

ABEST21 Management Accreditation

“Self-Evaluation Report”



2015

**Graduate School of Management
Kyoto University**

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I. The Accreditation Plan

1. Business School Educational System in Home Country

Previously, postgraduate education in Japan generally comprised courses aimed at scientific researchers. None of the universities had “business schools” as graduate schools, where working members of society could train to be professional managers. In this context, Keio University established the first Master of Business Administration (MBA) course in 1978, designed for working members of society. The program adopted a “case method” of teaching, and it became a pioneering business school in Japan. 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, a number of business schools came to be established as professional graduate schools, including Graduate School of Management (GSM) of Kyoto University.

2. The School’s History and Profile

2.1 History and profile of Kyoto University

The forerunner to Kyoto University was the Chemistry School (*Seimi-kyoku*), which was founded in 1869. In 1870, the science school merged with a Western school and became a *Kaiseijo* (a school for foreign studies set up by the Shogunate during the Edo period). After the Middle School Order was promulgated in 1886, the school was renamed as the Third Higher School (following a change in location from Osaka to Kyoto). The status of the Third Higher School was then upgraded, and in 1897, it became the Kyoto Imperial University.

In the same year, the Kyoto Imperial University College of Science and Technology was established, followed by the Kyoto Imperial University College of Law and Kyoto Imperial University College of Medicine in 1899 and the Kyoto Imperial University College of Letters in 1906. In 1919, the colleges were reorganized into faculties, and the Faculty of Economics was added, followed by the Faculty of Agriculture in 1923.

In 1947, the name Kyoto University was adopted, and two years later, the Third Higher School (*Dai San Kou*) was integrated into the university. In 1949, the Faculty of Education was established, followed by the Faculty of Medicine in 1960, and then the College of Medical Technology in 1975.

Additional faculties continued to be established. The Faculty of Integrated Human Studies was established in 1992, but in the following year, the Faculty of Liberal Arts was closed. Meanwhile, Kyoto University became a graduate school university in 1993. Since 2004, following the enactment of the National University Corporation Law, Kyoto University has been incorporated as a national university corporation.

In 2006, two professional graduate schools were established, namely, School of Government (Government Cooperative Research and Government Education Departments) and Graduate School of Management (Management Research and Management Education Departments). In 2013, the Institute for Liberal Arts and Sciences was established with the following objectives: to bring under uniform jurisdiction the planning, coordination, and implementation of a common educational mission throughout the University; to enhance the wide range of basic educational programs; to promote students' proficiency in many languages; and to engender vitality in the formation of educational facilities.

At present, Kyoto University has approximately 5,450 members in its teaching and other staff and 22,900 students. There are 10 faculties, 18 graduate school research courses, 14 research institutes, and 23 educational research institutes.

2.2 History and profile of Graduate School of Management (GSM), Kyoto University

GSM was established in April 2006 as a professional graduate school. It differs from graduate schools of its kind, as its goal is to train its students to become highly skilled professionals.

(Curriculum)

Initially, GSM offered three educational programs, namely, Business Creation and Revitalization Management, Project Operations Management, and Financial Risk Management, and it had a student capacity of 60 students per academic year. From academic year 2008, based on the demand for highly skilled accounting professionals, GSM established the Finance and Accounting Program as well as increased its student capacity to 75 students per academic year. In academic year 2010, to train leaders in the service field, the demand for whom is expected to grow in the future, GSM established the Service Value Creation Program, and then further increased its student capacity to 90 students. In the following academic year, the Financial Risk Management and Finance and Accounting programs were reorganized under the newly established Finance and Accounting program. Moreover, as part of the Kyoto University G30 Project that was launched in response to the Global 30 Plan promoted by the Japanese government, GSM established the International Project Management Course, an educational course offered solely in English. In future, GSM aims to respond actively to new changes in the economic and social environment. As such, based on its awareness that the role and significance of the Business Creation and Revitalization Program had been declining, it reorganized this program into the Business Leadership Program in academic year 2014. Despite its short history, the GSM is actively striving to enhance its program offerings to ensure that they constantly reflect the needs of society.

(Certified Accreditation)

In the first two years of its establishment, GSM worked to implement the plan it submitted when it applied to be established. Apart from setting up an Inspection and Evaluation Committee, it conducted self-Check and evaluation activities. In March 2009, GSM was evaluated by an external

evaluator. In academic years 2009 and 2010, it earned its certified accreditation as a professional graduate school from ABEST21, THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP FOR TOMORROW, a 21st century organization, a general incorporated association recognized by MEXT. ABEST21 also awarded GSM its Excellence in Accreditation Award. Subsequently, based on the implementation plan it compiled, GSM has been submitting an annual report to ABEST21 on the progress it has made, including continuous efforts in applying improvement measures.

As a national university corporation, Kyoto University has promulgated medium-term targets and a medium-term plan. Each year, GSM carries out an evaluation based on these, such as a survey of current conditions. In conjunction with the final academic year of the medium-term plan, GSM compiles a self-Check and evaluation report. It has compiled the Certified Accreditation Self Evaluation Report by Institution, Academic Year 2013, which comprise reports on Kyoto University's educational activities. In such ways, GSM is implementing a systematic approach to verifying its activities that match the academic thrust of Kyoto University.

In academic year 2013, an evaluation was carried out by an external evaluator. To maintain its certified accreditation in academic year 2014–15, GSM has scheduled the measures to apply that will be evaluated by ABEST21.

(Endowed chairs, etc.)

Details on the endowed chairs, various consignment education projects, and other matters are described below. In April 2006, GSM established the Corporate Finance (Mizuho Securities) endowed chair and UFJ Capital chair (up to March 2009), followed by the Kyocera Management Philosophy endowed chair (up to March 2014) and Kansai Economy (Kansai Urban Banking Corporation) endowed chair (up to March 2010) in April 2007. In April 2013, it launched the Human Resource Development for Asia Business chair (up to June 2014), Finance chair (Asuka Asset), Road Asset Management Policy chair (Japan Institute of Country-ology and Engineering), City and Town Management by Public-Private Partnerships chair, and Integrated Port Logistics chair. Further, GSM has established visiting-chair courses in urban/regional management, national land management, and project finance. As for joint-research courses, it offered the Smart Incubation Program (SIP) and Training Leaders for Asian Business in 2011 and 2014, respectively.

In terms of its development of educational programs, "Re-challenge for Career Women: Intensive Short-term Program to Support the Startup of Businesses" was commissioned in August 2007 as part of the MEXT project "Education Promotion Program for the Needs to Reeducate Working People." The following month, the "Service Value Creation Management" educational program was appointed as the MEXT's "Service/Innovation Personnel Training Program." In October 2008, GSM's "Intensive Short-term Program to Support the Reeducation of Accounting Specialists" was commissioned, again as part of the MEXT project "Education Promotion Program for the Needs to Reeducate Working People." In addition, its "Training for Finance and Accounting Personnel with International Competitiveness" was commissioned as part of the MEXT project "Educational Reform Support Program for Universities and Graduate Schools." Since academic year 2010, Kyoto University has been implementing a special research project called "Human Resource Development on the Global Enhancement of Japanese High Quality Services," the results of which are being fed back into GSM's Service Value Creation Program. The problem solving-type service science research

and development program “Applied Research for Theoretical Analysis and Global Development of Japanese Creative Services,” which is recommended by the Japan Research Institute of Science and Technology for Society (JST-RISTEX), has also been in progress since being commissioned in 2011. In such ways, Kyoto University is working extremely actively to develop educational programs.

