:

We hope to widen the gamut of course selection by our students through a network of alliances with other schools and educational institutions. This would allow our students to selectively supplement our course listings with courses offered elsewhere.

Criterion 6:

“The School must utilize appropriate educational methods, including case studies, site surveys, debates, discussions, and question and answer sessions between faculty members and students and / or among students.”

Self-Check:

Many courses of the School require students to engage in specific case studies or site surveys. Despite the comprehensive nature of our E-learning system, in the courses of “marketing practice 1 (branding)” and “Personnel Management in Asia,” faculty and students went on field work to Kanazawa, Okayama, and Obihiro in Japan; students also went to Taiwan, China and Vietnam in Asia for field work.

Discussions and Q/A dialogues are widely run not only in the face-to-face sessions but also using the discussion function available in the Learning Management System. The main advantage of the latter system is that students can send in their opinions without being interrupted by remarks of other students. Within the time limit or before the set deadline, they can send in their opinions any time and can reconfirm and review what they have written. Also, in contrast to the Q/A format in a face-to-face classroom setting, even when there is a difference in the level of understanding between the students in a group, the teacher can deliver individualized comments.

As for the discussion conducted in the teaching, in the cases related to Organizational Behavior, Business Strategy Development, Business Model Thought, discussion is conducted rather intensely. In the cases of Organizational Behavior and Business Model Thought, group work is

incorporated in the learning process and students' participation there is also rated.

As to case studies and instances of specific studies, sometimes face-to-face exchanges are indispensable. In such cases, face-to-face classwork is adopted. For example, for the course in Marketing & Branding which requires personal interaction through discussion on trial branding, as applicable to the ventures undertaken by students, many face-to-face sessions are organized along with relevant field trips.

With regard to the running of face-to-face classes, there is an established set of "Rules on conducting face-to-face sessions." This is intended to upgrade the efficiency of our business education. Certain courses such as discussion, case studies and management games that require debate and group work come under these rules that pre-determine the number of sessions to be run and the corresponding course names, as shown in Table 3-8.

In cases where students reside in remote areas or overseas, or when they cannot participate in the face-to-face sessions for some other reasons—for instance, business, etc.—arrangements are made for them to participate in face-to-face classes in real-time through the remote conference system (Webex System of CISCO)

Table 3-8: List of courses needing face-to-face sessions

Course name	Unit	Number of sessions held
Finance	2	More than once
Net Economy/Management	2	More than twice
Overview of Macro Economics	2	More than once
Marketing (Branding)	2	More than four
Marketing (Advertising)	1	More than two
Business-use Chinese	1	More than twice
Money Market	2	More than once
International Money Market	2	More than once
Business Planning Support	1	More than twice
Societal responsibility of business enterprises	1	More than twice
Problem solution	2	More than once
Coaching	1	More than once
Accounting Management	2	More than twice
Strategic management	1	More than once

In the face-to-face sessions of the required course of Finance, an M&A simulation case is set for a business game in which the selling side and the buying side negotiate the conditions of the transactions. This helps the students utilize their knowledge of financing and calculate

values of the business entity to be bought up. This exercise also helps students to learn how to work in a team and to conduct business negotiations.

Issues to be improved:

At present, there are only two group work sessions of Marketing and Organizational Behavior, where students' performance is rated for grading. We would like to organize more group work sessions granting grades to participants.

Criterion 7:

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

Self-Check:

Our graduate school conducts education using a variety of media, with E-learning constituting its core. The program contents are conveyed to the students by video, graphs and still pictures, letters and others; all of these are well integrated. Other than these, an electronic bulletin board, a discussion corner and other schemes such as enabling two-way communication using information delivery technologies are available. Using such devices, our students can receive the instructions and participate in discussions and in Q/A according to their convenience. Any student can access and refer, at any time, to the Q/A results left by other students.

The Learning Management System (LMS) is used to comprehensively oversee matters such as storage of teaching materials by teachers, proper distribution of learning materials, records of course taking, small tests, quizzes, examinations and other information. Smooth running of this system and its improvement are important. For the smooth running of this system, improvements are applied constantly reflecting requests from the teachers and staff and students, requests that have been collected through surveys conducted with students. One example of such improvements is the modification of the LMS such that smartphones, tablets and iPods can be used for accessing the class contents.

Issues to be improved:

In parallel with evolving technological renovation, the LMS must be kept constantly improved and updated.

2) Standard 6- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

Standard 7-EDUCATIONAL LEVEL

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

1) Self-Check Analysis

Criterion 1:

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

Self-Check:

At our school, to help students attain their learning objectives, instructions—as follow—are written in the course syllabus of every subject course: learning objectives, outline of the course, course progress schedule, rating system. This information is distributed twice annually (March and September, prior to the start of each semester) among present enrollees, new incoming students and all the teachers, which ensures that all concerned have the same information.

The entrance exam and academic affairs committee reviews not only the syllabi contents, but also findings from the surveys and confirms the properness of the newly-introduced courses or modified courses. This is to reconfirm that the level of courses offered adequately relates to attaining the declared learning objectives. As course contents and discussion minutes are always saved in the computer system, any areas or items to be modified can be easily identified and found.

Issues to be improved:

A new system is to be instituted for teachers to peer review their colleagues teaching; this activity can help detect some aspects to be improved upon and disseminate information on commendable practices.

Criterion 2:

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

Self-Check:

Primarily, the administration gets an idea of how students fare through the Learning Management System (LMS). LMS provides information on how each student has accessed the course contents, whether the students have responded to quizzes, or have turned in their assignments. The first session of each course is sent to them in such a way that they cannot skip or fast-forward it. A minimum time duration is required for that initial part. There is an established system where the students must address themselves to the task by spending a certain amount of time before earning a course rating. They must duly reply to quizzes and assignments.

Issues to be improved:

None in particular.

Criterion 3:

"The School must design adequate time schedules and set a limit to the number of credits which students can take to assure students' learning efficiency in order to maintain the quality level of educational content."

Self-Check:

Our school runs the two-semester system, dividing one academic year into two terms, namely Spring (April-August) and Fall (October-February). Each term is subdivided into Part I and Part II, with courses distributed accordingly. The standard duration of enrollment to attain the degree is two years. But a deferred course taking system is also in place; this system allows prolonged enrollment for three to four years. According to the prior determined duration of enrollment, an upper limit of the credit units to be earned in one semester is set as follows.

- For enrollees to complete the program in two years—up to 13 units in one semester;
- For enrollees for three years—up to 9 units in one semester;
- For enrollees for four years—up to 7 units in one semester.

Issues to be improved:

None in particular.

Criterion 4:

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

Self-Check:

Students’ performance evaluation criteria for each course taken are explicitly described in the syllabi and they are also explained in the first session of the course.

The grading criteria comprise class attendance, results of small tests, mid-term and term-end exam results, participation in discussion and quality of discussion participation, exposés and their contents, attendance at face-to-face sessions and contribution thereto. For each course, grading criteria are explicitly described. For some courses, credit points are given for opinion contribution and peer evaluation reciprocation are adopted. These are all fully notified to the students.

The grading system is determined in the school regulations and course taking rules, which are publicized on the bulletin board for E-learning and in the syllabi materials. A Five-step grading system has been adopted. Grades A to D are passing marks that grant credits. F mark does not grant any credit.

Table 3-9: Grading Criteria

<u>Grade</u>	<u>Points earned</u>
A	90~100
B	80~89
C	70~79
D	60~69
F	Lower than 60

In our school, according to an internal rule determined by the faculty meeting, in a class with more than 10 students the number of A-grade earners should not exceed half of the total number of students in the class. This rule is notified to teachers and students on the bulletin of the Learning Management System and in the course syllabi.

As a criterion for completion of the whole program of education, the following information is widely disseminated on our school website, in the school brochure, recruiting materials and guidance information for new enrollees: “Earn more than 34 credit units comprising all the required subjects and four units of elective required courses. Keep enrolled for more than two

years.” When enrollees meet these requirements, the Master of Business Administration degree (Professional Degree) will be granted to them.

Issues to be improved:

There may arise such cases where our graduates fail to make full use of what they have learned at our school or fail to apply to practical use what they believe they know. In the class, students may easily exercise their objective decision in dealing with a model case, when acting as a third party to the case under study. However, in an actual business scenario, when they can be held accountable for their decision making, they may tend to be timid and be swayed by other people’s opinions. Even after having learned the theory on motivating people, in the actual business environment, more on-the-scene training is indispensable. To cultivate one’s own human character, virtuous behaviors must be frequently practiced. Our school aims to foster such human resources equipped with a high degree of professional knowledge, accurate decision-making ability, ability in human relations and self-management and an ethical code of conduct. Such people must be competent to exercise leadership to create new businesses in a globalized society and to display a behavioral pattern becoming of a high-level professional. To foster such people in an increasing number, our school must consider and help their post-graduation activities. By making full use of our E-learning system, we will continue to make available to our graduates opportunities for them to keep learning from our school.

Criterion 5:

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

Self-Check:

The diploma policy of our school stipulates that the Master of Business Administration degree is to be granted to the students who have acquired more than 34 credit units comprising all the units of required courses, 4 units of elective courses and have been enrolled for more than two years.

Teachers exercise their evaluation of students’ performance in an objective and rigorous manner referring to the pre-determined goal attainment and evaluation criteria as presented to the students on the course syllabi. The rating lists of students’ performance are presented by the teachers in the faculty meeting, which finally determines the evaluation. The judgment on completion of the required studies for the grant of the degree is also made in the faculty

meeting.

On the other end of the scheme, a grievance procedure has been instituted. When a student raises an objection to his grading or credit earning against a teacher concerned, he or she can raise this grievance in writing. The teacher concerned is also obligated to reply in writing to the objection brought up by the student. Depending on the nature of such a case, Entrance Exam and Academic Affairs Committee may intervene.

Regarding cases of unfair practice, misconduct or cheating, an internal rule stipulates a rigorous penalty. This rule is applied to prevent any unfair practice in taking examinations for accreditation.

Issues to be improved:

In our new Five-Year plan, starting from 2017, our diploma policy will be reviewed. The new policy will clearly define what the model for desirable competency is, and define what courses can help demonstrate the fact that the needed competency has been acquired. The renewed diploma policy would help prove “principal high-level competencies expected of high-level professionals” in the conduct of the person concerned.

Criterion 6:

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

Self-Check:

For the 2017 spring term, the number of students who signed up and their course allocations are shown in the Table 3-10 (Except for the number of registrations for the Business Plan Development Seminar).

Table 3-10: Registered number of students
(except Pre MBA courses and Seminar courses)

<u>Registered number of students</u>	<u>Number of courses taken</u>
~ 10	5 courses
11~ 20	15 courses
21~ 30	8 courses
31~ 40	4 courses
41~	1 course (45 students)

The table shows that for 60 % of the courses offered, the number of registered students is below 20. Only "Leadership Special Seminar II" attracted more than 40 students.

In order for the teachers to maintain a respectable level of education in their classes, they indicate—in the reference space of the syllabi table—what the maximum number of students acceptable for each of the courses offered is. Some courses such as "Marketing and Branding" set a desirable range of registration from 2 to 25. For other courses such as "Legal Affairs for Corporate Managers," "Human resources management," "Innovation trend in the internet business operations," the minimum number of registrations for the course to run is set at more than three. Or in the case of "History of Strategy" (Overview of Chinese Military Tactics), the upper limit of registration is set at 40.

In some cases where the number of students registered for one course exceeds 20, the whole class may be split into two for smooth and effective discussions and Q/A. In such a case of a split class, minor differences in the class discussion may arise between the two subgroups. But they all use the same study materials and audio-visual instruction content.

Issues to be improved:

None in particular.

Criterion 7:

"The School must provide adequate registration guidance, learning guidance and academic and career guidance to respond to the needs of diversified student body including foreign students in order to maintain the quality level of educational content."

Self-Check:

Regarding guidance and advice for students on course taking and studies, our school uses the bulletin board on the Learning Management System, email and phone calls to give them pertinent advice and guidance. The office staff and the learning support staff also offer advice to students on course taking and other matters by way of email and phone calls.

Especially for the students in the Business Plan Development Seminar and Leading Successful Organization Change Seminar, the teachers in charge offer personal advice during the face-to-face instruction sessions.

As for foreign students, the school sees to it that they participate in the ice-breaking gathering after the induction ceremony and develop human relations with teachers, staff, graduates and other enrollees. This activity helps them develop smooth communication with others. With

regard to advice on future career guidance for the enrollees, the school hitherto has not systematically addressed the issue, because most of our students are working people and they have not sought much advice from the school. So far only two students have requested the school's help to find a job. Each of these requests was duly taken care of by the Dean of the school and the administration office, and both the students secured jobs.

Issues to be improved:

From now on, as we deploy our policy to recruit students residing overseas, we will enhance advisory service for course taking and studies. Regarding advice on post-graduation career path of the students, we will enhance our capability to provide better service to them as we develop new perspectives on professional careers.

Criterion 8:

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

Self-Check:

Teachers have access to such information on the Learning Management System. But main items of information and data are tabulated in a sheet and distributed to the teachers at faculty meetings; this way, timely actions can be taken when necessary.

Issues to be improved:

How to handle cases of students whose overall grade point average is lower than 2.2, although they have acquired the total number of credits required for graduation. We will further address this issue in the committee concerned and formulate a policy to apply thereto.

Criterion 9:

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

Self-Check:

Our school does not have this program.

Issues to be improved:

Criterion 10:

"The School must provide sufficient support for the students taking distance education programs in order to maintain the quality level of educational content."

Self-Check:

Our school explains to the students, during the orientation sessions upon their entrance, how to attend the class by way of E-learning and how to use the bulletin board. We distribute to them a manual on E-learning operation. Additionally, our office staff and E-learning staff offer advice and help individually to students.

Issues to be improved:

None in particular.

2) Standard 7- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

Standard 8-MEASURES TO IMPROVE EDUCATIONAL QUALITY

"The School must improve its educational program quality in a systematic manner to realize its mission statement."

1) Self-Check Analysis

Criterion 1:

"The School must review its learning outcome systematically and periodically in order to

improve its educational program quality.”

Self-Check:

The faculty meeting and sub-committees, such as the Entrance Exam and Academic Affairs Committee, make full use of various categories of data including findings from questionnaires collected from our graduates and opinions from external experts, students, graduates, office staff, and business community members. Then following the PDCA cycle, our school continuously verifies the relevance of our curriculum. But as to measurement of how much students’ competencies have been enhanced, such enhancement has been confirmed only within the realms of courses such as Leading Successful Organization Change Seminar, Coaching, and Organizational Behavior.

Issues to be improved:

As described under Standard 7, Criterion 5, in our new 5-year Plan, we will clearly define what should be the desirable competency model and determine what courses can help confirm display of such competencies by the students. In so doing, we will structure course settings in such a way that “possession of a high-level competencies required of a high-level professional person” may be verified by the demonstrated professional acumen of the person concerned.

Criterion 2:

“The School must prepare syllabi which state its educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance, and disclose the syllabi.”

Self-Check:

Our graduate school syllabi explicitly describe the outline of each course, goals to be attained, teaching plan, grading criterion, required textbooks, reference materials, matters to be noted upon course registration, etc. Such essential pieces of information are distributed twice annually at the induction ceremonies, to current students, new students, and all the faculty such that they may be informed fully. All the contents of the syllabi, course outlines described in the syllabi and learning objectives are displayed on our school website; therefore anybody, even people external to our school, can freely consult the website.

Issues to be improved:

While we try to enrich the syllabi, we will add new communication methods between students and faculty, ways for the students to contact faculty members personally or through a meeting.

Criterion 3:

"The School must review the contents and practices of its syllabi in a systematic manner."

Self-Check:

The Entrance Exam and Academic Affairs Committee reviews and verifies contents of newly - Introduced courses or revised courses while considering biannual upgrading of syllabi, drawing references from other schools of higher learning.

Issues to be improved:

None in particular.

Criterion 4:

"The School must review its curriculum quality by both examining students' course records, total credits earned, academic grades and career options, and reviewing opinions from stakeholders."

Self-Check:

The Entrance Exam and Academic Affairs Committee oversee what courses students take and how, whether they complete the required groups of courses, how many credit units they are earning, what are their grades etc. and what career paths the graduates pursue. These are done with a view to ascertaining whether and, if any, what modification or improvement of existing curriculum is necessary.

Issues to be improved:

From now on, we will review the existing items of survey questions on teaching posed to the students and collect more accurate data. We will also seek advice from the advisory committee to be instituted.

Criterion 5:

"The School must do periodic self-check/self-evaluations and publicize the results."