In addition, for fiscal year 2009, MEXT Special Coordination Funds for the Promotion of Science and Technology Center of Community (COC) program, called “Training of Urban Traffic Policy Engineers who will be Responsible for the Construction of Low Carbon Metropolitan Areas” (up to academic year 2013), was commissioned. In November of the same year, the Low Carbon Metropolitan Area Policy Unit was set up in cooperation with the Engineering Research Course. Further, the Urban Traffic Policy Engineer Training Course, Senior Urban Traffic Policy Engineer Training Course, and Top Management Course were provided (to run until academic year 2014).

In July 2010, GSM became a representative department, and the Green Innovation Management Education Unit was established within the Kyoto University Center for the Promotion of Interdisciplinary Education and Research (C-PIER). Through this initiative, the training of human resources to be highly skilled in green innovation, which was stressed in the New Growth Strategy (Cabinet decision of December 2009), is being promoted through three graduate school courses at GSs of Energy Science, Informatics, and Economics. Further, in academic year 2012, the Collaborative Graduate Program in Design, a specialized interdisciplinary educational program with “design studies” as the shared language, was established by GSM with the collaboration of GSs of Informatics and Engineering as well as the Department of Architecture and Architectural Engineering. The program was commissioned by MEXT for its leading graduate schools project. In academic year 2013, the Design School began offering a uniform five-year doctoral course. In such ways, GSM has been endeavoring to establish and maintain a system for identifying social problems and then addressing them.

(International exchanges)

Kyoto University has an extensive track record in international exchanges. It has concluded international agreements for research cooperation as follow: in May 2008, with the Asian Institute of Technology (Thailand); in September of the same year, with the National Taiwan University; in June 2009, with the National Chengchi University (Taiwan); in October 2009, with the University of Transport and Communications Hanoi (Vietnam); in January 2010, with the International Islamic University, Malaysia; and in March 2010, with Koc University (Turkey); in October 2010, with KAIST College of Business (South Korea); and in October 2011, with Konkuk University (South Korea). Moreover, in recent years, it has concluded agreements as follows: in August 2012, with the Asian Institute of Management (the Philippines); in October 2012, with the Indian Institute of Management (India); in November 2012, with the Ewha Woman’s University (South Korea); in April 2013, with the Technical University of Munich (Germany) and Vietnam National University (Vietnam); in May 2013, with Ryerson University (Canada) and the University of New South Wales (Australia); in July 2013, with Ateneo de Manila University (the Philippines) and Institute Technology Bandung (Indonesia); in September 2013, with the Bucharest University of Economic Studies (Romania); in November 2013, with Chulalongkorn University (Thailand); in March 2014, with Sungkyunkwan University and Pusan National University (South Korea) and the Izmir

University of Economics (Turkey); in May 2014, with the Foreign Trade University (Vietnam); and in June 2014, with the Development Academy of the Philippines (the Philippines), EMLyon (France), IFSTTAR (France). In such ways, the number of schools with which it has agreements has rapidly increased.

(Inter-country exchanges)

In December 2009, the three universities of Kyoto University, Kobe University, and Keio University signed the “Letter of Understanding between the Kobe University Graduate school of Business Administration, Keio Business School, and Kyoto University Graduate School of Management Education Department on the Training of Management Human Resources.” Based on this agreement, the classes of Kobe University and GSM have been mutually opened to each other’s students since academic year 2012, thereby providing an environment in which students can take the classes that are characteristic of each of the respective educational facilities.

(Center for Research in Business Administration and regional support)

In July 2009, in accordance with the “Regulations for the Organization of the Kyoto University Graduate School of Management, Research Department, and Education Department,” the Center for Research in Business Administration was established as an education research and development facility attached to GSM. Apart from aiming for cooperation between researchers in Japan and abroad, this Center intends to clarify complex management phenomena and then offer solutions for various management-related issues by promoting management research that combines both science and the humanities. It was also established based on the concept of integrating and advancing specialized knowledge in a broad range of fields, including economics, management, engineering, and informatics. Full-time teacher and those of equivalent rank regularly submit reports on educational and research activities. Meanwhile, discussions on instructor’s educational research activities are regularly held.

In July 2009, the Center for Research in Business Administration concluded a cooperative agreement with Nichinan Town in Tottori Prefecture, and then launched a joint research project in semi-mountainous areas. It is currently in cooperation with the General Incorporated Association SAVE IWATE and the General Incorporated Association Kyoto Business Research Center (since 2013, the Sanriku Mirai Suishin Center). In academic year 2012, its application to the Cabinet Office Earthquake Recovery-type Regional Society Job Creation Project was accepted, and it subsequently worked on advancing the Iwate Social Business School Project. From academic year 2012, it concluded an agreement with Amakusa City, Kumamoto Prefecture, for a labor project that would span over two areas, and then established the Amakusa Takarajima Business Start-up Cram School. In addition, it has been progressing measures to support regional recovery in other areas, such as in Asuka Village, Nara Prefecture.

3. The School’s Mission Statement

GSM has brought together its educational and research objectives into a "mission statement" that clearly states the following: "GSM develops an educational system that bridges the gap between the latest research in management and highly specialized business practices. This school aims to contribute to the diverse yet harmonious development of society through nurturing of originality and decision making capabilities in professionals so that they can give leadership in a wide area of fields." As expressed by the phrase "contribute to the diverse yet harmonious development of society," GSM has set itself the mission of training human resources capable of responding to the demands of globalization, social contribution, and environmental protection.

GSM's educational and research objective, as expressed in the abovementioned mission and its approach, is to train highly professional human resources in the management field in accordance with the provisions of Article 99.2 of the School Education Law, which states that educational facilities shall "cultivate people with deep academic attainment and excellent abilities in order that they may undertake professions that require high levels of professionalism."

GSM's basic education and research objective is to "contribute to the diverse yet harmonious development of society" and thus respond to problems in society in an age of globalization. It has also set as a basic goal "nurturing of originality and decision-making capabilities in professionals so that they can lead in a wide area of fields." It strives to train students to be leaders in a wide range of contemporary fields and to be highly professional in their work. Moreover, it has set itself the goal of "bridging the gap between the latest research in management and highly specialized business practices" to realize an educational curriculum that connects academic management research with professional business practices. In these ways, GSM's mission statement establishes its objective of "training students to be highly skilled professionals who can be active internationally."

The means by which it will achieve this mission are embodied in the following three "approaches."