Self-Check:

Under the faculty meeting, we have set up a KAIZEN Committee. Pursuant to the framework defined in ABEST 21, self-assessment and self-evaluation are carried out every five years and

an annual KAIZEN Report is compiled. The results of self-assessment are released publicly on our website.

Issues to be improved:

We will consider placing our KAIZEN Report on our website for public access.

Criterion 6:

“The School must conduct faculty development/staff development in a systematic manner in order to improve its educational program quality.”

Self-Check:

For the sake of maintenance of adequate quality of academic research work of the faculty and for its further improvement, FD•SD Committee takes the initiative in addressing the following tasks systemically

- Faculty Development (FD)

- A) From June 2016, all the students and the faculty are required to attend the “Research Ethics” class.
- B) In October 2016, a seminar was held for the benefit of teachers who were planning on filing an application for a government grant for academic research work. (Prof. Yoshiko Shirata conducted the seminar.)
- C) By the end of March 2017, all the teachers including supporting faculty members attended a seminar on Research Ethics in E-learning organized by the Japan Society for Advancement of Academic Learning.
- D) To collect relevant information and develop liaisons with other universities, we send several members of faculty and staff to the seminars and general assembly of the accreditation body ABEST21.
- E) On March 30, 2017, our school participated in the seminar “Joint FD Research Program for Enhancement of Leading Human Assets Development Business.” We collected information on EMBA there.

- Staff Development (SD)

- A) In the academic year 2016, we developed an SD Planning Document which sets targets to be attained in the process of enhancing one’s capability. People concerned should

engage in enhancing their capability according to a pre-determined plan and every six months the progress pace is to be reviewed.

- B) Since 2016, our office staff have been allowed to take courses of the graduate school curriculum with the tuition exempted. (Six people out of 13 office staff members signed up for this scheme and four of them have acquired the credits.)
- C) In 2016, we launched a training support program for the benefit of the office staff. When they participate in some external seminars or take courses for some professional titles, our school subsidizes part of the expenses needed.

Issues to be improved:

We will establish an education and training program for the benefit of our staff engaged in learning assistance

Criterion 7:

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

Self-Check:

According to our established rules of performance evaluation of our faculty, there exists a system to award faculty members who have accomplished meritorious academic work.

Issues to be improved:

In the new Five-Year Plan, the existing performance evaluation system will be revised. Introduction of a scheme to reward faculty members who have demonstrated commendable performance is planned, where such rewards would be in the form of compensation.

2) Standard 8- PRT Comments

PRT Comments:

The School’s Feedback:

PRT Responses to the School’s Feedback:

CHAPTER THREE: STUDENTS

Standard 9-STUDENT PROFILE

“The School must specify the target student population and profile of its students to realize its mission statement.”

1) Self-Check Analysis

Criterion 1:

“The School must specify the target student population and profile of its students.”

Self-Check:

The target student population of our school is broken down into the following categories:

- A) People who have already started their business and others that plan to create new business.
- B) Company employees who seek to upgrade their positions through tapping a new market for their company or creating a new business for the company.
- C) People who hope to perform actively as highly qualified professionals equipped with leadership in a globalized business environment.

According to the “Survey on the state of affairs of MBA schools in Japan and abroad, their graduates, need for those schools in business circles” conducted in 2017 by Industrial Market Research Institute, 12.2 % of the companies surveyed cited building capability in formulating business models (business plans) as one of their reasons for using business schools. Also, 29.9 % of the companies surveyed said that, as desirable human assets, they seek people with the capability to create new markets, ideas and innovations. Accordingly, from the perspective of such companies, a large number of prospective students for our school seem to exist in many companies.

Meanwhile, in a survey focused on business start-up conscious individuals, conducted in 2017 by Japanese Government Financing Company, “A survey on business start-up and desire to start business,” 14.3 % of people who had never managed a business responded that they were interested in “starting up a business.” These survey results prove that in Japan a certain number of people wish to create their own business.

In addition to these findings from macro analyses, we are convinced that given the stable numbers of enrollees secured in 2015 and 2016, a certain number of prospective enrollees for our school exist; these prospects aim to develop into entrepreneurs of the next generation.

Issues to be improved:

From now on, we will try more diligently to clearly understand the profiles of our prospective students, prospects who would constitute a reserve corps of entrepreneurs for the next generation.

Criterion 2:

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

Self-Check:

To select human assets who have the potential to develop into entrepreneurs in the next generation, the entrance exam criteria are determined not merely to measure the ability of students in understanding lectures or engaging in discussion, but also to confirm their resilience, sense of self fulfillment, and relevant competencies. In the interview as part of entrance exam, the aspects of the applicants' characteristics as listed below are observed and assessed.

- A) whether the applicant has a lofty ambition and passion to attain the objective;
- B) whether the applicant has tried to explore an opportunity to pursue and taken actions on his or her own;
- C) whether the applicant has tenaciously dealt with a task;
- D) whether the applicant has admitted his or her own mistake committed and learned any lesson from there for a subsequent upturn in the next round;
- E) whether the applicant grasps the intent of the interviewer accurately and replies pertinently.

Issues to be improved:

For our school to apply a rigorous selection criterion for admission, our school needs a certain number of applicants out of which qualified applicants can be selected. We will further disseminate information on the merits of our program, advantages of E-learning, adequate learning support and other values of our school. Thus, by raising public awareness of our school, we hope to attract more applicants and raise the competition ratio for admission. Then through a rigorous selection procedure, we hope to secure students befitting "an ideal profile of our students."

Criterion 3:

“The School must provide opportunities for the candidates to take entrance examinations in a fair and unbiased way.”

Self-Check:

For the selection procedure for admission, there is a prior set of criteria relevant to the profile of students sought by the school. The criteria consist of submission of two essays and interviews by members of Entrance Exam Committee. Evaluation of the submitted essays and interviews are conducted separately. Interviewers and essay readers present their evaluation reports to the faculty meeting, which exercises the final decision on admissions. We believe that through this procedure of selection, our school offers to the applicants a fair and impartial opportunity to access learning.

Issues to be improved:

None in particular

Criterion 4:

“The School must update its target student profile periodically to meet the requirements of the School’s admission policy.”

Self-Check:

The current target student profile by the school is a revised version, reedited in 2013 after the School had collected opinions from graduates, enrollees and personnel affairs division staff of companies. The final edition was reviewed and corrected by the Entrance Exam and Academic Affairs Committee. But the existing “profile” is not to be reviewed for modification at regular intervals.

Issues to be improved:

Since 2017, annually all the data relative to the applicants, enrollees and graduates are analyzed and the findings from there are used for revision of the target student profile.

Criterion 5:

“The School must take measures to attract a diverse student body that possesses a variety of backgrounds and values to meet the needs of globalization.”

Self-Check:

In response to the globalization of economy, our school must endeavor to accommodate students with diverse backgrounds and experience. Our school deploys diverse approaches to attract foreigners, women, and Japanese nationals residing overseas and uses different recruiting approaches corresponding to different audiences.

A) Approach toward foreigners

(i) Special tuition reduction or exemption scheme is applied to foreign students, especially to recruit students from Asian countries with vibrant economic activities. (ii) In 2016, the school compiled an English version of its school brochure. From 2017, the website of our school has been partially translated into English. From now on, all the essential items of information will be provided in English. (iii) From the spring term of 2017, on an experimental basis, a 70-minute lecture on "Kaizen at Toyota as Operations Management" delivered by Professor Hideyuki Kobayashi has been transmitted to different universities overseas; also, their opinions have been solicited on the lecture. In this academic year, while deploying our PR activities overseas, focusing on Asian countries, our school will produce more English version course contents to be distributed.

B) Approach toward women

For the benefit of women on maternity leave or those who quit their work for child care, and in support of their skill build-up and smooth return to their profession, our school provides a scheme comprising reduction or exemption of their admission fees. The numbers of women enrollees were 5 in 2014, 10 in 2015, 11 in 2016 and 4 in spring 2017.

C) Approach toward Japanese residents overseas

We believe that our MBA program that features a curriculum reflecting the current trends in Japanese business and society should be attractive in the eyes of Japanese nationals posted overseas. Our program can be pursued wherever they are. In the effort to appeal to Japanese residents on the West Coast of the United States, our school has begun to run an advertisement of our school in the information bulletin 'Light House' intended for those Japanese residents. We also enlist the support of the overseas office managers of SBI group companies. When they are newly posted overseas or are on home-leave in Japan, we explain the workings of our school system to them, solicit their help in recruiting new students and give them our school's brochures to be displayed in their overseas offices.

The geographical distribution of our student body composition stands as follows:

95 students from Metropolitan Tokyo Area (Tokyo, Chiba, Kanagawa, Saitama), 42 students from non-Tokyo regions, and 5 students from overseas. Most students reside in the Tokyo area. We hope to recruit more students from a wider area across the country by intensifying our publicity aiming at local communities.

Issues to be improved:

- A) By fully utilizing the ABEST 21 network, we hope to enhance our publicity that is intended mainly for an Asian audience.
- B) Under the leadership of Global Activities Committee, we hope to establish tie-ups with foreign universities as part of our new Five-Year Plan and increase the number of foreign enrollees.
- C) For the benefit of non-Japanese speaking foreign students, we will produce new English version course contents and translate our existing contents of Japanese version into English.
- D) We will review our present PR approaches intended for local community residents, women and overseas residents. Wives of Japanese company employees posted overseas (for, e.g., women on child-care leave) may seek a return to work after their return to Japan and may want to pursue renewed studies. We hope to go after them and plan on recruiting them.

2) Standard 9- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

Standard 10-STUDENT ADMISSION

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

1) Self-Check Analysis

Criterion 1:

"The School's admission policy must be a policy to accept students with target profiles."

Self-Check:

Our school seeks to attract enrollees who are potentially capable of exercising leadership in creating new ventures in a globalized society. For our school to attract such people, our school lays out the following admission policy. In conformity to our objectives for education and research activities, our school seeks students with the attributes described below:

- A) Those people who have started up their own businesses, and those who aspire to create new ventures.*
- B) Employees who seek to climb up the organizational ladder through their own efforts to create a new market or new business for their company.*
- C) People who aim to function actively as highly trained professionals in the present globalized business environment*

Issues to be improved:

None in particular.

Criterion 2:

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

Self-Check:

In our school guidance brochure and on our website, details of application qualifications, application procedures, and method of selection are explicitly described together with our admission policy. Prospective and actual applicants can confirm those conditions on our school website and make inquiries by telephone or email with our office, or may attend any of the regularly held enrolment sessions.

Issues to be improved:

Hereafter our website information and other school information materials will be translated into English.

Criterion 3:

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

Self-Check:

For the selection procedure of applicants, our school requires submission of two essays and an interview with the faculty. This is to determine their admission after carefully considering whether the applicants' motive conforms to our school policy. Specifically, the required essay must describe why they apply for admission and past cases of their learnings from their failures, if any. The submitted essays are read and evaluated by a group of several teachers, referring to pre-determined criteria as follow: (1) whether the essay content relates well to the theme assigned; (2) whether it is logically coherent; (3) whether it is fact-based and whether an objective analysis of their failure case is established; (4) whether, without the shackles of their past failure, they can positively continue forward; (5) whether they have learned something from their past failure and have tried to further develop themselves; and (6) whether they display an enterprising mind undeterred by likely failure or other such brilliant aspects.

For the interview, five criteria are applied as described in Ch.3, Standard 9, Criterion 2.

As described above, we believe that our school objectively conducts student selection according to the established criteria relating to the target student profile, and by way of the dual selection procedure of essay evaluation and interview evaluation.

Issues to be improved:

In the actual evaluation of essays for admission, there arise cases where an essay may be evaluated differently by different teachers. It is necessary to establish a system whereby a more consistent evaluation of students' essays can be carried out.

Criterion 4:

"The School must match the actual number of student enrollment with the required enrollment through its selection processes."

Self-Check:

As described under sub-item 1 of Criteria Item 9, our school sets the upper limit of number of full-time admissible students at 60 (30 each for spring and fall). The actual numbers of enrollees have been increasing since 2015. For the fall term of 2015 (30) and for the spring term of 2016 (32), the total came to 62. Nonetheless, there still remain matters to be urgently addressed and improved upon to increase the number of applicants. At present, the level of competition for admission is still low. The number of enrollees generally equals the enrollment capacity.

Issues to be improved:

None in particular

Criterion 5:

"The School must review the needs of its target student profile periodically to secure the necessary number of students."

Self-Check:

In the ever-changing socio-economic context, and corresponding to the needs of prospective students, we would like to induce the required change in our school. As described before, for our school to grasp and analyze such change, our school regularly collects opinions and advice from present students, graduates, their employers and personnel office staff. This is to regularly implement any modifications required to our existing methods.

Issues to be improved:

In this regard, the Advisory Board to be instituted is expected to provide us with pertinent advice for any annual revision of existing policy.

2) Standard 10- PRT Comments**PRT Comments:****The School's Feedback:****PRT Responses to the School's Feedback:****Standard 11-STUDENT SUPPORT**

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

1) Self-Check Analysis

Criterion 1:

“The School must take various measures to provide financial support to students who need it.”

Self-Check:

Students of our school are qualified to apply for the Japan Student Services Organization’s Scholarship. Our school actively assists our students in their application for this scholarship if needed.

Our school offers a variety of schemes for financial aid for students. There are four categories of tuition exemption or reduction for the sake of excellent students or economically strained students. Students can easily consult with teachers or office staff when they want to learn more about this support system.

Outline of the rules on tuition support system:

A) Exemption or reduction of tuition for excellent students whose income is low.

This is to help students concentrate on their studies without fear of economic insecurity.

- Qualifying conditions

Excellent results of the entrance exam (essay and interview): winning more than 750 points of the full score of 1,000). The annual income of the preceding year of his or her supporting family member or oneself should be less than 426,000 Yen. To prove the amount of income for the previous year, they must present an income certificate issued by the local government or the national government (for the income of the applicant or his or her parents’).

- Amount to be exempted or reduced

One-third of the annual tuition (when the annual tuition is 1.2 million Yen, 400, 000 Yen is reduced).

- Period of reduction

One year. But when the beneficiary shows an excellent academic record, this reduction will continue into the second year.

- Other matters.

A total amount to be reduced for all the qualified students is earmarked in the overall annual school expenditure plan. In some cases, students qualifying for this privilege may not benefit fully from this scheme.

B) Tuition Reduction or Exemption for Women on Maternity or Child-Care Leave

This scheme is intended for women on maternity leave or those who have left their work place

for child care. This program is to help them prepare for their smooth return to work while upgrading their professional skill during the leave.

•Qualifying conditions

- i) Women on child-care leave (women that come under the definition laid out by the "Law on welfare of workers taking a leave of absence to engage in child care, family care).
- ii) Women who have retired and are currently without profession because of marriage and child-birth.

With excellent results of the entrance exam (essay and interview): winning more than 600 points of the total score of 1,000). More than 800 points of TOEIC English Test score. (In the case of other English tests, an equivalent of TOEIC 800.)

• Tuition reduction

One half of the admission fee and one-third of tuition for the first year. (With the reduction applied, the amounts payable for the first year will be: admission fee 50,000 Yen, tuition 800,000 Yen, teaching materials 24,000 Yen.)

•Period of reduction

One year. But when the beneficiary shows an excellent academic record, this reduction will continue into the second year.

C) Support for Single Parent

This scheme is intended to offer an opportunity for learning to single mothers or single fathers, for them to acquire knowledge and skill necessary to start their own business or seek an employment.

•Qualifying conditions

Single mother or father, taking care of a child or children aged below 20 with excellent results of the entrance exam (essay and interview): winning more than 800 points of the full score of 1,000). More than 800 points of TOEIC English Test score. (In the case of other English tests, an equivalent of TOEIC 800.)

•Period of reduction

One year. But when the beneficiary shows an excellent academic record, this reduction will continue into the second year.

• Tuition reduction

One half of the admission fee and one-third of tuition for the first year. (With the reduction applied the amount to be paid for the first year will be: admission fee 50,000 Yen, tuition

800,000 Yen, teaching materials 24,000 Yen.)

D) Tuition Exemption and Reduction for Foreign Students

This scheme is intended to support foreigners who want to start their own business or company employees who want to start up a new business or actually are engaging in its operation.

•Qualifying conditions

Foreign students planning to start up their own business or those employees engaging in planning on a new start-up business or executing such a plan for their company.

•Tuition reduction

One half of the admission fee and one-third of tuition for the first year. (With the reduction applied, the amounts payable for the first year will be: admission money 50,000 Yen, tuition 800,000 Yen, teaching materials 24,000 Yen.)

•Period of the tuition reduction

One year. But when the beneficiary shows an excellent academic record, this reduction will continue into the second year. When some students cannot complete their studies within two years (average duration for completion of the academic program), they can extend their status of student up to four years. But in that case, the total amount of tuition to be paid remains the same as that for a two-year registration.

Table 3-11 shows actual number of cases of tuition reduction.

Table 3-11: Number of Beneficiaries of the Tuition Support System, as of May 2017

Applied cases	2014	2015	2016	2017 (Spring)
Excellent students with low income	2	2	2	0
Women on maternity or child care leave	—	—	1	0
Single Parent	—	—	0	0
Foreign students	1	2	3	1

In addition to our own tuition support system, from Fiscal Year 2017, Education and Training Grant from the Ministry of Welfare and Labor is made available for our students.

Issues to be improved:

None in particular.

Criterion 2:

“The School must have administrative offices which collect and process relevant information and provide consultation for the students concerning academic guidance and career development.”

Self-Check:**A) Counseling and Support for Students**

Most of our graduate students work full-time. While engaging full-time in their work, they must bear the burden of studies at our graduate school. A very heavy study load must be borne by the students to attain their objectives of learning. How to help them balance their work and study is the vital question they must address.

i) Regarding the study load and efficient ways to continue their learning, detailed explanation is given at the orientation sessions. New enrollees can exchange information with present students or with graduates.

ii) Each teacher offers advice to individual students. Every week for each lecture, discussion and report submission, multiple-choice tests and other assignments are required. On all occasions, teachers counsel each student individually. There is a bulletin board in our learning system that accommodates questions and inquiries. When a student writes-in a question there, the question is immediately notified to the teacher concerned. According to the self-assessment of teachers and questionnaires collected from students, in most cases teachers reply to students' questions within 24 hours of the questions being raised.

In the Business Plan Development Seminar, which is a required course for graduation, a participating faculty member and a supporting faculty member with rich experience in starting up a business, acting as teaching assistant, examine a new business start-up plan of the students for themselves or for their company and offer pertinent advice to the students.

iii) Our system lends itself well to oversee student's study progress pace. When some students lag behind, meetings among the Learning staff members will consider such cases and offer pertinent advice systematically to those students falling behind.

iv) The standard period for completion of the required program (two years) may be extended up to four years. The Study Promotion Committee compiled a reference package for the students concerning how to write papers or how to quote from other literature. The annually

issued research work bulletin of the school provides opportunities for the students and graduates to contribute their writings. Teachers make comments on students' contributed essays.

B) Professional career development

Given that most of our students are working people, it is not important for the school to offer guidance for their future career path or provide them with job leads. In case such a need for job introduction arises, some faculty members capable of addressing such a need and the office will address it. From the perspective of a career path development, the Business Plan Development Seminar mentioned under (ii) above treats many cases of business that relate in-depth to students' personal circumstances. Teacher's advice given in this seminar may be considered to be part of assistance for a career path development for students.

Issues to be improved:

We will enhance our support system to identify new jobs for our students who are now without a profession or for those employee students who want to move to other companies. For this support, our school will set up a system to collect, store and distribute relevant information to our students. As is the case of assisting students for their learning, we will organize a series of seminars on "How to upgrade professional expertise" and introduce those would-be job hoppers to companies associated with our school.

Criterion 3:

"The School must establish support systems to provide academic counseling and any other support that students require."

Self-Check:

Our school has an advisory system for students in which a student is paired with a teacher. The advisor-teacher offers advice to his or her advisee on learning, student life or on any other relevant matters. The advisor-teacher will remain in principle the same person from his or her advisee student's admission to graduation. The advisor-teacher offers counseling on all matters concerning course taking and other learning-related matters. Students can also seek advice from the school office and learning assistance staff by way of email and other such means.

Every Friday, a learning staff meeting is held jointly by FD committee members. At this meeting, individual study progress paces of all the students are reviewed and relevant information is shared for the school to offer pertinent advice to students to help improve their study

conditions significantly.

As for health service for our students, an agreement was reached in May 2017 with the International Clinic that operates in the same building where our school is headquartered. Now our students can benefit from health advice from its public health nurse or health counselor.

Also, a social network among current students is woven for them to exchange information and advice on learning and students' life.

In 2014, an alumni association was launched. So far, its general assembly has been held thrice. The numbers of attendees were 120 in December 2014, 40 in February 2016 and 65 in April 2017. Members of the alumni club are privileged with benefits as described below:

- A) Special tuition discount system that allows continued learning for a quarter of the tuition normally charged for a single course subscription.
- B) Through the annual event of venture challenge program intended for the graduates, they can improve their own business plans and may be introduced to venture capitalists in the SBI group.
- C) They can join in circle activities that take place among graduates.
- D) They can obtain notices and announcements on forthcoming graduates meeting, seminars, study circle meetings. etc.

Since the establishment of the alumni association, it has attracted a number of graduates and performs an important role in further strengthening the network linking graduates, present students and teachers.

Issues to be improved:

None in particular.

Criterion 4:

"The School must provide appropriate academic support and lifestyle support to international students and disabled students."

Self-Check:

Regarding our academic support for international students, as far as the foreign students residing in Japan are concerned, they are either employed by a Japanese company or run their own businesses in Japan. Therefore these students do not need much assistance in the

Japanese language used for instruction. But for the sake of foreign students overseas who wish to study in our school program, we must provide a system for study support to be given in English. At present, advice on the learning system and advice on learning conditions are given in English by our office staff.

For students' comprehension of course contents and advice on business planning, the teachers in charge of each course or the aforementioned advisor-teachers provide the necessary help. From now on, our school intends to work out a system to accommodate more foreign students. However, our school is not legally qualified by the Ministry of Justice to admit foreign students coming to Japan on a student visa.

With regard to support for physically disabled students, as our E-learning system allows access to learning from their home, physically disabled people are not very much inconvenienced. However, individuals with visual and audio dysfunction will be inconvenienced when following lectures based on videos. In the fall 2015 term, a bed-stricken person who operates a business printing calling cards sought admission in our school. He is still enrolled as an extended enrollee. Our school has also dealt with an autistic student.

Support for the disabled people represents part of fulfillment of our societal responsibility. From now on, not merely addressing those with disabilities case by case, we hope to construct a system to positively accommodate disabled people such that they can make the most of the advantages provided by our E-learning method.

Issues to be improved:

As we expand our school activities overseas, we must construct an upgraded system to accommodate an increasing number of foreign students. In addition to the existing learning support system for the disabled people, we hope to construct an E-learning environment that is more convenient to such people.

2) Standard 11- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback

Standard 12-STUDENT INCENTIVE

"The School must take measures to enhance the academic progression of its students to realize its mission statement."

1) Self-Check Analysis

Criterion 1:

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

Self-Check:

To support our students—with excellent academic performance—who are trapped in a financial predicament that hampers the continuation of their studies, our school has a tuition exemption and reduction scheme. These fee exceptions are described in the foregoing Standard 11, Criterion 1, whereby special concessions to such students are offered under four different conditions.

Also, to encourage students to improve their performance, our school—in the fall term of 2011—introduced the "Presidential Awarding System." A student with a GPA point higher than 3.5 and with highest academic performance is cited by the President. The laureate is then presented with a citation and a Presidential award. Also, the runner-up student is cited customarily by the faculty.

Our school has a business planning aid system. This option is available to students with excellent academic records and a high score in the Business Plan Development Seminar, which is an equivalent of a graduation examination. This aid system offers the students a variety of services for their business start-up plans through the SBI group, including start-up funding.

After their graduation, as part of our assistance to our graduates, our school holds an annual "Participatory Venture Challenge Event." Our mentors refine participants' original business plans and select excellent plans for recommendation to the people in the venture capital-related people in the SBI investment department for consideration of actual investment therein. The students can thus benefit from the advice from those people on their planned business.

Issues to be improved:

None in particular.

Criterion 2:

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

Self-Check:

To help student struggling to continue their studies, first the advisor-mentor of the student concerned is to discuss the matter with the advisee student. As for the cases of students with financial and health problems that hamper their continued studies, our student affairs office staff will handle such cases for consultation. With regard to students with excellent academic performance, because they may not be able to continue their studies due to financial reasons, as mentioned above under Standard 11, Criterion 1, they can benefit from the tuition reduction scheme and continue their studies.

As mentioned under Standard 11, Criterion 3, learning progress records of each student (any delay in audio-visual intake of lectures, or delay in small test or term-end report submission) are closely monitored in the learning staff meetings. When their course attendance rate hovers below 75 %, the students concerned are summoned for consultation to improve their performance.

Issues to be improved:

None in particular.

Criterion 3:

"The School must hold orientation programs at the time students enter the School, before the new academic year begins, or when the curriculum is updated, to provide incentives for students to achieve high standards of academic work."

Self-Check:

When the new students are inducted, the school runs an orientation session to explain the entire spectrum of curricula for them to pursue. For existing enrollees, prior to each semester and when the curriculum is revised, important matters are placed on the learning oversight bulletin and the school office requires all the enrolled students to read the information conveyed. Regarding their prospective selection of Business Plan Development Seminar or Leading Successful Organization Change Seminar, new students can observe the seminar which they plan to select in the preceding term. In other words, new students can observe mid-term seminar presentations or final presentations of senior students.

Issues to be improved:

None in particular.

2) Standard 12- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback

CHAPTER FOUR: FACULTY

Standard 13-FACULTY SUFFICIENCY

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

1) Self-Check Analysis

Criterion 1:

“The School must have a number of participating faculty members that is adequate for its educational programs.”

Self-Check:

Table 3-12: Number of Participating faculty members

	Student Capacity	Required number of faculty members	Current number of faculty members	+/-
2014	140	11	11	0
2015	120	11	11	0
2016	120	11	11	0

The student capacity of regular students at this school in 2014 was 140 students, in 2015 it was 120 students, and in 2016 120 students. Given this fact, and based on Article 5-1 of the Standards for the Establishment of Professional Graduate Schools as well as Article 1-1, which determines necessary matters relating to professional graduate schools, it is necessary to have 11 or more participating faculty members. In this regard, the number of participating faculty members in this school satisfies this criterion (Table 3-12).

Issues to be improved:

We intend to increase the number of participating faculty members as we open new courses.

Criterion 2:

“The School must maintain a sufficient number of full-time Professors and/or Associate Professors for the courses in the educational programs.”

Self-Check:

Table 3-13 shows the composition of our faculty members.

Table 3-13: Current view of Faculty Organization

	Prof.	Associate Prof.	Assistant Prof.	Lecturers	Others	Total
Participating Faculty members	7	2	0	2	0	11

The breakdown of participating faculty members at this school shows seven professors, two associate professors, and two other participating faculty members.

Issues to be improved:

We intend to increase the number of professors and/or associate professors.

Criterion 3:

“The School must secure adequate number of practically qualified faculty members.”

Self-Check:

Table 3-14: Number of Practically Qualified Faculty members

Type	Academically Qualified Faculty members	Practically Qualified Faculty members	Total
Participating Faculty members	5	6	11
Supporting Faculty members	4	18	22
Total	8	25	33

As of May 1, 2017, the faculty organization of this school was made up of 11 participating faculty members and 22 supporting faculty members for a total of 33 faculty members (Table 3-14). Of the participating faculty members, five are academically qualified faculty members and six are practically qualified faculty members. Of the 22 supporting faculty members, four are academically qualified faculty members and 18 are practically qualified faculty members.

Issues to be improved:

None in particular.

Criterion 4:

“The School must ensure that the ratio of full-time and part-time faculty members in its faculty organization is appropriate.”

Self-Check:**Table 3-15: Participating Faculty members**

Name of Participating faculty members	Position	Number of courses	Number of credits
Yoshitaka Kitao	President, Professor	1	1
Hiroshi Fujiwara	Vice President, Professor	3	6
Hiroshi Moriya	Professor	5	5
Takao Shigeta	Professor	5	10
Hideki Ishikawa	Professor	4	9
Hideyuki Kobayashi	Professor	2	6
Tsutomu Fujita	Professor	2	4
Aiho Hosonuma	Associate Professor	8	13
Eunji Seo	Associate Professor	1*	2*
Xiaofei Lu	Lecturer	3	8
Maki Saito	Lecturer	2	5
Total		35	67

Note: Associate Professor Eunji Seo has just one course because she has joined the faculty in April 2017.

Table 3-16: Supporting Faculty members

Name of Supporting faculty members	Position	Number of courses	Number of credits
Hikomichi Yoshitake	Visiting Professor	1	1
Takao Nomaguchi	Visiting Professor	1	1
Hiroyuki Akaoka	Visiting Professor	1	2
Kyoshiro Matsubara	Visiting Professor	1	1
Akira Ishikawa	Visiting Associate Professor	1	2
Haruhisa Morimoto	Visiting Associate Professor	2	6
Toshiyuki Dasai	Lecturer	6	12
Makoto Inomata	Lecturer	1	1
Hiroshi Ishida	Lecturer	3	4
Koichi Fukuda	Lecturer	3	3
So Wada	Lecturer	1	1

Manabu Minami	Lecturer	2	2
Hiroko Kariya	Lecturer	2	4
Markus	Lecturer	1	1
Nobuya Yoshida	Lecturer	1	1
Tomoya Hayakawa	Lecturer	1	1
Akira Nakamura	Lecturer	1	1
Nobuaki Otsuki	Lecturer	0	0
Hiroshi Kuroki	Lecturer	1	1
Carolina Kawakubo	Lecturer	1	1
Tatsuo Kuroda	Lecturer	0	0
Nariyuki Matsuzawa	Lecturer	0	0
Total		31	46

As shown in Tables 3-15 and 3-16, the number of courses supervised by participating faculty members overall is 35 courses, and the number of credits they are responsible for is 67 credits. The number of courses supervised by supporting faculty members is 31 courses, for 46 credits. As a ratio, participating faculty members are responsible for 59% of the credits (67 of 113 credits). The ratio of participating faculty members responsible for required courses is 80% (four of five courses).

Issues to be improved:

At present, in one of five required courses, Accounting is the responsibility of a supporting faculty member, but searches are underway for a participating faculty member for this course.

Criterion 5:

“The School must maintain faculty diversity in terms of age and gender.”

Self-Check:

Table 3-17: Age Group of the Participating Faculty members

years old	Under 30	30-39	40-49	50-59	60 & above	Total
Participating faculty members	0	2	2	2	5	11

Table 3-18: Gender of the Participating Faculty members

Gender	Number of Males	Number of Females	Total
Participating faculty members	7	4	11

Participating faculty members at this school are of different age groups, namely two members aged 30 to 39 years, two aged 40 to 49 years, two aged 50 to 59 years, and 5 aged 60 or more.

By gender, seven of the 11 participating faculty members are male and four are female.

Issues to be improved:

We will try to hire younger faculty and women faculty members in the future.

Criterion 6:

“The School must maintain faculty diversity to meet the needs in the age of globalization.”

Self-Check:

Table 3-19: Nationalities of the Participating Faculty Members

Type	Number of Home Nationality	Number of Foreign Nationalities	Total
Participating faculty members	9	2	11

Nine of the 11 participating faculty members are of Japanese nationality, while two are of other nationalities. Of the nine faculty members who are Japanese nationals, one is a former Chinese national who became Japanese by marriage.

Ten of the 11 participating faculty members have experience in overseas assignments or overseas study.

Issues to be improved:

Given the small number of faculty members of other nationalities, we will try to raise that ratio in future.

2) Standard 13- PRT Comments

PRT Comments:

The School’s Feedback:

PRT Responses to the School’s Feedback:

Standard 14 -FACULTY QUALIFICATIONS

“The School must hire faculty members who possess intellectual qualifications, relevant expertise and teaching skills necessary for realizing its mission statement.”

1) Self-Check Analysis

Criterion 1:

"The School must maintain qualified participating faculty members for each of the majors it offers in accordance with the following criteria:

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

Self-Check:

Table 3-20: Degrees held by Faculty members

Type	PhD	Masters	Others	Total
Participating Faculty members	6	4	1	11

As for the degrees held by participating faculty members, six of the 11 have earned doctoral degrees while four have earned master's degrees, and one has earned a bachelor's degree.