1. Following the tradition of Kyoto University of placing importance on autonomy and independence when engaged in critical discussions, GSM will promote advanced research and develop an educational system that encompasses highly specialized business practices, by creating a research and educational environment in cooperation with industries and the government.
2. GSM will admit individuals with diverse backgrounds, and will produce highly specialized professionals in various fields.
3. As a university in a global society, GSM will fulfill the role of becoming a base for original research and education.

Kyoto University is a comprehensive university, and it has established a comprehensive mission as well as mid-term goals.

Kyoto University's mission is as follows:

Kyoto University aims to sustain and develop its historical commitment to academic freedom and to pursue harmonious coexistence between human and ecological communities on this planet.

Research

- 1 Kyoto University will generate world-class knowledge through freedom and autonomy in research that conforms to high ethical standards.
- 2 As a university that comprises many graduate schools, faculties, research institutes and centers, Kyoto University will strive for diverse development in pure and applied research in the humanities, sciences, and technology, while seeking to integrate these various perspectives.

Education

- 3 Within its broad and varied educational structure, Kyoto University will transmit high-quality knowledge and promote independent and interactive learning.
- 4 Kyoto University will educate outstanding and humane researchers and specialists, who will contribute responsibly to the world's human and ecological community.

Relationship with Society

- 5 As a university committed to broad social engagement, Kyoto University will encourage cooperation with local and national communities, and will disseminate knowledge informed by the ideals of freedom and peaceful coexistence.
- 6 As an international institution, Kyoto University will promote foreign academic exchange and thereby strive to contribute to the welfare of the world.

Administration

- 7 To enhance the unrestricted development of learning, Kyoto University will pay due respect to the administrative independence of each of its component institutions, while promoting cooperation among them.
- 8 Kyoto University will conduct its administration with regard for the environment and respect for human rights and will be accountable to society at large.

In addition, in its mid-term goals, Kyoto University has described "education in professional school courses" as follows: "Through courses of education in its professional schools, this university shall promote the development of profound scholarship and superior abilities against the backdrop of its diverse academic research, and it shall cultivate advanced professionals capable of rendering practical contributions to society."

Kyoto University has also agreed upon a statement entitled "On Professional Schools in Kyoto University" (acknowledged at the January 11, 2005 meeting of the heads of departments), in which it has proposed four points to consider, namely, clarification of the necessity of establishing professional schools, important points when considering educational contents, secure systems for implementation, and compliance with accreditation standards.

Based on these points, this graduate school has incorporated the following items into its principles and mission: “bridging the gap between the latest research in management and highly specialized business practices,” “originality and decision-making capabilities in professionals,” “contribut[ing] to the diverse and harmonious development of societies around the globe,” “continuing this university’s tradition of emphasizing critical discussion and spirit of self-sufficiency and independence,” and “a university open to the world.” Thus, it strives to be wholly consistent with the basic policies of the university.

4. The School’s Educational System

The GSM’s Management Research Department and Education Department, which comprise a research department to which the instructors belong and an educational department to which the students belong, (subsequently, “GSM”) was inaugurated in April 2006. GSM brought together its “educational and research objectives (mission)” into its “mission statement,” which is to “develop an educational system that bridges the gap between the latest research in management and highly specialized business practices.” The mission statement further states, “This school aims to contribute to the diverse yet harmonious development of society through nurturing of originality and decision-making capabilities in professionals, who could lead in a wide area of fields.”

The GSM’s education system, which is structured solely around the Master’s (Professional) degree, will be described in greater detail in the following section.

5. The School’s Educational Degree Programs

GSM differs from graduate schools that aim to train researchers as it promotes management research that combines both the humanities and sciences with the goal of training its students to be highly skilled professionals. Further, it is a professional graduate school that utilizes the research and knowledge accumulated within the University toward training its students to be global leaders in companies, NPOs, and other organizations, as experts with advanced and specialized knowledge in a wide range of fields. Students who complete their studies are awarded a Master of Business Administration (MBA) degree. Educational programs must reflect the needs of the time and thus train professional who can meet the complex and high-level demands of modern society. As such, GSM has established the following educational programs.

The Business Leadership Program is newly established program launched in academic year 2014 following the discontinuance of the Business Creation and Revitalization Program. Aspiring leaders face the challenges of establishing a leadership position in the market and industry within a

changing environment and in teams composed of various members, of setting a uniform philosophy in and supporting all of the team toward achieving objectives, and of demonstrating leadership that makes full use of the abilities of each person; such leaders are becoming increasingly important. GSM is aiming to train students to be human resources who can play active roles in the reorganization and regeneration of major companies and existing businesses and who can create the conditions necessary to meet the challenge of achieving cooperation and mutual happiness of people with diverse backgrounds within the context of corporate globalization.

The Service Value Creation Program was newly established in academic year 2010; it aimed to develop leaders in the service field, for whom demand is expected to increase rapidly in Japan in the future. To promote innovation in the service field, GSM is developing and teaching the latest analytical methods for services, such as ethnography; it is elucidating the qualities of Japanese-style services and collaborating in research projects, such as those on the possibility of international deployment. The aim is to develop professionals capable of being leaders in the recovery of Japan's competitiveness through the shift from the manufacturing industry to provision of services, globalization of Japanese-style services, and creation of new service businesses.

The Project Operations Management Program is an educational program for project management and administration through collaborative organizations (business teams) formed on a continuing basis. Its specific objectives apply to international large-scale projects and the development of new technologies and information systems. Modern businesses recognize that project managers who manage and administer these projects are extremely important human resources. In this program, the goal is to train project managers who have a range of management and administrative skills, such as for financial management, financing, strategic management, and organizational management, and who possess an international mindset.

The Finance and Accounting Program encompasses cutting-edge courses on finance, fund raising, managerial finance, and accounting, where students will acquire the knowledge and practical skills for advanced financial and management accounting. Moreover, from the perspectives of finance and accounting, they will be trained to be professionals who can manage and facilitate business recovery. In addition, in academic year 2008, a new short-term course, which could be completed in one year and a half, was established in the Finance and Accounting program. This shorter course is intended for those already active in society as professionals in the finance and accounting field, such as certificated public accountants, certified tax accountants, analysts, actuaries, and those with experience of working for a financial services agency or national tax-related work. By developing professionals with skills in both finance and accounting, GSM is training certified public accountants who are strong in finance and financial experts who are strong in accounting. In addition, the goal is for students to possess advanced knowledge in the accounting and finance fields. They are trained to be professionals who can play active roles in private-sector companies and NPOs.

Table Data on student enrollment and student composition for each program

Program	2012	2013	2014
Business Leadership Program(2014) Business Creation and Revitalization Program (2012~2013)	25	24	22
Project Operations Management Program	12	10	14
Service Value Creation Program	20	21	23
Finance and Accounting Program	21	22	19
International Project Management Course	11	12	13
TOTAL	89	89	91

The above programs comprise the two-year educational programs of GSM, but as described above, the University has also established a one-and-a-half-year course for the accounting profession. Moreover, in academic year 2011, Kyoto University was selected by MEXT to be one of the university bases for its 2009 Internationalization Base Maintenance Project (Global 30, also known as G30), which ended in academic year 2013. For this project, GSM established the International Project Management Course (IPROMAC). All of the subjects in this course are provided in English, accommodating international students from all over the world. GSM is also increasing the number of courses provided in English in its other two-year programs.

GSM wants to recruit an extremely diverse student body; for example, graduates from a wide range of undergraduate faculties who have experience of working as members of society or who are currently working, and overseas students. In addition, it actively aims to recruit students who have a strong desire to study. To achieve this goal, it recruits students through general selection, such as administering entrance exams for specialist subjects, followed by a special selection that mainly involves interviews with working members of society. It has also established selection protocols for its international and one-and-a-half year course.

Through GSM's abovementioned educational programs and educational system, students can acquire a wide range of knowledge to increase their professionalism along with the skills that a professional with an MBA degree will be expected to possess.

6. Uniqueness in the School's Management Education

A unique feature of GSM is that it carries out management research and education that combine both the humanities and sciences. To shed light on modern complex management phenomena, students must not only be knowledgeable in economics and management science; they must also have a background in engineering and informatics. Therefore, in addition to lectures on economics and management science, GSM also supplements its programs with lectures on engineering and informatics. This unique feature of GSM is also its advantage over other professional graduate schools in the management field. In addition to lectures on theory, it also offers many lectures on business practices. As such, apart from recruiting instructors with practical experience, it is also cooperating with practitioners from outside of GSM who are currently active on the frontline of the business world.

In terms of the teaching staff organization, GSM employs 20 full-time instructors, of whom nearly half have practical work experience. In addition to the full-time instructor, special professors, adjunct professors, part-time instructors, and instructors from research courses, most of whom have practical work experience, also provide lectures. This focus on instructors with practical work experience creates a structure for training students to be equipped with not only knowledge biased toward abstract theories but also theory-based practical skills.

The subjects in the curriculum are arranged in a gradually progressing manner. In the first semester in the first year, students mainly study basic subjects, and then specialized subjects in the subsequent semesters. In their second year, students study business practice subjects and advanced subjects, in which they learn how to apply and develop the theories learned in the basic and specialized subjects. The subjects that students must take to complete their respective educational program are separately categorized as basic, specialized, business practice, and advanced subjects.

To provide students with guidance for completing their course and to support their studies, each freshman student is assigned to a supervising instructor. Supervisors provide students with one-on-one guidance, which enables GSM to realize a detailed system of guidance to help students complete their courses. In the second year, students must attend workshops in both of the semesters, and instructors provide them with practical advice either in small groups or on a one-on-one basis. Through the guidance provided over the course of two years, GSM provides every student with a customized education in accordance with the fields they prefer and in which they excel.

In addition, GSM has concluded a number of exchange agreements with the faculties and departments of overseas universities.

Asian Institute of Technology (Thailand), the National Taiwan University, the National Chengchi University (Taiwan), the University of Transport and Communications Hanoi (Vietnam), the International Islamic University, Malaysia, Koc University (Turkey), KAIST College of Business (South Korea), Konkuk University (South Korea). the Asian Institute of Management (the

Philippines), the Indian Institute of Management (Kolkata and Ahmedabad, India), the Ewha Woman's University (South Korea), the Technical University of Munich (Germany), Vietnam National University (Vietnam), Ryerson University (Canada), the University of New South Wales (Australia), Ateneo de Manila University (the Philippines), Institute Technology Bandung (Indonesia), Chulalongkorn University (Thailand), Sungkyunkwan University and Pusan National University (South Korea), the Izmir University of Economics (Turkey), the Foreign Trade University (Vietnam), the Development Academy of the Philippines (the Philippines), EMLyon(France), IFSTTAR(France) .

The mutual dispatch of students between GSM and its collaborating universities occurs in conjunction with the exchange programs and credit transfers. GSM actively encourages students to participate in international internships and similar programs.

Currently, around half of the student body has work experience, and there are also students who study while continuing to work. For these students, lectures are held on Saturdays. All classes are provided at Kyoto University's Yoshida Campus (Sakyo-ku, Kyoto City). For the convenience of students, a full range of facilities are also provided in addition to lecture rooms and study rooms, such as free-study rooms, group work rooms, and information materials practical study rooms.

7. The School's Scope of Accreditation

GSM is a professional graduate school offering master's courses. Therefore, all of its courses are subject to certified accreditation.

II. The Strategies for Enhancing the Quality of Management Education

1. SWOT Analysis and the School's Strategies

GSM's "mission statement" states that it aims to "develop an educational system that draws upon the latest research in management, as well as advanced and specialized business practices. This school aims to contribute to the diverse yet harmonious development of society through nurturing of originality and decision making capabilities in professionals so that they can give leadership in a wide area of fields." The objective is "to train highly skilled professionals able to work internationally to meet the needs of a global age." With consideration for this mission statement as the basic goal of GSM, a SWOT analysis was created, as shown in Table 1. By always considering external environmental conditions as it has done up to the present time, GSM is utilizing its strengths, and is creating and implementing a strategy to achieve its "research and educational targets," which it will continue to implement in the future.

GSM has developed programs in five areas that are important and urgently needed to meet the needs of the time: specifically, the Business Leadership Program to train people who can realize strategic excellence as "individuals within organizations" and in "companies within markets" (reorganized from the Business Creation and Revitalization Program from academic year 2014); Project Operations Management Program to train project managers who have an international mindset and a range of management skills; Finance and Accounting Program to train professionals who have advanced financial knowledge and evaluation and planning skills, such as for managerial accounting policies; and Service Value Creation Program to train professionals in undertaking service innovation in four areas, in response to the changing needs of society. From academic year 2011, in response to the G30 Project, GSM established the "International Project Management Course" that students can only complete by taking lectures in English; elite students from around the world take this course.