Five of the 11 participating faculty members at this school were hired at the time the school opened its doors in April 2008. At that time, they had undergone a review—by the Ministry of Education, Culture, Sports, Science and Technology (MEXT)—of their teaching skills and other such qualifications for an approval to establish the school. Since then, they have been conducting courses at this school. The participating faculty members who have not undergone review by the MEXT are Professor Hideki Ishikawa (hired on June 1, 2012), Lecturer Xiaofei Lu (hired on on April 1, 2014), Lecturer Maki Saito (hired on December 1, 2015), Professor Tsutomu Fujita and Professor Hideyuki Kobayashi (hired on June 1, 2016), and Associate Professor Eunji Seo (hired on April 1, 2017). All these faculty members are recognized as having particularly outstanding knowledge and experience in their field of study. The Planning and Administration Committee has therefore judged that there are no concerns with regard to their competence in teaching in a setting of advanced education.

As part of the steps we take to maintain and improve "competence in teaching in the setting of advanced education," we have been reviewing material—primarily within the FD Committee—to check not only syllabus contents but also course videos. Such reviews make it possible to provide mutual advice and assistance. Course videos make it possible to view the courses taught by all faculty members. The FD Committee has been pursuing research on arrangements for promoting self-regulated learning by students as well as research on teaching methods, and we are

endeavoring to disseminate methods that will yield greater learning effectiveness.

Issues to be improved:

We will support participating faculty members who do not have a PhD to take a doctoral degree in order to strengthen their research capabilities.

Criterion 2:

“The School must set rules and standards for recruiting and promotion of faculty members.”

Self-Check:

The appointment and promotion of faculty members in this school is to be based upon their character, academic history, and employment history and upon their achievements in teaching and research as well as other such factors. Regulations for faculty selection have been established for the appointment and promotion of participating faculty members. The selection of supporting faculty members is based on character, academic history, employment history, achievements in teaching and research, and other such factors. A regulation has also been established, whereby they will be appointed by the decision of the Graduate School Faculty Committee. The following are excerpts of regulations for professors and associate professors.

(Selection standards for professors)

Article 3. Professors are to be selected from among those candidates who meet one or more of the following conditions.

- (1) Persons who possess a doctoral degree (including an equivalent degree granted in a foreign country) and who have experience in or knowledge regarding university education;
- (2) Persons who are recognized from their books, papers, conference reports, etc., as having educational or research achievements corresponding to those of a person with an academic degree mentioned in the preceding item (1), and who have experience in or knowledge regarding university education;
- (3) Persons who have served as associate professors in this university for two full years or more, who are recognized from their books, papers, conference reports, etc., and are known to have outstanding educational or research achievements or equivalent qualifications;
- (4) Persons who are recognized as having particularly distinguished knowledge and experience in their field of study.

(Selection standards for associate professors)

Article 4. Associate professors are to be selected from among those candidates who meet one or

more of the following criteria.

- (1) Persons who are qualified to become professors according to the provisions of the preceding article;
- (2) Persons who have a history as associate professors at another university;
- (3) Persons who have a history as assistant professors in this university for two full years or more and who are recognized as having educational or research achievements or who have equivalent qualifications;
- (4) Persons who have a master's degree and a history of employment for two full years or more in duties at a laboratory, experimental station, survey station, etc.; these duties should be related to the courses they are responsible for; moreover, these persons should be recognized for their achievements in research or for their equivalent qualifications;
- (5) Persons who are recognized as having particularly distinguished knowledge and experience in their field of study, equivalent to what has been described in the preceding items.

There are also internal rules (Internal Rules on the Handling of Faculty Selection Regulations) that prescribe specific handling when appointing and promoting participating faculty members, and the following are to be observed when appointing participating faculty members:

- The Graduate School Faculty Committee is to appoint a selection committee for the purpose on a case by case basis.
- This committee is to consist of two or more professors selected by the Graduate School Faculty Committee.
- The Dean of the graduate school, in consultation with the Graduate School Faculty Committee, is to make a recommendation to the President.
- The President, based on the recommendation and with an opinion added, is to make a recommendation to the Board of Directors.
- The Board of Directors is to make the hiring decision based on the President's recommendation.

In the case of jointly appointed faculty members, a selection is to be made by the Planning and Administration Committee in accordance with the Regulations for the selection of supporting faculty members, based on the candidate's character, academic history, employment history and on his or her achievements in teaching and research as well as other such factors. The decision is then made by the Graduate School Faculty Committee.

In this way, regulations have been put in place so that faculty members can be appointed after review to determine whether they fulfil the requirements of the mission statement of this school.

Issues to be improved:

We will revise our regulations concerning the hiring of associate professors in order to clarify how to judge their experience as a lecturer.

Criterion 3:

“The School must have a promotion system for faculty members and evaluate each faculty member fairly and objectively through this system.”

Self-Check:

The promotion of participating faculty members is to take place in accordance with the Regulations for Faculty Selection and the SBI Graduate School Internal Rules for Handling Educational Personnel Selection Regulations following the process below.

- The Graduate School Faculty Committee is to appoint a selection committee for the purpose on a case by case basis.
- This committee is to consist of two or more professors selected by the Graduate School Faculty Committee.
- The Dean of the graduate school, in consultation with the Graduate School Faculty Committee, is to make a recommendation to the President.
- The President, based on the recommendation and with an opinion added, is to make a recommendation to the Board of Directors.
- The Board of Directors is to decide, based on the President's recommendation, on whether or not to make the promotion.

Issues to be improved:

Concerning promotions, we will carry out our review such that, in addition to educational and research achievements, we also evaluate activities relating to work on committees of various kinds and on university administrative matters. Based on this review, we will judge whether the person has the ability and the behavioral characteristics to adequately perform duties at the higher level being considered for him or her. In order to perform reviews in a fair and objective manner, we are also studying revisions to further clarify the Regulations for Faculty Selection.

Criterion 4:

“The School must periodically assess its faculty members by reviewing their educational and

research performance during the last five years.”

Self-Check:

The School assesses its faculty members’ educational and research performance in May by reviewing their report of Educational and Research Achievements. (See ANNEX 3, Faculty Educational and Research Achievements.)

Table 3-21: Research Achievements by Participating Faculty members

Name	Deg ree* 1	Title*2	Field* 3	AQ/PQ *4	Research Achievements of last 5yrs*5						Total
					Class / Educationa l		Academic/ Theory		Professional		
					PRJ	OIC	PRJ	OIC	PRJ	OIC	
Yoshitaka Kitao	B	Professor	MGT	PQ						50	50
Hiroshi Fujiwara	Ph.D	Professor	OIS	PQ				1		5	6
Hiroshi Moriya	M.A	Professor	O	AQ						12	12
Takao Shigeta	MBA	Professor	MGT	PQ		6				1	7
Hideki Ishikawa	M.A	Professor	FIN	AQ		2	1	4			7
Tsutomu Fujita	Ph.D	Professor	FIN	PQ		3		31			34
Hideyuki Kobayash i	Ph.D	Professor	OIS	PQ		1	1				2
Aiho Hosonum a	Ph.D	Associate Professor	MGT	AQ		5	3	4		6	18
Eunji Seo	Ph.D	Associate Professor	MKT	AQ		1	12	2		2	17
Xiaofei Lu	Ph.D	Lecturer	O	AQ		3				3	6
Maki Saito	M.A	Lecturer	O	PQ		1				1	2

Note

*1 Last degree earned (PhD or MA);

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

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

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

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

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

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

- Professional Achievement = Research on the professional and practical matters related to the field of expertise;
- PRJ = Peer Review Journal – number of published articles;
- OIC = Other Intellectual Contributions – number of published articles other than those included as PRJ.

The school has established a Research Work Promotion Committee comprising the organization's faculty. Through centralized support for faculty members concerning preparation of research papers, compilation and editing of the research work bulletin, assistance in applying for grants to aid scientific research and other such activities, we are making an effort to develop systems that will enable faculty members to devote more of their energies to research.

Issues to be improved:

None in particular.

Criterion 5:

"The School must disclose information about the educational and research performance of participating faculty members during the previous five years."

Self-Check:

The School discloses information about the educational and research performance of participating faculty members during the previous five years on the SBI Graduate School website.

Issues to be improved:

None in particular.

Criterion 6:

"The School must evaluate academic performance of professional faculty members periodically, and assign the courses which they teach appropriately."

Self-Check:

The faculty members of this school submit a report of Educational and Research Achievement to the Planning and Administration Committee once annually. That committee uses these reports to confirm the substance of the educational and research work by those faculty members. With regard to practically qualified faculty members, their reports of Educational and Research Achievement are used to confirm the nature of their occupation and their position so that they can be assigned responsibility for their respective courses.

In this school, therefore, we follow the practical business experience of practically qualified faculty members so that we can make appropriate course selections. If it so happens that the content of a course does not match their actual practical work, we will be able to offer appropriate advice on changing the course, revising the content, and so on.

Even practically qualified faculty members are called on to engage in their own research; we support such activity so that they can deepen and update their knowledge in the field of their specialization, for incorporation into their courses.

Issues to be improved:

None in particular.

2) Standard 14- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

Standard 15-FACULTY SUPPORT

"The School must have an educational and research environment necessary for promoting educational and research activities of its faculty members."

Self-Check Analysis

Criterion 1:

"The School must limit the number of courses its faculty members teach so that faculty members can secure time to develop their educational and research activities."

Self-Check:

The number of courses and credits that participating faculty members are responsible for are as shown in Table 3-16. The average is 7.1 credits per faculty member. The faculty members responsible for the largest number of credits are: Professor Shigeta with 14 credits, Associate

Professor Hosonuma with 13 credits and Professor Ishikawa with 11 credits for the year (given the relationship between number of credits and number of class hours, two credits of course work correspond to 15 sessions of 90-minute classes). This is not by any means a large figure in comparison with private universities in Japan, because the start-up period since the graduate school opened has now passed, and faculty members are considered to be maintaining an appropriate balance in hours spent on research and educational activities and course responsibilities.

Issues to be improved:

For faculty members who are required to prepare new courses, however, we hope to cut down on their assignment to committee activities and graduate school events. This reduction in responsibilities of faculties will ensure an appropriate environment for education and research work.

Criterion 2:

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

Self-Check:

Participating faculty members are given support for educational and research expenses consisting of an annual amount of up to 300,000 yen. On-campus research grants (competitive grants) of 3,000,000 yen annually are provided. In addition, administrative staff will provide support to faculty members applying for grants in aid of scientific research.

Issues to be improved:

We hope to make it possible in future for more faculty members to apply for grants in aid of scientific research.

Criterion 3:

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

Self-Check:

This school has 13 administrative employees who are responsible for the full range of the school's administrative work. Six of these employees are designated as "learning staff" who provide learning support for the students to lessen the burden of teachers. In addition to this staff, we also hire seven teaching assistants to serve as part-time instructors, and we have one IT support specialist contracted from outside the school.

Issues to be improved:

None in particular.

Criterion 4:

"The School must take appropriate steps to vitalize its educational programs so as to promote the educational and research activities of its faculty."

Self-Check:

The School is taking steps to vitalize the educational process by carrying out activities of the following kinds.

- A) A Research Work Promotion Committee has been established in the faculty organization. In addition to conducting briefings related to research activities, this committee also provides centralized management of support for preparation of research papers, compilation and editing of the research work bulletin, assistance in applying for grants in aid for scientific research, and other such services. In this way, a system is put in place that enables practically qualified faculty members to devote even more of their energies to research.
- B) Under the guidance of the FD Committee, a study group regarding the business plan development seminar is held every month with the participation not only of the faculty members responsible for their seminars, but also of teaching assistants. This is done as a measure to improve course quality.
- C) Every semester, faculty members and administrative staff meet together to exchange views about the organization and content of the courses offered; moreover, in these meetings they exchange ideas about how to conduct the courses; such discussions are based on the information taken from the course questionnaires given to students who have taken the courses and the status of enrollment.

Issues to be improved:

We will aim to achieve a still better curriculum in the future, and we hope to promote exchange with other institutions of higher education.

2) Standard 15- PRT Comments**PRT Comments:****The School's Feedback:**

PRT Responses to the School's Feedback:

Standard 16-RESPONSIBILITIES OF FACULTY MEMBERS

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

Criterion 1:

"The School must ensure systematically that the faculty members continuously develop and improve their course contents, materials used in their courses, and teaching methods based on the results of the self-check/self-evaluation and the student evaluation."

Self-Check:

Students are asked to fill out course evaluation questionnaires every semester in order to improve course content, instructional materials, teaching methods, and so on. The results from the questionnaires are examined by the FD Committee and the Entrance Exam and Academic Affairs Committee. Points for improvements and so on are put into organized form and then reported through the FD Committee to the faculty meeting. The results are put to use in raising the quality of education by seeking improvement by the faculty members concerned, taking steps to improve Learning Management System, and so on.

Major instances of FD Committee responses to questionnaire results are as shown below.

- In response to requests by faculty members and students for improvement of the discussion system, the following across-the-board revisions were made to customize the system.
 - i) Added new notification function;
 - ii) Added posting method function;
 - iii) Added post content sorting function;
 - iv) Added post content search and retrieval function;
 - v) Improved post content display function.
- In response to requests from students, it was made possible to receive lectures not only on personal computers, but also on smartphones and on iPod touch devices.
- Maintenance of E-learning systems was being performed from midnight on Sundays, but on receiving inputs that many students receive course lectures at that time, we responded by

shifting maintenance activities to early Thursday mornings.

Courses at this school are conducted, as a rule, by distributing video of the course content. As a result of course evaluation questionnaire responses, we are arranging to retake the videos in accordance with the content of the Statements of Educational and Research Achievement that participating faculty members submit once a year to the Planning and Administration Committee; we are also requesting faculty members to revise the course content. These are steps we are taking in the continual effort to improve course content.

Table 3-22: List of Courses that had revised in 2016 Academic Year

Course name	Faculty member name
Overview of IoT/Big Data/AI and Making a Business of Them	Prof. Fujiwara
Operations management	Prof. Kobayashi
International Money Market	Prof. Noma
Money Market	Prof. Noma
Accounting	Associate Prof. Dasai
Chinese Enterprise Theory	Associate Prof. Hosonuma
Study of modern business management philosophy	Associate Prof. Hosonuma
Societal Responsibility of Entrepreneurship	Lecturer Saito
Basic M&A	Lecturer Nakamura
Indian Business Strategy	Lecturer Markus
Practical Marketing II	Lecturer Kariya

Issues to be improved:

In the future, we will utilize the cross-check of course contents among the faculty members to achieve our learning goals.

Criterion 2:

“The School must ensure systematically that the faculty members strive to teach cutting-edge expertise and specialized knowledge in their respective fields of study in order to achieve the learning goals.”

Self-Check:

Regardless of whether they are business people and practitioners in the field or individuals with academic qualifications, every faculty member strives to acquire knowledge of cutting-edge trends in high-level, specialized techniques and skills. This knowledge is acquired not only from activities

at academic conferences and through scholarly journals, but also from on-site contact with business entities. In order to incorporate what they have acquired in courses, they make every effort to participate in the work of the Research Work Promotion Committee, submit papers to the research bulletin, and so on. Some faculty members also build records of research accomplishment by publishing peer-reviewed papers and submitting articles to academic journals.

Issues to be improved:

Going forward, we intend to conduct empirical research on recent theory by various means, including promoting joint research with corporations. We hope to strengthen our efforts to incorporate the results in our courses.

Criterion 3:

“The School must ensure systematically that the faculty members set office hours and actively communicate with the students through e-mail in order to help them to achieve their learning goals.”

Self-Check:

At this school, students can work using the Learning Management System to engage in course discussions and to ask questions and consult with faculty members at any time during the semester. For students who are working adults, it is essential to be able to post and ask questions at times outside normal office hours, such as late at night and early in the morning.

Apart from desktop computers they have at school and at home, faculty members also have notebook computers for mobile use. They use these for frequent checking of questions and other postings from students, and when necessary, they reply on the spot. In order to systematically establish this treatment in a thoroughgoing manner, the School has established a rule that questions from students are to be answered, as a rule, within 24 hours. This is made known to the students. Complaints about violation of this rule are taken up in the Graduate School Faculty Committee or in the learning staff conferences that are held every Friday.

There was a case in the past of a supporting faculty member who students repeatedly complained had been late more than once in replying to their questions. The faculty member meeting made the decision to fire this person.

Issues to be improved:

We are planning not only to specify office hours of teacher and teaching assistant on the syllabus, but also to prescribe the means to have a meeting and a phone conversation, etc.

2) Standard 16- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE

Standard 17-EDUCATIONAL RESPONSIBILITIES OF STAFF

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

1) Self-Check Analysis

Criterion 1:

“The School must institute management systems, including faculty meetings and executive committees, to discuss administrative issues and to make and enforce the decisions required to achieve its mission statement.”