Table-1: SWOT Analysis

		Opportunities	Threats
		<ul style="list-style-type: none"> ▪ Increasing opportunities for internationalization in the University ▪ Demands and expectations from society ▪ Diversification of the human resources being demanded (highly skilled professionals, human resources in services, highly skilled financial professionals) ▪ Increase in the number of students aiming for career advancement ▪ Need for a DBA program 	<ul style="list-style-type: none"> ▪ Reduction in operational expense funding for national university corporations ▪ Existence of a ceiling in the teaching staff framework ▪ Intensified competition among professional graduate schools in the management field, both in Japan and abroad
Strengths	<ul style="list-style-type: none"> ▪ Established in a comprehensive university (can utilize diverse and advanced research findings) ▪ Network includes the industry, government, and local and international academe ▪ Enhanced theoretical research ▪ Deployment of engineering system instructors who support logical thinking ▪ Ability to acquire external funding 	<ul style="list-style-type: none"> ▪ Diverse curricula ▪ Diverse educational courses ▪ Development/reorganization of four educational programs ▪ Establishment of a course that may be completed in one and a half years ▪ Recent establishment of an English-only course ▪ Participation in the Design School ▪ Cooperative agreements with the government and the private sector; establishment of endowed courses ▪ Hosting of international seminars, research conferences, etc. ▪ Introduction of a double-degree program ▪ Offering of educational programs through collaboration with overseas universities ▪ Investigation of the feasibility of establishing a doctoral program ▪ Implementation of the Asia Business Leaders Program 	<ul style="list-style-type: none"> ▪ Diversification of external fund raising ▪ Cooperation among instructors from various departments, etc. ▪ Enhancement of instructors' skills through collaboration with industry and the government ▪ Increase in the number of cooperative agreements with overseas universities ▪ Enhancement of appeal based on management research that combines both the humanities and sciences, a characteristic of the GSM ▪ Investigation of the introduction of a quarterly academic system

Weaknesses	<ul style="list-style-type: none"> • Short history, and consequently, poor name recognition • Lack of researchers with regard to experience in research/practice that values traditional theories • Lack of a complete operational organization • Constraints with regard to instructors and other staff • Located at a distance from Tokyo (Osaka) 	<ul style="list-style-type: none"> • Utilization of characteristic PR, alumni association • Employment of instructors with practical experience • Employment of non-full-time instructors • Active allocation of budget to enhance educational facilities • Expansion of distance-learning (remote lectures) facilities • Active use of a Tokyo office 	<ul style="list-style-type: none"> • Assistance from an educational support system through external funds • Demands to the University Head office • Reorganization toward a common Admin. Division • Conclusion of cooperative agreements with other universities
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Two of GSM's most important stakeholders are its graduate students, who take its courses, and the companies and economic society, where its graduates are expected to play active roles. GSM constantly ascertains the needs of the economic world through questionnaires conducted with companies, industry–government–academe joint research projects, and regular research conferences with practitioners and other participants. To mold the graduate students taking its courses into professionals who can meet the needs of society, GSM encourages them to construct their own career plans. In particular, students who are working members of society have their own unique insight into their career plan, and thus, feedback from them is considered to be highly important. The Inspection and Evaluation Committee asks them for their opinions, and a system has been put in place to reflect such opinions in the education and research objectives, following discussions in departmental meetings.

As GSM has established educational programs in four areas, it envisages training professional human resources who can meet the needs of society. In turn, GSM's teaching staff could create educational plans that have clear objectives and promote effective educational activities. The education objective of GSM, which is to train highly professional human resources who can address the practical problems in our globalized society and demonstrate leadership, is both a new challenge for GSM's teaching staff and extremely worthwhile in terms of educational opportunities. Moreover, in terms of research activities, this challenge relates to the latest management research issues in the specializations of GSM's teaching staff, and also provides a strong impetus to the promotion of specialized research. From its educational requirements, GSM is actively conducting exchanges with leaders and professionals in the economic world as well as engaging in joint initiatives, which have rendered a positive effect on research in terms of setting themes and conducting investigative research.

GSM recruits its students based on its approach of promoting management research and education that combines both the humanities and sciences. Students who actually enter GSM have extremely diverse backgrounds, whether in terms of age, undergraduate major (reflecting the approach of

management research that combines both the humanities and sciences), nationality (around 40% of students are from abroad), and work experience. This diversity is one of the features of GSM. As having a diverse student body is desirable in education, GSM will continue to recruit students from diverse backgrounds, which would enrich in-class interaction.

GSM was established as part of a national university corporation, and therefore, the minimum financial foundation necessary for it to achieve its “educational and research objectives” is guaranteed by public funding, such as grants for operating expenses. GSM is also working to strengthen its financial foundation further, and thereby meet the demand to establish new educational programs, by acquiring external competitive funds from government ministries and bodies, such as MEXT and the Ministry of Economy, Trade and Industry (METI); by accepting consignment research from and conducting joint research with companies; by acquiring donations; by establishing endowed, visiting-chair, and joint-research courses; by implementing joint projects, such as with other research courses; and by acquiring research funds, including Grants-in-aid for Scientific Research.

In terms of GSM's strategic challenges, foremost is its development and provision of educational programs outside of postgraduate education, based on its industry–government–academe collaborations. Within Japan, it is advancing initiatives founded on its cooperative agreements with local governments; these efforts aim to support the training of human resources to revitalize regions, with a focus on business start-ups (such as the Amakusa Takarajima Business Start-up Cram School). Through its joint-research course to train Asian entrepreneurs, GSM is utilizing the collaborations and network of Kyoto University that cover leading governmental institutions, leading universities, and leading companies in various countries in Asia. In future, Asian countries are expected to provide more than half of the world's GDP, and GSM is training Asian entrepreneurs to enable them to play active roles. GSM is developing the curricula and educational materials needed to implement the Asian Business Leadership Program.

Second, GSM is working with other graduate schools and preparing to introduce a double-degree system. As providing students with an international education and learning opportunities will help shape them into excellent human resources, adding an extra year to the period of study would greatly increase the possibility of establishing a double-degree system that allows students to acquire credits from two graduate schools. A necessary hurdle is the coordination between partner universities as regards program designs for the exchange of students; in relation to this process, GSM and its partners need to facilitate the coexistence of respective educational programs. Kyoto University is investigating the double-degree system for the University as a whole and preparing guidelines for it. GSM has introduced a double-degree system based on that in the National Taiwan University on Sept. 2014.

Third, GSM recognizes the current need for highly skilled professionals who could play active roles, and it has been aiming to establish a doctoral program, Doctor of Business Administration (DBA). This move would not only contribute to the enhancement of GSM's educational programs but is also

important in that it would help train the successors to the current instructors in management-related professional graduate schools, such as GSM.

Regarding the establishment of this doctoral program, the recommendation arising out of discussions among the relevant departments in Kyoto University was to establish a management science major as a management science doctoral program, given the difficulty in applying for the establishment of a program such as a DBA. In academic year 2015, an organizational preparation plan will be submitted to the University Head Office. (The preparation plan has been approved within the University, but because of time limitations for the procedures required by the MEXT Establishment Committee, the plan was postponed by one year. The intention is to establish the course in academic year 2016.)

The fourth strategy is to continue studying the introduction of the quarterly academic system. Kyoto University currently employs a two-semester system (spring and fall semesters); in a quarterly system, one academic year will comprise four semesters. On the one hand, the introduction of a quarterly system would have the disadvantage of limited coordination with other research courses that adopt the two-semester scheme (spring and fall semesters), but on the other hand, several major advantages can be expected from it. Providing classes in a concentrated manner of two classes per week can be expected to improve educational effects. It would also increase the discretion available to instructors to achieve both their education and research objectives. Further, this system would encourage students to participate in study-abroad programs. It will be necessary to deal with a number of issues for this system to be introduced, but despite the possible major challenge, this system is expected to produce enough positive effects to merit its adoption.

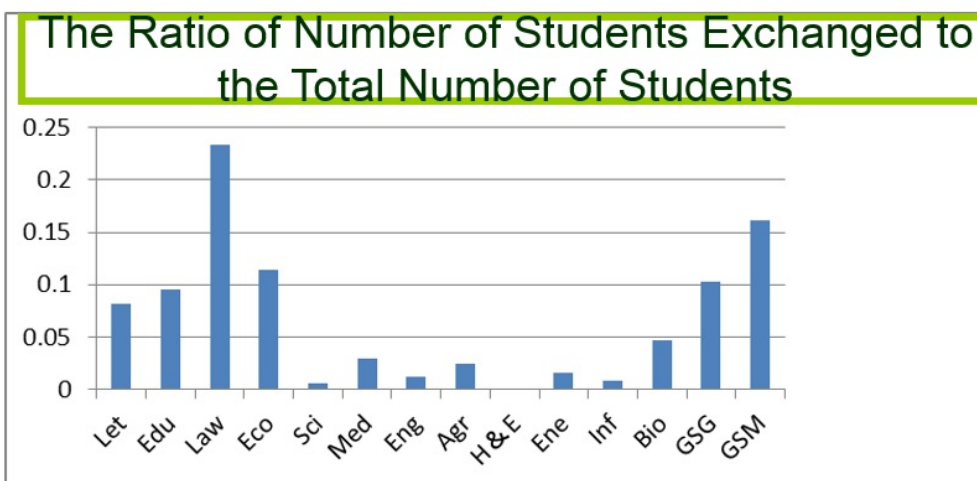
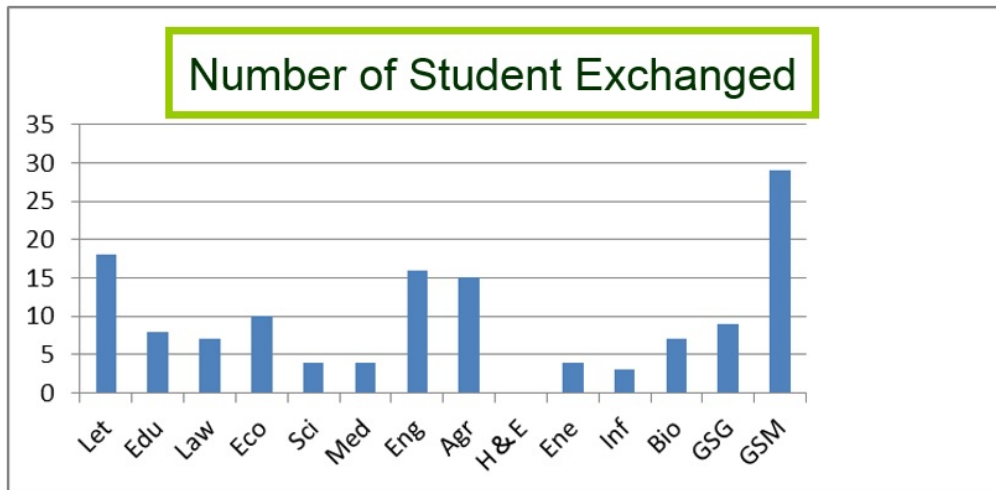
2. Globalizing the School's Management Education

In modern management, because opportunities and challenges are now on a global stage, the mission of the GSM also includes the aim of cultivating human resource management, which will play an active role in that worldwide arena. The means by which it will achieve this are embodied in the following "approaches."

1. We are actively working to accommodate international students and create a multinational and multicultural teaching and learning space. This can be seen in particular in the course that started in 2011 (IPROMAC) where all subjects are provided in English.
2. We have been expanding our exchange programs by building on our academic and student exchange agreements with universities overseas. The implementation of overseas summer classes and research exchanges has been enhanced, and a points system has been put in place that will allot points for participation (the points system allows students at the GSM to receive points for participation in symposiums sponsored by the university, overseas seminars,

etc., and in order to complete any of the courses at the GSM, students must earn a certain number of points). Additionally, a double-degree system was initiated together with the National Taiwan University where students complete a program that spans two graduate schools.

Figure Students participating in the exchange programs and the overseas Internship



3. Since 2013, we have had education courses focused on collaboration with select corporate employees and corporate enterprises in cooperation with various Asian business schools, which also includes internship training with local leading companies.

In the future, along with continuing to improve the three aforementioned approaches, the following points represent new challenges that we are taking into consideration.

1. We will review the changes involved in switching from a two-semester system to a quarterly system, in order to promote the ability of many more students to study abroad and accept students from overseas.

2. Some classes for learning English communication and classes taught in English are provided; however, in order to encourage a large number of students to take these classes, we need to increase the number of English subjects while also considering the recommended structure for receiving English education.

3. Humanizing the School's Management Education

We must question how to handle the challenges faced by modern management in our society, and, in a world with so many cultures colliding with one another, question how we are to strike a balance. The school's mission is to seek to train professionals capable of providing expert, ethical leadership, who will "contribute to the diverse yet harmonious development of society." The following approaches represent the main efforts by the school to achieve these goals.

1. A place in which to learn and think is created through education that focuses on the individual, facilitated by means such as supervisors, workshops, and team projects, etc., conducted with small classes.
2. Recommended approaches to research and education regarding management philosophy have been put forward with the organization-endowed chairs as a base.
3. By taking advantage of what Kyoto has to offer, the encouragement of learning that understands and accepts various cultures has been recommended.

Moving forward, the three aforementioned approaches will continue to be developed, along with consideration of the following new challenges.

1. The inspection and improvement of the curriculum of each subject from the standpoint of business ethics will be promoted.
2. The GSM strives to train leaders who will contribute to solving global environmental issues, international issues, and social issues, and is also striving to enhance the education program directed towards the training of women leaders.
3. We take advantage of the resources of Kyoto University, which has strong bases in advanced natural science research and humanities and social science research, and develop opportunities that utilize liberal arts education for multifaceted business staff.

4. Collaborating with Industries in Management Education

In order to train staff who will contribute to the future of companies, the ongoing development of an education program that works in collaboration with companies is sought. The GSM sees education provision on the challenges companies currently face as a core challenge, and seeks both to understand how companies operate and learn to develop a vision for the future. The following approaches are the main efforts by the GSM to achieve these goals.

1. The Center for Research in Business Administration was established with the aim of working in close cooperation with companies and public organizations in order to promote management research into solving problems, and is connected to the improvement and development of education programs.
2. Endowed chairs for organizations are proactively established, and together with the contributors, research groups and course subjects are provided. Additionally, the “Collaborative Research Chair for Asian Business Leader Development” was established with corporations to progress in the development of staff who will be active in Asia.
3. A consortium has been formed with corporations, and work is conducted in collaboration with those corporations to plan, manage, and implement projects such as the “Education Promotion Program for the Need to Reeducate Working People” (MEXT) and the service excellence business lecture (Ministry of Economy, Trade and Industry).