Self-Check:

The decision-making body for this graduate school is the faculty meeting convened by the President. There are 10 sub-committees placed under the faculty meeting as shown in Annex 2), Faculty organization-1. These are the Planning and Administration Committee, the KAIZEN Committee, the Entrance Exam and Academic Affairs Committee, the FD and SD Committee, the Globalization Committee, the Academic Information and IT Committee, the Student Committee, the Alumni and Public Information Committee, the Research Work Promotion Committee, and the Industry-Government-Academia Collaboration Committee. The responsibility for these is apportioned among the participating faculty members. The role of each sub-committee is as described in Annex 2), Faculty Organization-1, Sub-Committee Overview.

The administrative offices are staffed with 13 full-time employees. These staff members handle the full range of this school's administrative work, and in addition they provide support in general for educational and research activities conducted by the Graduate School Faculty Committee and by individual faculty members. There is also a Research Support Office located in the administration.

In addition, there is the SBI financial research institute for research in global financial markets, FinTech, and so on.

Issues to be improved:

None in particular.

Criterion 2:

“The School must institute administrative systems which are in an appropriate proportion to its size and status.”

Self-Check:

The school has only a department for the MBA program. The authorized capacity of the school is 120 regular students. There are 11 participating faculty members and 23 supporting faculty members, for a total of 34 in the faculty. Management and operations are carried out by the administrative offices, where there are 13 full-time employees.

Issues to be improved:

None in particular.

Criterion 3:

"The School must institute administrative systems which are able to respond to the needs of globalization."

Self-Check:

This school engages primarily in education by an E-learning system that employs the internet. Both faculty members and students residing in foreign countries are able to participate without disadvantage. Face-to-face course sessions are also held through the web conference system, and such sessions are frequently conducted over foreign links. In other words, content in the Japanese language can be distributed globally without difficulty using the Learning Management System(LMS) in a Japanese language environment.

On the other hand, this arrangement does not allow for distribution of content in English or other foreign languages using the current LMS in a foreign language environment.

Issues to be improved:

In conjunction with the future development of content in the English language, it will also be necessary to set up the LMS for content distribution in an English language environment.

Criterion 4:

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

Self-Check:

The full range of this school's administrative operations are handled by 13 full-time employees, who also provide general support for educational and research activities carried on by the Graduate School Faculty Committee and individual faculty members. A system is in place whereby a learning

staff of six members support the educational and research activities of faculty members. Specifically, one learning staff member has responsibility for an average of approximately five faculty members (including supporting faculty members). The support they provide includes preparing materials that the faculty members use in their courses, handling contact and coordination with faculty members and students regarding classes, sorting out questions posed by students to faculty members and reporting them to the faculty members, and conducting follow-up when face-to-face course sessions are held.

There is a Research Support Office located in the administration in order to help faculty members to get research funds such as scientific research fund.

Issues to be improved:

None in particular.

2) Standard 17- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

Standard 18-INFRASTRUCTURE SUPPORT

"The School must maintain educational and research facilities and other infrastructure needed to achieve its mission statement."

1) Self-Check Analysis

Criterion 1:

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

Self-Check:

The school is located on the ninth floor of a 31-story office building adjacent to Tokyo Station. The school site is 244.9 m² in area. A breakdown of facilities is shown in Table 3-23. In addition to one classroom, there is a library, an education and research office, a room where students can study

on their own, and so on.

Table 3-23: Principal Facilities in Tokyo campus

Category	Area (m ²)	Comments
Classroom	49.8	30-person capacity
Meeting room	15.5	12-person capacity
Faculty research office	28.8	5 booths
Study room	37.5	13 seats
Library	24.1	2,759 volumes

As shown in Table 3-24, we also use seminar rooms and meeting rooms in Roppongi campus.

Table 3-24: Principal Facilities in Roppongi campus

Category	Area (m ²)	Comments
Seminar room	95	60-person capacity
Presentation room	148	40-person capacity
Event room	140	54-person capacity
Meeting rooms	Average 15	6-10person capacity × 12 rooms

The School offers courses on the internet using the Learning Management System. This makes it necessary to have network circuits, a data center and servers, and the employment of services for every type of content management and distribution.

A) Network circuits:

- Internet circuits
- VPN and dedicated line for data center connections

B) Data center and servers:

- File server for storage of a portion of past video imagery
- DNS server
- Enrollment and registration management system

C) Content management and distribution services (cloud-type)

- Cloud-type content distribution server
- Learning Management System (LMS) and a two-step authentication system for system log-in

- CMS system that enables web page updates supporting multiple devices

In addition, we have installed groupware, web conferencing systems, and security systems for room access control.

Courses at this school basically consist of access to video recordings, quizzes, reports, and semester final examinations. Questions and answers are handled by bulletin boards on the system, and discussions are conducted in discussion corners. The formulation of problems for quizzes, periodic tests, reports, and so on, the answers, and feedback to the students are also carried out on the system.

Face-to-face course sessions are held at the school site in Tokyo and often also in a seminar room or meeting room at the SBI Group Headquarters located in Roppongi. The list of equipment used during face-to-face course sessions is as follows.

Table 3-25: Equipment Used During Face-to-Face Sessions

- Notebook computers: 5
- Projectors: 2
- iPads: 4
- Speaker microphones: 4 (for use by participants at remote locations)
- Web cameras: 4 (for use by participants at remote locations)
- Video cameras: 2
- Live distribution equipment: 2 sets
- Electronic blackboard: 1

Issues to be improved:

None in particular.

Criterion 2:

“The School must provide an office for faculty members to prepare for class, especially an individual office for each full-time member.”

Self-Check:

The faculty research room at the School is equipped with partitioned booths with computer terminals for five people. The School is bearing the costs of faculty members’ PCs and other electronic devices so that they can prepare for classes and conduct their research at home. In addition, one faculty member joined the Roppongi Library, a membership system library, and began

doing work there—equivalent to work in an office on a trial basis starting in April 2017.

Issues to be improved:

Courses offered at this school are primarily E-learning based; therefore it may not be necessary that faculty members have an office at the school to prepare for their courses, to receive students who visit, and so on. However, we are continuing to examine the operation using the Roppongi Library and other possibilities in our search for a more satisfactory approach to providing an office and library functionality.

Criterion 3:

“The School must systematically maintain a collection of books, academic journals, and audiovisual materials necessary for the educational and research activities of both students and faculty.”

Self-Check:

The School mainly purchases books and scholarly journals that are used in courses. We are taking steps to enhance library functions.

(As of April 2008, the collection number 1,354 volumes; as of April 2013, it numbered 2,244 volumes, and as of April 2017, it numbered 2,759 volumes.)

Faculty members and students can search and retrieve publications in the collection using the university library collection list that runs in graduate school groupware. When they want to borrow books, they either come to the school to take out the books or borrow the books by mail.

Online journals can be accessed through EBSCOhost, in addition to which open access journals and university, research center, and other institutional repositories are used.

We established the Academic Information and IT Committee under the Graduate School Faculty Committee in April 2017 as a measure to further upgrade access to books, scholarly journals, and online journals.

Issues to be improved:

Although we have been taking steps to improve our library collection, it is still insufficient in terms of both quality and quantity. There are concerns that the system for viewing and subscribing to online journals will become expensive. Going forward, we will pursue activities centered on the Academic Information and IT Committee to conduct systematic purchases of books and academic journals, to review the means used to obtain online journals, to consider joining and using SINET, to consider whether or not to make use of the Roppongi Library, to study collaboration with other

university libraries, and so on.

Criterion 4:

“The School must effectively utilize and maintain facilities and equipment appropriate for its educational and research activities and the delivery of its educational programs.”

Self-Check:

Facilities and equipment are as stated in the Criterion 1. Of these, the study room and library do not have a high frequency of use. Use of the library in the 2016 academic year, including borrowing by mail, amounted to use 29 times and the number of books involved was 47 volumes.

Issues to be improved:

As stated under Criterion 3, the Academic Information and IT Committee was established in April 2017, and we intend to make a further study of how we want our facilities and equipment to be, including our library functionality.

Criterion 5:

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

Self-Check:

As indicated in the Criterion 1, the Tokyo campus has a study room with 13 seats for students in addition to a classroom. Students can also use seminar rooms and meeting rooms at the Roppongi campus. Given the configuration of this school, the web-based learning environment is crucial; therefore we have taken steps to upgrade capabilities such that smartphones and tablets can be used in addition to personal computers, which have been used since the school first opened.

Courses offered at this school are conducted primarily by E-learning, and encouraging students to study individually on campus is not an issue of the highest priority. The issue that should be given priority in this school is improvement of an environment that makes it possible for individuals to study freely at their homes and in the vicinity of their work, which allows students to hold discussions with each other, and that which lets them promptly consult with a faculty member when they have questions.

Issues to be improved:

We will be continuing to take steps to further upgrade the web-based environment, including

improvement of the web conference system.

2) Standard 18- PRT Comments

PRT Comments:

The School's Feedback:

PRT Responses to the School's Feedback:

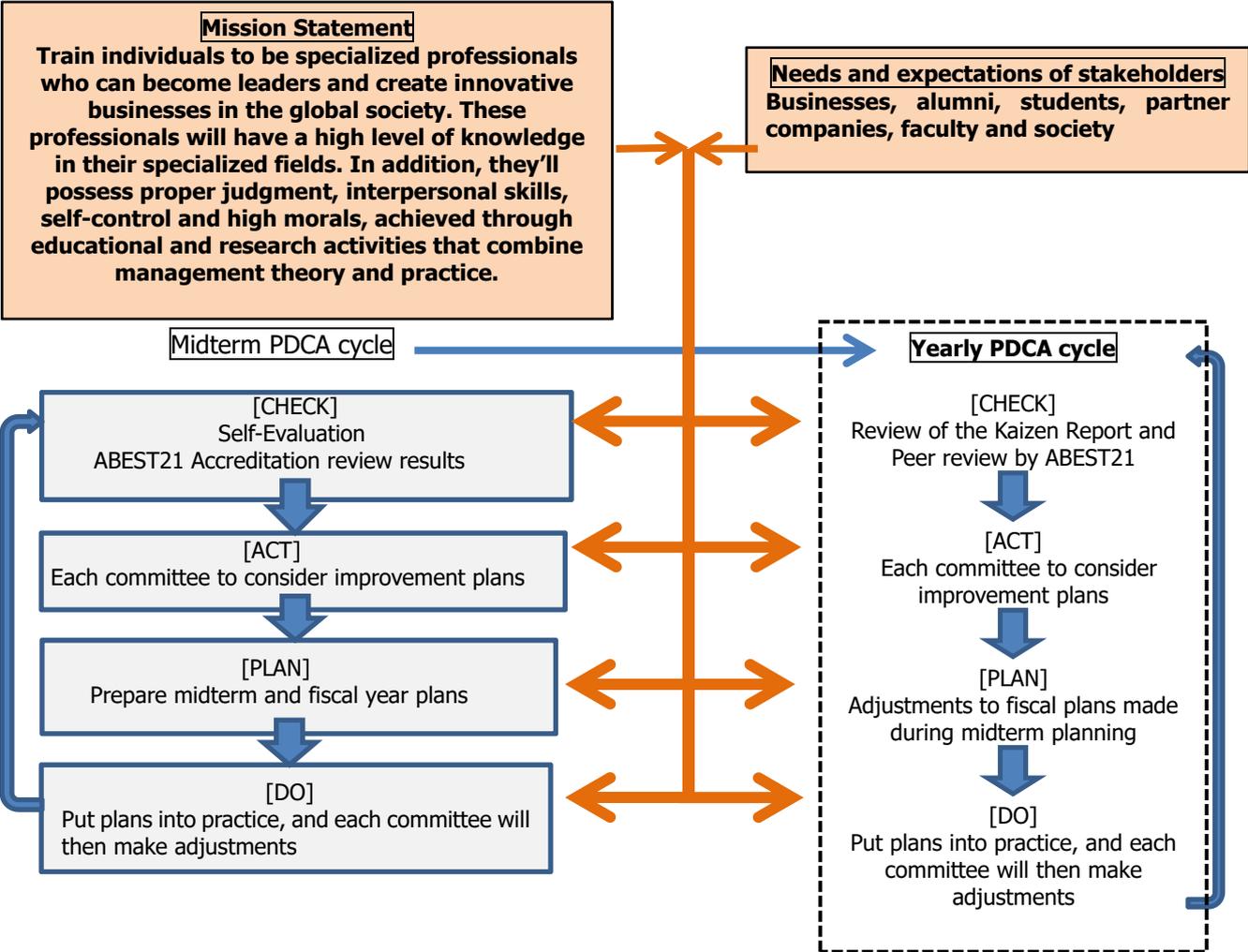
IV. Quality Improvement in Management Education

1. PDCA Cycle for Quality Improvement

1) Analysis

At SBI Graduate School, we've established a PDCA (Plan-Do-Check-Act) management method that works in conjunction with ABEST21's accreditation review process to fully utilize their evaluation at our school. First, we gather information from our stakeholders, including businesses, alumni and present students, concerning their needs and expectations (details are given later). The school then prepares a "Self-Evaluation Report" that examines our educational and research activities, keeping in mind the achievement of our goals as an educational and research institution. Based on our report and the advice given by ABEST21 in their review process, we prepare a "midterm plan." The progress made on this plan is reviewed every year and is incorporated into the "KAIZEN REPORT," with necessary changes incorporated into the plan. We have created specific steps in our procedures as we strive to innovate and improve upon our educational and research activities. A flowchart illustrating the steps taken is shown as follows:

Flowchart: Improvement Process at SBI Graduate School



When the process above is in place and operating, we recognize this stage as the beginning of the PDCA cycle. Through this PDCA process, we have carried out a series of innovations, including improving the curriculum, reducing tuition, cutting staff and introducing a new E-learning system, which has led to an increase in the number of new students. To be able to effectively realize our educational and research objectives, we will further examine and improve the current PDCA cycle.

2) PRT Comments:

3) The School's Feedback:

4) PRT Responses to the School's Feedback:

2) Improvement Issues

1) Analysis

A) Constructing an effective marketing process

- We will increase the number of our applicants by systematically holding discussions with the responsible parties at corporate human resources departments and putting together a curriculum based on corporate needs.
- To make it possible for current enrollees, graduates, faculty members and others to communicate with one another, we assign each teacher, staff member, current enrollee and graduate an email address he or she can use to access this school's Office 365 groupware. By so doing, we have closer communication with graduates and more accurately understand their demands and expectations.
- At present, the recruitment of students through the corporate route is going well, but we are not doing enough to publicize the school among regular people and its public recognition is low. We will proactively expand our recruitment of students both in Japan and abroad by offering an attractive curriculum while informing potential students of the merits of E-learning. In particular, we will set goals and carry out an action plan to strengthen our PR activities targeting rural areas and foreign countries and to inform people who want to earn an MBA through E-learning about this school.

B) Coordinating diplomatic, curriculum and admission policies and reconsidering our educational organization

- Under our new five-year plan to begin in 2017, we will revise our diploma policy and clarify what competency model we prefer. We also plan to specify courses that confer the competencies students want and allow them to back their learning with action that demonstrates "possession of a high level of the main competencies sought among high level business professionals."
- This school emphasizes human studies and has many courses in that field. But it is essential to verify learning outcomes and there certainly is a need for devices for verifying them. Fortunately, there are no accounts of graduates behaving improperly or causing scandals. However, we don't know whether they demonstrate better behavioral characteristics compared to what they did before they attended the school. We want to research how we can understand this aspect of learning outcomes and apply it to our education.
- While working to enrich the syllabus, we plan, as part of that effort, to add methods of contacting teachers separately and interviewing them.
- At this school, to reach our student quota, we need to verify our target student profile every year, to ensure it matches the demands of the era. As part of this exercise, we want

to analyze the relationship between the number of applicants and our target student profile.

- We want to analyze statistical data related to the diversity of currently enrolled students and graduates and use the results to revise our target student profile and improve student enrollment methods.

C) Achieving effective education that takes maximum advantage of the merits of E-learning

- E-learning lets us acquire in a timely manner more abundant data to assist with self-paced learning than do normal, face-to-face class lessons. However, we are not necessarily putting E-learning to sufficient use. We want to make classes interactive and use a learning management system to build a framework to more accurately offer information that matches a student's level and is useful to him.
- Students who are also full-time working adults don't have much room in their schedules, and if they can grasp the important points of classes, they tend not to ask questions even if they have doubts about details. Therefore an important issue is how faculty members can understand students' uncertainties and urge them to ask questions. In response to this situation, we want to work to improve the skills of faculty members as part of our faculty development activities, making reference to the certification course for learning supporters offered by the E-learning Consortium of Japan.