Moving forward, the three aforementioned approaches will continue to be developed, along with consideration of the following new challenges.

1. In collaboration with the industrial world, we have organized a non-regular advisory committee twice and plan to establish a regular advisory committee that will work to further the mission of the GSM and raise and review questions concerning the curriculum. We will also invite members from SMEs, NPOs, etc. as well as large enterprises.
2. There is a thriving alumni network of those who have completed GSM courses and are active in society. Their vision and the challenges they face are tied to GSM education.

III. Self-Check/Self-Evaluation Analysis

1. Self-Check Analysis

CHAPTER ONE: MISSION STATEMENT

Standard 1-MISSION STATEMENT

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

1) Self-Check

Our graduate school summarizes the objective in education and research as a mission statement. There, it is clearly stated that "the Graduate School of Management has developed an educational system that draws upon the latest research in management, as well as advanced and specialized business practices. This school aims to contribute to the diverse yet harmonious development of society through the nurturing of originality and decision making capabilities in professionals, so that they can give leadership in a wide area of fields." Given the phrase "contribute to the diverse yet harmonious development of society" in this statement, we position human resource development to address needs related to globalization, social contribution, and environmental protection as our mission.

In terms of the objectives in education and research, our graduate school established mechanisms to obtain feedback from stakeholders—including a survey of enrolled students at the time of graduation, a survey of graduates, a survey of companies, and an external evaluation—and implements them on regular basis. Furthermore, we strive to publish and disseminate our graduate school's mission statement—the objective in education and research—inside and outside the campus through channels such as graduate school brochures, the website, an entrance examination briefing, and enrollment orientation.

2) Issues to be improved

As described in the self-check section, our graduate school clearly states the objective in education and research as the mission statement; therefore, we believe we are addressing this standard sufficiently.

However, students studying at our graduate school, as well as companies and organizations, are asking for highly specialized human resources to play an important role in a doctorate; in order to flesh out and realize the mission of our graduate school, it is necessary to set up a doctoral program to train working adults for more advanced management professional positions.

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

1) Self-Check

Our graduate school summarizes the objective in education and research as the mission statement. There, it is clearly stated that "the Graduate School of Management has developed an educational system that draws upon the latest research in management, as well as advanced and specialized business practices. This school aims to contribute to the diverse yet harmonious development of

society through the nurturing of originality and decision making capabilities in professionals, so that they can give leadership in a wide area of fields.” In other words, we set “to contribute to the diverse yet harmonious development of society” as a basic objective in order for our graduate school’s education and research to address challenges in the era of globalization. We also set “nurturing of originality and decision making capabilities in professionals, so that they can give leadership in a wide area of fields” as a basic objective in order to train leaders and highly specialized professionals in today’s various fields. Furthermore, we “developed an educational system that draws upon the latest research in management, as well as advanced and specialized business practices” in order to implement an educational curriculum for training highly specialized professionals by linking academic research on management to specialized business practices. As described, the mission statement of our graduate school is created for the purpose of “training highly specialized professionals who can play an important role globally.”

As basic policies to realize this mission, we list and flesh out the following three:

1. Promote advanced research and develop an educational system for highly specialized business practice by establishing a research and education environment based on partnerships with industry and government while passing down our school’s traditions in a spirit of autonomy and independence while valuing critical discussion;
2. Accept individuals from a wide range of backgrounds and produce many highly specialized professionals in a variety of fields by using the educational system developed; and
3. As a university that is open to the world, play the role of a unique research and education center.

These three basic policies are also intended for “training highly specialized professionals who play an important role globally.”

2) Issues to be improved

Since our graduate school’s mission in educational research clearly states the purpose of “training highly specialized professionals who can play an important role globally,” we believe we are addressing this standard sufficiently. The challenge of developing human resources to address globalization is multi-faceted and changes according to the circumstances; therefore, it is necessary to pursue improvement of the educational curriculum at our graduate school by understanding the challenges faced by Japanese students and the globalization challenges for Japanese companies at this point.

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

1) Self-Check

There are clear processes to obtain regular feedback from stakeholders, such as currently enrolled students, graduates, and companies, regarding the objective in education and research. A survey is conducted of enrolled students at the time of program completion. Graduates are also surveyed regularly by mailing them a questionnaire. We also send a questionnaire to companies—mainly those that employ our graduates—and have faculty members who try to proactively interview

companies and organizations with which they come into contact. We include the faculty and administrative staffs as its internal key stakeholders. We also include the contribution on the educational and research activities of the faculty members into the Mission Statement.

2) Issues to be improved

We believe we are addressing this standard sufficiently since we have clear processes to obtain regular feedback from stakeholders, such as enrolled students, graduates, and companies, regarding the objective in education and research. It is critical for a professional graduate school of business management to understand thoroughly the needs of students, companies, etc., and to reevaluate the mission proactively. Going forward, it is necessary to strengthen initiatives to understand systematically the needs and perceptions of graduates who are playing an active role in companies and similar organizations.

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

1) Self-Check

Our graduate school's objective in education and research, which lies in developing highly specialized human resources in the management field, as stated in the above mission statement and basic policies, is in line with the provision "to cultivate scholarship and superior capabilities as required for highly specialized professions" in the *second clause of Article 99 of the School Education Act*. The ideal professionals that the three courses and four educational program areas aim to train are also defined as having a high degree of expertise.

2) Issues to be improved

Our graduate school's objective in education and research is to develop highly specialized human resources in the management field and in line with the *second clause of Article 99 of the School Education Act*; therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

Our graduate school lists the objective in education and research in the printed material we publish, in Academic Year General Information (published annually), and on the website (<http://www.gsm.kyoto-u.ac.jp/>), for the purpose of publishing and dissemination. Our graduate school's objective in education and research has been published throughout the world since FY 2009 through the publication of general information in English and the establishment of a website in English. We also produced and distributed a DVD that introduces our graduate school; it is available for viewing on our graduate school's website and on YouTube.

2) Issues to be improved

We believe we are addressing this standard sufficiently since our graduate school's objective in education and research is published in the Academic Year General Information, on the school's website, on the school's website in English, on DVD, and on YouTube.

Standard 2-MISSION IMPERATIVES

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

1) Self-Check

Kyoto University is a university and has a comprehensive set of basic mission and mid-term targets. Kyoto University's mission is as follows:

Kyoto University aims to sustain and develop its historical commitment to academic freedom and to pursue harmonious coexistence between human and ecological communities on this planet.

Research

- 1 Kyoto University will generate world-class knowledge through freedom and autonomy in research that conforms to high ethical standards.
- 2 As a university that comprises many graduate schools, faculties, research institutes and centers, Kyoto University will strive for diverse development in pure and applied research in the humanities, sciences, and technology, while seeking to integrate these various perspectives.

Education

- 3 Within its broad and varied educational structure, Kyoto University will transmit high-quality knowledge and promote independent and interactive learning.
- 4 Kyoto University will educate outstanding and humane researchers and specialists, who will contribute responsibly to the world's human and ecological community.