D) Achieving education backed by cutting-edge theory

- According to Article 5, Paragraph 3 of the Standards for the Establishment of Professional Graduate Schools and Article 2 of Notice 53 from the Ministry of Education, Culture, Sports, Science and Technology (March 31, 2003), at least 30 percent of participating faculty members must be instructors with a career in their subject area. These faculties should have advanced work skills and five years or more of practical work experience in their field of specialty. In other words, we need four or more such faculty members. However, as shown in Table 13-3, we have seven at present. Our ratio of practically qualified faculty members could be considered slightly high; thus in the future, we will give priority to hiring academics.
- The school has decided to adjust our organization to further stress research, which will include research by practically qualified faculty members. Moreover, a research work promotion committee in the faculty organization will be established to centrally support the faculty in activities such as research paper writing, editing the research work bulletin and acquiring Grants-in-Aid for Scientific Research. In addition, we will create a support structure to allow more faculty members to apply for Grants-in-Aid for Scientific Research and in-school research funding.
- Diversity

- We have set a goal of developing human resources who can expand businesses globally by creating new English language classes and holding group work and discussions by students of various nationalities. In 2016, we formulated a plan to carry out global joint research and will launch the initiative.
- We will consider increasing the enrollment of Japanese nationals residing overseas and offering them the opportunity to enroll in classes. In particular, as the number of Japanese people working in various Asian countries increases, we want to directly grasp the issues facing Japanese businesspeople in those countries and find solutions.
- We want to consider academic and student exchanges with overseas universities and holding a summer school program overseas that grants legitimate course credits to participating students.
- With our Global Committee taking the lead, we want to select overseas partner schools in 2017 and to work to advance tie-ups with those schools as one aspect of our five year plan until 2021.
- The number of our women faculty members has increased to four out of eleven participating faculty members, a large increase from the last Self-Check report. (Last time, 10 out of 11 participating faculty members were men and there was just one woman.) We want to continue to proactively employ women faculty members.
- From the perspective of globalization and diversity, though we employ many faculty members who have experience with overseas study or living overseas, even if they are Japanese, we would like to increase the ratio of our foreign faculty members.
- We need to build an organization that can accept many foreign students and enrich our existing organization, while expanding into Asia. To capitalize on the advantages of E-learning, including learning support for persons with disabilities, we will build a learning environment that has no inconveniences for students with disabilities.
- As of now, we judge our school to be meeting the Standards for the Establishment of Professional Graduate Schools, as described above; however, there is room for improvement in the ratios of academically qualified faculty members, foreign faculty members and women faculty members. In the future, we want to work to fulfill our mission statement by giving priority to academically qualified faculty members, foreign faculty members and women when establishing new curricula and reviewing teaching roles.
- From now on, as we deploy our policy to increase the number of our students residing overseas, we will enhance our advisory service for course taking and studies. Regarding advice on post-graduation career paths of the students, we will enhance our capability to provide better service to them, and develop new perspectives on professional careers.

2) PRT Comments:

3) The School's Feedback:

4) PRT Responses to the School's Feedback:

3) Improvement Initiatives

1) Analysis

To realize our vision based on the points of improvement discovered through our self-check (see Table), we will engage in the following initiatives.

A) Fostering leaders with the behavioral characteristics to bring about innovation

As can be seen in the "Guideline on Strategically Developing Management Leaders to Raise Corporate Value," which was compiled by the Ministry of Economy, Trade and Industry in March 2017, more than ever before there is a need—not only in Japan, but internationally—to train human resources who demonstrate the leadership to launch new ventures and reform organizations to cope with new social needs. Within this context, we will offer education that allows students to learn and acquire the knowledge and skills to engage in management and innovation backed by practice, based on the latest management theory. To do so, we will use E-learning to offer learning opportunities to full-time working adults who were unable to receive an education because of the limitations of their living environment in relation to geography, individual attributes and other factors.

Therefore, we will use the following basic policies as a foundation when formulating action plans for the next three years.

i) With regard to class curricula, the core of our students will be acquiring behavioral characteristics (competencies) demanded of leaders who realize innovation, and we will emphasize improving learning outcomes. We will also update the class curriculum to that which allows such competencies to be demonstrated. We will also innovate to allow students, as leaders, to acquire the ethics and personal virtues essential to the realization of a better society.

ii) Like knowledge, many behavioral characteristics cannot be learned and developed in just one or two years. Accordingly, it is important when admitting students to select those with the needed fundamental nature and traits. To do so, we will steadily carry out the "Practicing Marketing Management" initiative described in Paragraph 2 below and work hard to increase the number of applicants to 1.5 times the admissible number in five years.

iii) As a professional graduate school in the management field, and as a representative of business schools in Japan and overseas that use E-learning, we will build the system, framework and organization—referring to the best practices implemented by the ABEST21 member schools—which will be respected by other graduate schools and recognized in society.

B) Practicing Marketing Management

To realize the school's mission and vision, we will understand and analyze the market and our competitors and set goals as part of a new five-year plan. By upgrading and enhancing our

education and research, we will engage in marketing management to formulate and execute an action plan to achieve that five-year plan. Rather than conceiving marketing as simple advertising and publicity, we will deploy Philip Kotler-style marketing management adapted to a higher education research institute at a speed that fits the current era, in order to achieve our goals.

For a company to realize its corporate principles and vision, it must accurately analyze its current situation, formulate business and product strategies, communicate with consumers, build distribution channels and offer products and services at reasonable prices. To realize its educational and research goals and vision and fulfill its mission, this school will comprehensively understand its environment, analyze the needs of its various stakeholders, always work to improve and innovate with regard to the content of its education and research, and steadily carry out action plans to solve issues found during its self-checks.

When executing our marketing plan, we will be approved as an incorporated educational institution, formulate a financial plan and build a sound financial footing.

C) Adopting People and Performance Development

As with Hiroshima University's Achievement-oriented Key Performance Indicator (AKPI) aimed at improving the school's world ranking, we will clarify our objectives and initiatives broken down by the outcome areas of research, education, securing external financing and internationalization; in addition, we will adopt People and Performance Development (PPD), a performance management framework, for educators; this framework is relevant for higher education institutions that have incorporated FD/SD. With this approach, we will not only evaluate staff and personnel. Every year, we will reliably roll out our overall goals into individual and team objectives and action plans, manage progress with monthly reviews, reliably advance our initiatives and make the execution of our new five-year plan objectives and action plans a certainty.

2) PRT Comments:

3) The School's Feedback:

4) PRT Responses to the School's Feedback:

4) Action Plans

1) Analysis

i) Fostering Leaders with Necessary Competencies to Bring about Innovation

First, we would like to review the profile of the students sought and the diploma policy, and having clearly established a desirable competency model, we would like to identify courses that can help confirm display of the desired competencies, enabling the demonstration of “the possession of a high degree of professional knowledge.”

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
2	7	5	51	Review diploma policy
2	8	1	55	Increase courses that can help confirm display of competency acquired
3	9	1	60	Clarify targeted students' profile
3	9	4	61	Review the profile of the students sought

In line with this, after hearing the opinions of the Advisory Committee and recognizing enhancement of graduates' behavioral characteristics, we will build a class curriculum to help us achieve the requirements outlined in our diploma policy, and reflect this in our teaching.

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
2	7	4	50	Recognize enhancement of graduates' behavioral characteristics
2	8	4	56	Review the existing class evaluations by students and questionnaire items for graduates
2	6	6	45	Increase courses which include group work sessions
2	6	1	37	Recognize learning outcomes of human studies
1	3	4	23	Establish an Advisory Committee
2	6	4	43	Inaugurate an Advisory Committee
3	10	5	66	Establish an Advisory Committee

We will increase flipped classrooms in which students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom. The flipped classroom shifts instruction to a learner-centered model and creates meaningful actual learning opportunities for students who are actually working. This will necessitate enriching the syllabi and improving the ability to gauge participants' comprehension levels by way of the LMS system, and we expect that there may arise the need to try and utilize the courses of other schools and educational institutions. Mutual checks of each other by teachers is thought likely to be effective in

improving the quality of the classes.

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
2	8	2	55	Enrich the syllabi
4	16	3	94	Construction of a process that allows students to easily consult and ask questions and obtain responses quickly
2	5	4	35	Measure participants' levels by way of the LMS system
2	6	5	44	Utilize courses of other schools and educational institutions
3	9	5	63	Promote exchange with overseas institutions of higher education
4	15	4	90	Promote interactions between other higher educational institutions
2	7	1	47	Institute a system for teachers to see their colleagues teaching reciprocally
4	16	1	92	Maximize mutual checks on each other by teachers

Changes in existing courses or the addition of new courses will require an increase in the number of participating faculty members, and we would like to employ capable faculty members keeping in mind the need for improving the diversity of our faculty members.

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
4	13	1	77	Increase the number of participating faculty members in response to the establishment of new courses
4	13	2	78	Increase the number of participating faculty members
4	13	5	81	Improve the ratios of young faculty members and women faculty members
4	13	6	81	Improve the ratio of foreign faculty members

Naturally, we also need an admission policy that will help us attract the right kind of students to receive education under the new diploma policy and curriculum policy, and we must simultaneously also consider revising our mission statement.

<Action Plan for FY2017>

- a. Coordinate the three policies and revise the educational structure
 - Select the core competencies required in graduates using all the available literature, prior research, and competency models adopted by companies
- b. Establish an Advisory Committee
 - Select and approach intellectuals suited for the post of committee members
- c. Improve the quality of classes

- Shape the new syllabi and applying it to some of the classes
- Figure out what requirements will be needed to renew the LMS system
- Begin trials for mutual checking of each other by teachers

d. Increase the number of faculty members

- Hire a professor who teaches accounting

<Action Plan for FY2018>

a. Coordinate the three policies and revise the educational structure

- Decide on courses and methods for selecting the courses that can help confirm display of competency acquired
- Implement faculty member training and drills for confirming competencies

b. Establish an Advisory Committee

- Inaugurate the Advisory Committee and hold the first committee meeting

c. Improve the quality of classes

- Decide on the new syllabus and the form in which the syllabus will be put up online
- Choose a potential new LMS system
- Research materials and contents from the courses of other schools and educational institutions that can be used
- Institute a system for teachers to mutually check each other's classes

<Action Plan for FY2019>

a. Coordinate the three policies and revise the educational structure

- Revise the curriculum policy and formulate a new curriculum
- Internally assess the competencies of students at the end of the school year, and confirm the learning plan leading to graduation
- Revise the diploma policy

b. Establish an Advisory Committee

- Improve the management method

c. Improve the quality of classes

- Expand the new syllabus to all the courses
- Renew the Learning Management System (LMS)

ii) Practicing Marketing Management

Since the 1960s, a marketing approach has essentially been based on the 4Ps (Price, Product, Promotion, and Place). Specifically, we have not merely focused on Promotion, which centers

around PR and advertising, but also prioritized Product, Price, and Place, sometimes including People (Profile) and Process in the mix. It is vital to be able to match the product and service quality to the needs and wants of target customers, and deliver these at the appropriate price through the most suitable channels.

In the specific case of SBI Graduate School, the Product is education and research, the quality of which must be improved based on the needs and wants of the target students; the Place is the Internet, through which we provide E-learning courses, and it is necessary that we provide this for an appropriate fee, and widely inform potential customers, i.e., target people, that we are doing so.

Technological revolution has made it possible for the Place to be, not the traditional brick-and-mortar university campus, but an online campus on the Internet. At the same time, marketing has been impacted by the five digital dynamics of Speed, Adaptability, Adjacency, Scale, and Precision.

In modern-day society, where these forces operate, the attitudes and expectations of people are changing at an astonishing pace, as is the state of market competition. Given the high level of adaptability, company brochures and product catalogs, which were previously revised once in a year or two years at the time of reprinting, can now be renewed on a daily basis. This allows a company to change its position in the market with agility.

Adjacency allows students living on the other side of the earth, in Latin America, to participate in online seminars for free and also access a variety of videos. With so many people connected by the Internet, the Scale expands, and videos of brilliant lectures or presentations are viewed by hundreds of thousands of people. What is more, products and services can be customized to individual customers rather than be uniformly aimed at the masses, as one may assume they may be, given the large numbers.

As for Precision, it is easy to count things that happen in a digital environment—clicks, visits, minutes spent on a website, downloads, app installs, transactions, and so on. We can track what clients and prospects do across the different digital touchpoints they have with us and use this information to determine what seems to be working—or not working—in our marketing programs. We can run A/B tests and experiments to improve quantifiably much more often than ever before.

Amid these developments, there has arisen what is called “agile marketing & management,” which traces its origins to the agile method of software development. *Hacking Marketing* is a book that explains this. It is written by Scott Brinker, the editor of *Chief Marketing Technologist*.

At our graduate school, we plan to adopt these methods in, for instance, developing an academic certificate program = Executive Development Program (EDP) for new non-regular courses in the following manner.

We will narrow down the following four topics to two, and then hold a seminar with a view to implementing split testing (A/B testing), and select the topic that received the better response to build a program for. The four topics are:

- A) Nurturing entrepreneurs who will contribute to regional economic revitalization
- B) Nurturing expatriate general managers (targeting both those who are already stationed abroad, and those who are yet to leave)
- C) Improving productivity toward a work-style reform
- D) Career redevelopment for capable women who left their jobs following marriage or childbirth

At the current stage, we have decided not to formulate a plan to develop topic A in 2017 and topic B in 2018.

However, in addition to the "issues to be improved" for "(i) Fostering Leaders with Necessary Competencies to Bring about Innovation," the other topics, discovered through self-check, will be incorporated as part of the semi-annual objectives and priorities for all faculty members.

Ch	St	Cr	Page	Issues to be improved
1	4	1	26	Marketing management for increasing the number of students (=tuition revenues)
3	9	2	60	Increase the number of applicants through appropriate marketing management
3	9	5	63	Promote marketing activities aimed at foreign countries
3	9	5	63	Promote marketing activities aimed at local communities
3	9	5	63	Promote marketing activities aimed at women
3	10	2	64	Create an English language version of the website and materials

<Action Plan for FY2017>

a. Marketing communication

- Select and find companies for the corporate placement of regular MBA students
- Formulate and implement trials of marketing strategies aimed at local communities

<Action Plan for FY2018>

a. Marketing communication

- Formulate and implement trials of marketing strategies aimed at women
- Create an English language version of the website and materials

<Action Plan for FY2019>

a. Marketing communication

- Formulate and implement trials of marketing strategies aimed at foreign countries

With regard to individual marketing management activities, we will implement a cycle that is shorter than the graduate school's PDCA cycle. It will comprise the following processes and take one month under ordinary circumstances.

- (1) Sprint Planning
- (2) Sprint
- (3) Sprint Review
- (4) Team Retrospective
- (5) Update Backlog
- (6) Next Sprint Planning

Note: "Sprint" is used to denote the activities or processes undertaken.

iii) Introducing "People and Performance Development"

In order to ensure the accomplishment of the new five-year plan's targets and the implementation of the action plans, not just as an evaluation system of faculty and staff members, we will introduce the "People and Performance Development" system to help improve the performance of the organization and encourage the growth of our human resources.

For instance, in the case of faculty members, semi-annual targets will be set and priority tasks will be identified and worked on in five out of the following six focus areas:

- (1) Educational Excellence
- (2) Research Re-enforcement
- (3) Profitability Improvement/Cost Reduction
- (4) Social Contribution
- (5) Branding Improvement
- (6) People Development

Faculty performance evaluation will reflect not just the results achieved therein, but also the behavioral characteristics demonstrated during the entire process from the setting of targets to working on them, so this system itself falls under the following section on issues to be improved.

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
2	8	7	58	Revise faculty performance evaluation system
4	14	3	85	Use competencies in regulations for faculty promotion

Using the People and Performance Development system, faculty members will set targets in the focus area of Educational Excellence keeping in mind the following issues to be improved:

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
3	9	5	63	Create course contents in the English language
2	6	2	38	Increase courses in English
2	6	2	38	Academic and student exchanges with overseas universities
3	11	2	71	Boost career support such as advice on changing jobs
2	7	7	53	Enrich career counseling

Next, in the focus area of Research Re-enforcement, targets will be set keeping in mind the following issues to be improved:

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
2	6	3	42	Joint research work with companies
2	6	3	42	Develop new education and research methods, helped by external research fund input
4	16	2	93	Promote joint research work with companies
4	16	2	93	Conduct empirical research on recent theory

In the focus area of Profitability Improvement/Cost Reduction, targets will be set keeping in mind the following issues to be improved:

Related Issue to be improved:

Ch	St	Cr	Page	Issues to be improved
1	4	2	27	Obtain Grants-in-Aid for Scientific Research ("Kakenhi"), subsidies and grants

Similarly, in the focus area of People Development, targets will be set keeping in mind the following issues to be improved:

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
2	8	6	58	Develop training programs aimed at learning staff members
4	14	1	83	Consider assistance so faculty members can obtain their doctoral degrees
5	17	3	96	Improve staff's English skills
3	10	3	65	Reduce the unevenness in the awarding of test marks

Apart from the above, each faculty member will also incorporate targets for issues to be improved

brought up under (i) Fostering Leaders with Necessary Competencies to Bring about Innovation, and (ii) Practicing Marketing Management, as well as for the focus areas of Social Contribution and Branding Improvement. There are also issues that apply equally to both Educational Excellence and Research Re-enforcement focus areas, such as “Consider and test the best setups for research labs and libraries.” In such cases, there will be room for flexibility in setting targets for all five focus areas using the interrelation among the various targets.

In the area of People and Performance Development, such overall targets will be suitably expanded to apply to individual or team targets and action plans, with monthly reviews helping manage progress and ensuring that constant efforts are made toward achieving the targets.

Since People and Performance Development applies also to staff members, we plan also to handle with rigor the efforts toward the following issues to be improved:

Related Issues to be improved:

Ch	St	Cr	Page	Issues to be improved
2	8	5	57	Place KAIZEN Report on SBI website for public access
2	7	4	50	Offer learning opportunities for graduates
2	7	8	53	Review treatment of students whose overall grade point averages are low
3	11	4	73	Build an organization that can accept more foreign students
4	14	2	85	Specify promotion standards for associate professors in the regulations
4	15	2	89	Increase applications for Kakenhi
2	6	7	46	Renew Learning Management System (LMS)
5	17	3	93	Create an English language version of LMS
5	18	3	100	Enrich library books, digital journals and databases
5	18	5	101	Enhance Web-based conference system

<Action Plan for FY2017>

- Hold briefing session for People and Performance Development(PPD)
- Start the PPD during the second half of 2017

<Action Plan for FY2018>

- Make adjustments based on the results of the trial run
- Reflect the results in faculty performance evaluation
- Consider linking the results to the remuneration system

<Action Plan for FY2019>

- Reflect the results in faculty performance evaluation as well as the remuneration system

Action Plans by Issues to be improved are as follow.

Chapter One: Mission Statement

**Action Plan for Ch. 1, St. 3, Criterion 4,
Ch. 2, St. 6, Criterion 4,
Ch. 3, St. 10, Criterion 5**

- Establishment and Utilization of Advisory Board

We hope to institute an advisory committee composed of external experts and seek advice from them.

- Inaugurate an Advisory Committee

From now on, based on the three-way alliance among business, academia and government, we will officially institute an advisory board comprising external experts and seek their advice for a systemic review of the School's educational structure.

- Establish an Advisory Committee

In this regard, the Advisory Board to be instituted is expected to provide us with pertinent advice for any annual revision of existing policy.

<Actions for 2017>

- 1) Select members for the Advisory Board
- 2) Design the purpose and principal accountabilities of the Advisory Board

<Actions for 2018>

- 1) Set up the first Advisory Board meeting
- 2) Include the Advisory Board's opinions and recommendations into the action plans
- 3) Revise the procedure for the Advisory Board meeting

<Actions for 2019>

- 1) Revise the purpose and principal accountabilities of the Advisory Board
- 2) Hold the Advisory Board meeting for 2019

Action Plan for Ch. 1, St. 4, Criterion 2
Ch. 2, St. 6, Criterion 3
Ch. 4, St. 15, Criterion 2

- Obtain Grants-in-Aid for Scientific Research ("Kakenhi"), subsidies and grants

Consolidation of financial base of our school is the task to be addressed diligently by the entire school, including the faculty and staff. Especially important will be the above listed items of F and G, subsidy from the MEXT and other subsidies and financial aides.

- Develop new education and research methods, helped by external research fund input

From now on, the above seven activities will be further promoted to register positive results. It will also be necessary for the School to engage in joint research work with companies and in development of new education and research methods, helped by research fund input from external sources.

- Increase applications for Kakenhi

We hope to make it possible in future for more faculty members to apply for grants in aid of scientific research.

<Actions for 2017>

- 1)Set objectives for Grants-in-Aid for Scientific Research (Kakenhi) and other grants for FY2017
- 2)Investigate the support system for applying for Grants-in-Aid for Scientific Research etc. at other universities
- 3)Consider new support systems

<Actions for 2018>

- 1)Introduce new support systems
- 2)Implement study groups for creating research plans

<Actions for 2019>

- 1)Review new support systems
- 2)Consider improvements

Chapter Two: Educational Programs

Action Plan for Ch. 2, St. 5, Criterion 3

- Provide counseling for students after they have been at the school for one year

The school is planning to organize a one-on-one interview with all the students after they have spent one year with the school. These interviews will help them plan not only what courses to take to attain the degree, but also their professional career development after obtaining the degree.

<Actions for 2017>

1) In order to commence with effective counseling for students study groups to which experts are invited will be held, and cases studies in other schools researched and the information gained shared among the teaching staff.

2) Plan a specific counseling system.

<Actions for 2018>

1) Implement counseling.

<Actions for 2019>

1) Review and improve the new system.

Action Plan for Ch. 2, St. 6, Criterion 1

- Recognize learning outcomes of moral philosophy

The ethical reference values and human caliber required of business managers and business practitioners cannot be inculcated into the students merely by their lecture attendance. Our remaining task is therefore to try to collect information on how our students have learned our principles and how they have applied what they have learned to their business practice. We should apply the results of our collected information analysis to our education.

<Actions for 2017>

- 1) Analyze previous researches
- 2) Compile virtues and character strengths for business persons

<Actions for 2018>

- 1) Develop assessment techniques for virtues and character strengths for business persons
- 2) Experiment A/B test for assessment techniques
- 3) Run assessment of virtues and character strengths for students

<Actions for 2019>

- 1) Run assessment of virtues and character strengths for alumni
- 2) Analyze effects of our courses on virtues and character strengths

Action Plan for Ch. 2, St. 6, Criterion 2
Ch. 3, St. 9, Criterion 5

- Increase courses in English

An urgent and important task for us to address is to increase the number of courses conducted in English. We will contemplate hiring foreign teachers. We will also plan on academic and student exchanges with overseas universities and a summer program conducted overseas that grants legitimate course credits to participating students.

- Create course contents in the English language

C) For the benefit of non-Japanese speaking foreign students, we will produce new English version course contents and translate our existing contents of Japanese version into English.

<Actions for 2017>

1) A 70-minute lecture on "Kaizen at Toyota as Operations Management" delivered by Professor Hideyuki Kobayashi has been transmitted to different universities overseas and solicit their opinions on the lecture.

2) Based on the opinions from the universities above, our school will produce one more English version course contents.

3) Based on the opinions from the universities above, we will also judge if the lecture on "Kaizen at Toyota as Operations Management" should be expanded to use at a regular class.

<Actions for 2018>

1) Expand the lecture on "Kaizen at Toyota as Operations Management" to use at a regular class if it is decided in 2017.

2) In addition to the lecture above, we will produce one more English version course contents.

3) If it is decided not to expand the lecture on "Kaizen at Toyota as Operations Management" to use at a regular class, we will produce two other English version course contents.

<Actions for 2019>

1) Produce three additional English version course contents.

Action Plan for Ch. 2, St. 6, Criterion 2
Ch. 4, St. 15, Criterion 4

- Academic and student exchanges with overseas universities

An urgent and important task for us to address is to increase the number of courses conducted in English. We will contemplate hiring foreign teachers. We will also plan on academic and student exchanges with overseas universities and a summer program conducted overseas that grants legitimate course credits to participating students.

- Promote interactions between other higher educational institutions

We will aim to achieve a still better curriculum in the future, and we hope to promote exchange with other institutions of higher education.

<Actions for 2017>

- 1) Select a candidate for alliance that the graduate school conducts a summer program overseas that grants legitimate course credits to participating students.
- 2) Study the possibility of collaborative research with universities overseas.

<Actions for 2018>

- 1) Make an alliance with the selected graduate school and design the summer program that grants legitimate course credits to participating students.
- 2) Execute collaborative research with universities overseas.

<Actions for 2019>

- 1) Start the summer program that grants legitimate course credits to participating students.
- 2) Publish the results of the collaborative research with universities overseas.
- 3) Study another candidate for collaborative research with universities overseas.

**Action Plan for Ch. 2, St. 6, Criterion 3
Ch. 4, St. 16, Criterion 2**

- Develop new education and research methods, helped by external research fund input

From now on, the above seven activities will be further promoted to register positive results. It will also be necessary for the School to engage in joint research work with companies and in development of new education and research methods, helped by research fund input from external sources.

- Promote joint research work with companies

Going forward, we intend to conduct empirical research on recent theory by various means, including promoting joint research with corporations. We hope to strengthen our efforts to incorporate the results in our courses.

<Actions for 2017>

- 1) Investigate state of implementation at other universities
- 2) Set objectives and consider content to be implemented

<Actions for 2018>

- 1) Implement joint research with private sector companies

<Actions for 2019>

- 1) Review state of implementation
- 2) Consideration of methods to promote new joint research projects

Action Plan for Ch. 2, St. 6, Criterion 5

- Utilize courses of other schools and educational institutions

We hope to widen the gamut of course selection by our students through a network of alliances with other schools and educational institutions. This would allow our students to selectively supplement our course listings with courses offered elsewhere.

<Actions for 2017>

1) Study the course of widening the gamut of course selection by our students through a network of alliances with other graduate schools.

<Actions for 2018>

1) Select a candidate graduate school for alliance including a credit transfer agreement.

<Actions for 2019>

1) Contract with the selected graduate school for alliance and have the credit transfer agreement.

Action Plan for Ch. 2, St. 6, Criterion 6

- Increase courses which include group work sessions

At present, there are only two group work sessions of Marketing and Organizational Behavior, where students' performance is rated for grading. We would like to organize more group work sessions granting grades to participants.

<Actions for 2017>

- 1) Inform lecturers the present situation
- 2) Find out three to four courses which can include group works

<Actions for 2018>

- 1) Change course contents
- 2) Change and announce the new course syllabus

<Actions for 2019>

- 1) Run changed courses with group works
- 2) Review learning outcomes of the changed courses

Action Plan for Ch. 2, St. 5, Criterion 4

Ch. 2, St. 6, Criterion 7

- Measure participants' levels by way of the LMS system

Going forward, we will do the following: Analyze the responses to the quiz conceived to determine how much the students have understood the lectures. Introduce into the LMS a mechanism that presents study tasks commensurate with the students' study level and offer them reference information. Thus upgrade the level of precise measurement of the extent to which students have understood lectures.

- Renew Learning Management System (LMS)

In parallel with evolving technological renovation, the LMS must be kept constantly improved and updated.

<Actions for 2017>

- 1) Research the common specifications of LMS and select the optimal tools
- 2) Make an estimate for the new LMS revision, and formulate a plan for them.

<Actions for 2018>

- 1) Formulate a plan for after the contents of the new LMS have started to be used.
- 2) Development of the new LMS
- 3) Verification

<Actions for 2019>

- 1) Transfer of contents to the new LMS.
- 2) Deployment of the new LMS.

Action Plan for Ch. 2, St. 7, Criterion 1
Ch. 4, St. 16, Criterion 1

- Institute a system for teachers to see their colleagues teaching reciprocally

A new system is to be instituted for teachers to peer review their colleagues teaching; this activity can help detect some aspects to be improved upon and disseminate information on commendable practices.

- Maximize mutual checks on each other's class contents by teachers

In the future, we will utilize the cross-check of course contents among the faculty members to achieve our learning goals.

<Actions for 2017>

1) Create a plan to improve teachers' capabilities and instructional ability at the FD/SD Committee, and incorporate mutual class visits among teachers and a system for open classes.

2) Regularly hold teacher training sessions (four times a year), in which one teachers introduces the content and methods used in their instruction, and a discussion involving the whole group is held.

<Actions for 2018>

1) Implement the plan to improve teachers' capabilities and instructional ability.

2) Get other teachers to check the details of new instructional content.

3) Continuous review by the teacher training groups.

<Actions for 2019>

1) Continue with and review the plan to improve teachers' capabilities and instructional ability.

2) Through mutual class visits by other teachers, review the contents of instruction and the way it is created.

3) Continue with the teacher training sessions and review of their content.

Action Plan for Ch. 2, St. 7, Criterion 4
Ch. 2, St. 7, Criterion 5
Ch. 2, St. 8, Criterion 1

- Recognize enhancement of graduates' behavioral characteristics

There may arise such cases where our graduates fail to make full use of what they have learned at our school or fail to apply to practical use what they believe they know. In the class, students may easily exercise their objective decision in dealing with a model case, when acting as a third party to the case under study. However, in an actual business scenario, when they can be held accountable for their decision making, they may tend to be timid and be swayed by other people's opinions. Even after having learned the theory on motivating people, in the actual business environment, more on-the-scene training is indispensable. To cultivate one's own human character, virtuous behaviors must be frequently practiced. Our school aims to foster such human resources equipped with a high degree of professional knowledge, accurate decision-making ability, ability in human relations and self-management and an ethical code of conduct. Such people must be competent to exercise leadership to create new businesses in a globalized society and to display a behavioral pattern becoming of a high-level professional.

- Review diploma policy

In our new Five-Year plan, starting from 2017, our diploma policy will be reviewed. The new policy will clearly define what the model for desirable competency is, and define what courses can help demonstrate the fact that the needed competency has been acquired. The renewed diploma policy would help prove "principal high-level competencies expected of high-level professionals" in the conduct of the person concerned.

- Increase courses that can help confirm display of competency acquired

As described under Standard 7, Criterion 5, in our new 5-year Plan, we will clearly define what should be the desirable competency model and determine what courses can help confirm display of such competencies by the students. In so doing, we will structure course settings in such a way that "possession of a high-level competencies required of a high-level professional person" may be verified by the demonstrated professional acumen of the person concerned.

<Actions for 2017>

1) Select the core competencies required in graduates using all the available literature, prior research, and competency models adopted by companies

<Actions for 2018>

1) Decide on courses and methods for confirming the courses that can help confirm display of competency acquired

2) Implement faculty member training and drills for confirming competencies

<Actions for 2019>

1) Internally assess the competencies of students at the end of the school year, and confirm the learning plan leading to graduation

2) Revise SBI diploma policy

Action Plan for Ch. 2, St. 7, Criterion 7

- Enrich career counseling

From now on, as we deploy our policy to recruit students residing overseas, we will enhance advisory service for course taking and studies. Regarding advice on post-graduation career path of the students, we will enhance our capability to provide better service to them as we develop new perspectives on professional careers.

<Actions for 2017>

1) As career counseling requires a sophisticated level of expertise, a system including whether to conduct it with specialists from outside the School or by full-time teachers will be examined and decided upon.

<Actions for 2018>

1) Implement career counseling in line with the counseling system decided upon.

<Actions for 2019>

1) Review and improve the new system.

Action Plan for Ch. 2, St. 7, Criterion 8

- Review treatment of students whose overall grade point averages are low

How to handle cases of students whose overall grade point average is lower than 2.2, although they have acquired the total number of credits required for graduation. We will further address this issue in the committee concerned and formulate a policy to apply thereto.

<Actions for 2017>

- 1) Study other business schools' policies on this matter
- 2) Formulate a draft policy

<Actions for 2018>

- 1) Adopt the policy
- 2) Implement the policy

<Actions for 2019>

- 1) Review the situations

Action Plan for Ch. 2, St. 8, Criterion 2

- Enrich the syllabi

While we try to enrich the syllabi, we will add new communication methods between students and faculty, ways for the students to contact faculty members personally or through a meeting.

<Actions for 2017>

1)With regard to syllabi descriptions, cases at other universities will be looked at, interviews with students held and the information shared between teaching staff.

2)Syllabi descriptions methods considered and decided upon.

3)Make the aims and ways of describing the syllabi known, including to part-time lecturers.

<Actions for 2018>

1) Create the new syllabi in line with the new methods for its description.

<Actions for 2019>

1) Review and improve the new system.

Action Plan for Ch. 2, St. 8, Criterion 4

- Review the existing class evaluations by students and questionnaire items for graduates

From now on, we will review the existing items of survey questions on teaching posed to the students and collect more accurate data. We will also seek advice from the advisory committee to be instituted.

<Actions for 2017>

1) Class evaluations by students are implemented to improve classes but it is not clear whether or not the question items are appropriate, and in order to consider the questionnaire for graduates study groups to which experts are invited will be held, and cases studies in other schools researched and the information gained shared among the teaching staff.

2) Create new question items for the questionnaire aimed at students and graduates.

<Actions for 2018>

1) Implement questionnaires for students and graduates using the new question items.

<Actions for 2019>

1) Review and improve the new question items.

Action Plan for Ch. 2, St. 8, Criterion 5

- Place KAIZEN Report on SBI website for public access

We will consider placing our KAIZEN Report on our website for public access.

<Actions for 2017>

1) Publicize the Self Check Report in the website of our school.

2) Decide to publicize KAIZEN reports in the website of our school.

<Actions for 2018>

1) Publicize the KAIZEN report in the website of our school.

<Actions for 2019>

1) Continue to publicize the KAIZEN report in the website of our school.

Action Plan for Ch. 2, St. 8, Criterion 6

- Develop training programs aimed at learning staff members

We will establish an education and training program for the benefit of our staff engaged in learning assistance.

<Actions for 2017>

- 1) Compile materials to develop a basic training course for E-learning assistants
- 2) Sort out skill needs to be developed through PPD
- 3) Set up development objectives using PPD

<Actions for 2018>

- 1) Develop skill inventories for learning support staff
- 2) Assess skill levels of learning support staff using skill inventories
- 3) Formulate individual skill development plans
- 4) Develop a basic training course for E-learning assistants
- 5) Select external training courses which the School will pay for learning support staff

<Actions for 2019>

- 1) Review assessments and development plans of learning support staff
- 2) Review training programs for learning support staff

Action Plan for Ch. 2, St. 8, Criterion 7

- Revise faculty performance evaluation system

In the new Five-Year Plan, the existing performance evaluation system will be revised. Introduction of a scheme to reward faculty members who have demonstrated commendable performance is planned, where such rewards would be in the form of compensation.

<Actions for 2017>

- 1) Hold briefing sessions for the People and Performance Development(PPD)
- 2) Implement PPD for the second half of 2017
- 3) Conduct monthly reviews for PPD
- 4) Design the new compensation system for the faculty members

<Actions for 2018>

- 1) Introduce new compensation system for the faculty members
- 2) Design a linkage between PPD results to the compensation.
- 3) Improve the objectives, priorities and monthly actions for PPD

<Actions for 2019>

- 1) Link PPD results to the compensation
- 2) Conduct post-implementation review of PPD

Chapter Three: Students

Action Plan for Ch. 3, St. 9, Criterion 1

- Clarify targeted students' profile

From now on, we will try more diligently to clearly understand the profiles of our prospective students, prospects who would constitute a reserve corps of entrepreneurs for the next generation.

<Actions for 2017>

1) In order to promote discussions on the profile of students sought with an awareness of concrete rather than abstract ideas about the profile of target students, study groups to which experts are invited will be held, and cases studies in other schools researched and the information gained shared.

<Actions for 2018>

1) Consider the profile of students sought while bearing in mind the clarified profile of target students.

<Actions for 2019>

1) Review and improve the new system.

Action Plan for Ch. 3, St. 9, Criterion 4

- Review the profile of the students sought

Since 2017, annually all the data relative to the applicants, enrollees and graduates are analyzed and the findings from there are used for revision of the target student profile.

<Actions for 2017>

1) In order to link in marketing to solicit students and create a process for clarifying the profile of target students while bearing in mind the relevancy to the profile of students sought, study groups to which experts are invited will be held, and cases studies in other schools researched and the information gained shared.

2) Establish a process for clarifying the profile of target students.

<Actions for 2018>

1) Clarify the profile of target students in line with the planned process.

2) Conduct marketing activities in line with the clarified profile of target students.

<Actions for 2019>

1) Review and improve the new system.

Action Plan for Ch. 3, St. 9, Criterion 5

- Promote marketing activities aimed at foreign countries

D) We will review our present PR approaches intended for local community residents, women and overseas residents. Wives of Japanese company employees posted overseas (for, e.g., women on child-care leave) may seek a return to work after their return to Japan and may want to pursue renewed studies. We hope to go after them and plan on recruiting them.

<Actions for 2017>

- 1) The website of our school has been partially translated into English.
- 2) In the effort to appeal to Japanese residents on the West Coast of the United States, our school has begun to run an advertisement of our school in the local magazine "Light House". Our school will especially target the Japanese residents of small to mid-size companies.
- 3) Our school will use relevant metrics to assess the extent to which expected impacts form those Japanese residents have including numbers of Internet access and phone inquiry.

<Actions for 2018>

- 1) All the essential items of information in the website of our school will be provided in English.
- 2) In addition to "Light House" above, we will study the opportunities to run an advertisement of our school in information bulletins in Asian countries that we have strong connections with such as Indonesia, Thailand, China, Korea, and so on.
- 3) Distribute the brochures in English more broadly to advertise our school.

<Actions for 2019>

- 1) Continue to run an advertisement of our school in the information bulletins in the West Coast of the United States and Asian countries.

Action Plan for Ch. 3, St. 9, Criterion 5

- Promote marketing activities aimed at local communities

D) We will review our present PR approaches intended for local community residents, women and overseas residents. Wives of Japanese company employees posted overseas (for, e.g., women on child-care leave) may seek a return to work after their return to Japan and may want to pursue renewed studies. We hope to go after them and plan on recruiting them.

<Actions for 2017>

1)The regional banks based in regions with declining populations are in a fight for survival. There are hopes for innovations such as the introduction of FinTech. The SBI Graduate School's Financial Service Research Institute includes FinTech Research Club, and since it attracts many participants from regional banks we will market it as an institution targeting local bankers with the ambition of supporting entrepreneurship.

<Actions for 2018>

1) In line with the results of research into local bankers and other target human resource, we will improve tuition and draw up and execute a strategy for soliciting students.

<Actions for 2019>

1)Review the previous fiscal year and make improvements.

2)Create a structure in which we gain introductions to senior personnel at promising regional companies through local bankers.

Action Plan for Ch. 3, St. 9, Criterion 5

- Promote marketing activities aimed at women

D) We will review our present PR approaches intended for local community residents, women and overseas residents. Wives of Japanese company employees posted overseas (for, e.g., women on child-care leave) may seek a return to work after their return to Japan and may want to pursue renewed studies. We hope to go after them and plan on recruiting them.

<Actions for 2017>

- 1) Set objectives for the 2nd half of FY2017
- 2) Promotion of female exemptions system
- 3) Host extension lectures for women only (Female MBA students) and investigate their needs
- 4) Implement review
- 5) Consider effective marketing methods towards the next fiscal year

<Actions for 2018>

- 1) Introduce new marketing methods
- 2) Host new women-oriented seminars (women in finance seminar, women in capital procurement seminar, female entrepreneurship seminar)

<Actions for 2019>

- 1) Review of new marketing methods

Action Plan for Ch. 3, St. 11, Criterion 2

- Boost career support such as advice on changing jobs

We will enhance our support system to identify new jobs for our students who are now without a profession or for those employee students who want to move to other companies. For this support, our school will set up a system to collect, store and distribute relevant information to our students. As is the case of assisting students for their learning, we will organize a series of seminars on "How to upgrade professional expertise" and introduce those would-be job hoppers to companies associated with our school.

<Actions for 2017>

1) With regard to help in finding jobs, study groups to which experts are invited will be held, and cases studies in other schools researched and the information gained shared among the teaching staff.

<Actions for 2018>

1) Consider and decide upon a job-hunting support system.

<Actions for 2019>

1) Launch the job-hunting support system.

Action Plan for Ch. 3, St. 11, Criterion 4

- Develop learning environment for students with disabilities

In addition to the existing learning support system for the disabled people, we hope to construct an E-learning environment that is more convenient to such people.

<Actions for 2017>

1) The Academic Affairs Committee will consider making-learning barrier-free, and sort out what issues need to be improved.

2) Listen to the current students with disabilities.

<Actions for 2018>

1) Consider the creation of E-contents split into disability type such as physical handicaps and visual/hearing impairments.

2) Decide upon a draft plan for the creation of a learning support system for the students with disabilities.

<Actions for 2019>

1) Implement a learning support system for the students with disabilities.

2) As a part of the FD activities, hold an investigation meeting regarding the creation of instruction support the students with disabilities by teachers.

Action Plan for Ch. 3, St. 11, Criterion 4

- Build an organization that can accept many foreign students

As we expand our school activities overseas, we must construct an upgraded system to accommodate an increasing number of foreign students.

<Actions for 2017>

- 1) Create an English language version of the website.
- 2) Discuss the issues surrounding the acceptance of foreign students on an E-learning basis.
- 3) In conjunction with Shanghai University of Finance and Economics decide upon a draft plan to entice Chinese students to take the EMBA course in Japan.

<Actions for 2018>

- 1) Launch EMBA course lectures for Chinese students.
- 2) Decide upon a draft plan for a system for the acceptance of foreign students on an E-learning basis.
- 3) Consider collaborations with overseas universities (mainly in Southeast Asia), and conclude a collaborative agreement with one university.)

<Actions for 2019>

- 1) Implement the draft plan for a system for the acceptance of foreign students on an E-learning basis.
- 2) Continue with the EMBA course aimed at Chinese students, and review it.
- 3) Conduct exchange between the students and academic exchange between the teachers of this school and the university chosen to collaborate with us.

Chapter Four: Faculty

Action Plan for Ch. 4, St. 14, Criterion 1

- Consider assistance so faculty members can obtain their doctoral degrees

We will support participating faculty members who do not have a PhD to take a doctoral degree in order to strengthen their research capabilities.

<Actions for 2017>

1) Research will be conducted into those wishing to obtain their doctoral degrees, and support measures will be examined and decided upon.

2) < Actions for 2018 >

1) Implement support measures for those wishing to obtain their doctoral degrees.

<Actions for 2019>

1) Review and improve the new system.

Action Plan for Ch. 4, St. 14, Criterion 2

Ch. 4, St. 14, Criterion 3

- Clarify how to judge their experience as a lecturer when hiring a associate professor

We will revise our regulations concerning the hiring of associate professors in order to clarify how to judge their experience as a lecturer.

- Use behavioral characteristics evaluation in regulations for faculty promotion

Concerning promotions, we will carry out our review such that, in addition to educational and research achievements, we also evaluate activities relating to work on committees of various kinds and on university administrative matters. Based on this review, we will judge whether the person has the ability and the behavioral characteristics to adequately perform duties at the higher level being considered for him or her. In order to perform reviews in a fair and objective manner, we are also studying revisions to further clarify the Regulations for Faculty Selection.

<Actions for 2017>

- 1) Revise and approve the rule for hiring associate professors
- 2) Analyze demonstrated behaviors through People and Performance Development
- 3) Research competency models for faculty members

<Actions for 2018>

- 1) Enforce new hiring rule for associate professors
- 2) Develop competency model for professor and associate professor
- 3) Revise internal rules for faculty promotion

<Actions for 2019>

- 1) Introduce new faculty promotion rules

Action Plan for Ch.4, St.16, criterion 3

- Construction of a process that allows students to easily consult and ask questions and obtain responses quickly

We are planning not only to specify office hours of teacher and teaching assistant on the syllabus, but also to prescribe the means to have a meeting and a phone conversation, etc.

<Actions for 2017>

1) In order to consider a process through which students can obtain swift responses to matters they consult us on or their questions in our capacity as a graduate school based on E-learning, study groups to which experts are invited will be held, and cases studies in other schools researched and the information gained shared among the teachers and staff.

2) Plan a process through which students can obtain swift responses to matters they consult us on or their questions.

<Actions for 2018>

1) Implement a process through which students can obtain swift responses to matters they consult us on or their questions.

<Actions for 2019>

1) Review and improve the new system.

Chapter Five: Supporting Staff and Infrastructure

Action Plan for Ch. 5, St. 17, Criterion 3

- Create an English language version of LMS

In conjunction with the future development of content in the English language, it will also be necessary to set up the LMS for content distribution in an English language environment.

<Actions for 2017>

1) Add to the formulation of LMS revision plans the requirement to create an English language version of LMS.

<Actions for 2018>

1) Ensure necessary developments of the system

<Actions for 2019>

3) Launch the English language version of LMS

Action Plan for Ch. 5, St. 18, Criterion 2

- Verify and examine how research rooms and library should be

Courses offered at this school are primarily E-learning based; therefore it may not be necessary that faculty members have an office at the school to prepare for their courses, to receive students who visit, and so on. However, we are continuing to examine the operation using the Roppongi Library and other possibilities in our search for a more satisfactory approach to providing an office and library functionality.

<Actions for 2017>

1)An associate professor has become a member of Roppongi Library, a membership library to evaluate convenience of the library as a facility for research.

<Actions for 2018>

1)If the evaluation of the Roppongi Library is favorable, our school will have the other faculty members be the members of the library.

2)If not, our school will study a substitute plan to utilize outsourced services as a library and/or an office for faculty members.

<Actions for 2019>

1)Continue to utilize the Roppongi Library or the substitute.

Action Plan for Ch. 5, St. 18, Criterion 3

- Enrich library books, digital journals and databases

Although we have been taking steps to improve our library collection, it is still insufficient in terms of both quality and quantity. There are concerns that the system for viewing and subscribing to online journals will become expensive. Going forward, we will pursue activities centered on the Academic Information and IT Committee to conduct systematic purchases of books and academic journals, to review the means used to obtain online journals, to consider joining and using SINET, to consider whether or not to make use of the Roppongi Library, to study collaboration with other university libraries, and so on.

<Actions for 2017>

- 1) Expand the collection of books and academic journals by premediated purchase.
- 2) Review the acquisition means of electronic journals to find and adopt the most suitable means.
- 3) Study entry to and use of SINET.
- 4) Evaluate the convenience of Roppongi Library.

<Actions for 2018>

- 1) Continue to expand the collection of books and academic journals by premediated purchase.
- 2) If the evaluation of the Roppongi Library is favorable, we will continue and expand the use of the library.
- 3) If not, we will study a substitute plan including the cooperation with other university libraries.

<Actions for 2019>

- 1) Continue to expand the collection of books and academic journals by premediated purchase.
- 2) Continue to utilize the Roppongi Library or the substitute.

Action Plan for Ch. 5, St. 18, Criterion 5

- Enhance Web-based conference system

We will be continuing to take steps to further upgrade the web-based environment, including improvement of the web conference system.

<Actions for 2017>

1) Limited introduction of products that are cheaper and more stable in terms of communications than the present system.

2) 検証

3) Prepare management tools and a users' manual.

4) Countermeasures and preparations for each type of connection environment.

<Actions for 2018>

1) Introduce to instruction.

<Actions for 2019>

1) Gather feedback on results.

2) Formulate improvement countermeasures

2) PRT Comments:

3) The School's Feedback:

4) PRT Responses to the School's Feedback:

V. PRT's Comments (Peer Review Team Only)

1. Comprehensive Review

2. Good Practice in Management Education

(1) Title of Good Practice in Management Education

(2) Reason for selecting the title stated above

3. Matter to be noted

Appendix

List of Tables and Figures

Table 2-1: SWOT Analysis	8
Table 3-1: Statement of revenues and expenditures	24
Table 3-2: Changes in number of enrollees and students	25
Table 3-3: Model courses for top management people	31
Table 3-4: Model courses for entrepreneurs	32
Table 3-5: Model courses for middle managers	33
Table 3-6: The School's Competitive Research fund in FY 2016	40
Table 3-7: Study Sessions and Seminars by the SBI Financial Research Institute	42
Table 3-8: List of courses needing face-to-face sessions	45
Table 3-9: Grading Criteria	49
Table 3-10: Registered number of students	51
Table 3-11: Number of Beneficiaries of the Tuition Support System	70
Table 3-12: Number of Participating faculty members	78
Table 3-13: Current view of Faculty Organization	79
Table 3-14: Number of Practically Qualified Faculty members	79
Table 3-15: Participating Faculty members	80
Table 3-16: Supporting Faculty members	80
Table 3-17: Age Group of the Participating Faculty members	81
Table 3-18: Gender of the Participating Faculty members	81
Table 3-19: Nationalities of the Participating Faculty Members	82
Table 3-20: Degrees held by Faculty members	83
Table 3-21: Research Achievements by Participating Faculty members	87
Table 3-22: List of Courses that had revised in 2016 Academic Year	93
Table 3-23: Principal Facilities in Tokyo campus	99
Table 3-24: Principal Facilities in Roppongi campus	99
Table 3-25: Equipment Used During Face-to-Face Sessions	100
Flowchart: Improvement Process at SBI Graduate School	104