Relationship with Society

- 5 As a university committed to broad social engagement, Kyoto University will encourage cooperation with local and national communities, and will disseminate knowledge informed by the ideals of freedom and peaceful coexistence.
- 6 As an international institution, Kyoto University will promote foreign academic exchange and thereby strive to contribute to the welfare of the world.

Administration

- 7 To enhance the unrestricted development of learning, Kyoto University will pay due respect to the administrative independence of each of its component institutions, while promoting cooperation among them.
- 8 Kyoto University will conduct its administration with regard for the environment and respect for human rights and will be accountable to society at large.

(Established on December 4, 2001)

As for the mid-term target of the professional graduate school curriculum, Kyoto University indicates that it is to “encourage the development of deep attainment and superb skills through our university’s diverse academic research and train highly specialized professionals who can make a practical social contribution.”

Kyoto University also produced “The Way of Professional Graduate School at Kyoto University” (approved at the department head meeting of January 11, 2005) and raised four points for consideration: clarification of the need to establish a professional graduate school, areas of the curriculum details to be examined, establishment of an implementation system, and addressing accreditation.

On the basis of these, we are incorporating into the mission and basic policies of our graduate school the items “an educational system that draws upon the latest research in management, as well as advanced and specialized business practices,” “originality in professionals,” “contribute to the diverse yet harmonious development of society,” “passing down our school’s traditions of valuing the spirit of autonomy and independence,” and “a university open to the world” to stay consistent in general with the overall policies of the university.

2) Issues to be improved

We believe we are addressing this standard sufficiently because our graduate school’s objective in education and research, which agrees with the basic mission of Kyoto University, is positioned within the university’s vision of the professional graduate school.

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

1) Self-Check

The mission statement of our graduate school, states that “the Graduate School of Management has developed an educational system that draws upon the latest research in management, as well as advanced and specialized business practices. This school aims to contribute to the diverse yet harmonious development of society through the nurturing of originality and decision making capabilities in professionals, so that they can give leadership in a wide area of fields.” This is precisely in order to master “highly specialized knowledge and skill on managing organizations such as companies as well as basic knowledge.” Specifically, the curriculum of our graduate school is organized to include (1) basic subjects to gain a comprehensive basic knowledge on managing organizations such as companies; (2) specialized subjects to gain a high degree of expertise and business practice subjects to gain specialized skills, etc., from business practitioners; (3) workshops and internships to provide hands-on learning opportunities to integrate the above; and (4) overseas seminars and exchange programs with universities abroad to provide global learning opportunities.

2) Issues to be improved

Our graduate school’s objective is organized and rolled out so that students can gain highly specialized knowledge and skills on managing organizations such as companies, as well as basic knowledge. Therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

Our graduate school’s objective in education and research includes the “nurturing of originality and decision making capabilities in professionals, so that they can give leadership in a wide area of fields,” clearly aiming to contribute to students’ career development. Furthermore, to realize the objective of education and research, 4 education programs have been implemented: the Business Leadership program to develop human resources with abilities to launch, revitalize, and manage a business; the Project Operations Management program to develop project managers with global sense and a variety of management skills; the Service Value Creation program to develop individuals who can implement innovations to improve the productivity of services; and the Finance and Accounting program to develop professionals specialized in finance and accounting. These education programs cover materials to help students have a concrete vision regarding their future career and to develop their own career.

2) Issues to be improved

Our graduate school’s objective in education and research clearly aims to contribute to students’ career development. We believe we are putting sufficient efforts into this because it clearly intends to contribute to students’ career development by establishing four specific education programs.

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

1) Self-Check

With regard to educational activity, the scope of our graduate school’s mission and four education programs are defined to develop professional human resources specifically to meet social needs. They lead to the promotion of the educational activities of affiliated faculty members through a systematic plan. Our graduate school’s educational objective—which strives to take on practical issues of the global society and to develop highly specialized professionals who can demonstrate leadership, rather than just providing fundamental management education in the form of what is called “basic education” and “the skills of working adults”—provides great educational fulfillment and many challenges to affiliated faculty members. Instead of merely having scholarly discussions on the materials covered in the class, a variety of educational methods and techniques are adopted to associate the materials with real management practices and to allow students to study clearly the implications and applications of the academic outcomes.

In addition, with regard to research activity, these challenges lead to the new task of research on advanced management in the affiliated faculty member’s area of expertise; it has become a great stimulus in promoting specialized academic research. Since initiatives for exchanges and joint initiatives with business community leaders and professionals have further increased, due to educational demands, it has also become a positive driver for defining tasks in the research area and conducting studies. For example, the Global Business Leader Program, which was launched in FY 2013 with the intention of fostering successful leaders in Asia, promotes cooperation with business schools throughout Asia and facilitates lectures by faculty members from various graduate

schools, site visits, international internship at local companies, and so on. These activities highlight issues in expanding their businesses in Asia and stimulates the development of new research activities.

2) Issues to be improved

We believe we are addressing this standard sufficiently because our graduate school's objective lists "drawing upon the latest research in management as well as advanced and specialized business practices" and clearly positions the promotion of education and research activities among affiliated faculty members as an objective in education and research.

Standard 3-OBJECTIVES FOR CONTINUOUS IMPROVEMENT

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

1) Self-Check

Our graduate school defines processes to examine the objective in education and research regularly and continuously, by using self-checks, external evaluation, mid-term targets, and mid-term planning, and reviews the objective in response to changes in the education and research environment.

2) Issues to be improved

We believe we are addressing this standard sufficiently because our graduate school continuously examines and reviews the objective in education and research in response to the changes in the education and research environment by using the processes of self-checks, external evaluation, mid-term targets, and mid-term planning.

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

1) Self-Check

Our graduate school established the Inspection and Evaluation Committee in FY 2008 and has been regularly conducting self-check activities since then. We held the first external evaluation committee meeting in March 2009 and obtained evaluations from the business and academic members in the evaluation committee. Furthermore, in order to obtain the accreditation that professional graduate schools are required to have, our graduate school received accreditation by ABEST21. We have established an organizational structure centered on the Inspection and Evaluation Committee to perform examinations continually.

In addition, as a national university, Kyoto University lays out mid-term targets and a mid-term plan. Our graduate school also conducts annual evaluations, such as investigations into current conditions, and compiles a self-check evaluation report to coincide with the end of the mid-term plan year. We also compiled a report on the 2013 Institutional Certified Evaluation and Accreditation regarding educational activities at Kyoto University. In this way, we are implementing systematic examination initiatives coinciding with the cycle of Kyoto University.

2) Issues to be improved

We believe we are addressing this standard sufficiently because our graduate school has established systematic decision-making processes regarding the graduate school business, such as self-checks, external evaluation, progress evaluation against the university's mid-term targets and planning, and accreditation, in order to examine the objective in education and research continually.

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

1) Self-Check

In order to collect and manage information, such as documents and data, that are necessary for continuous examination of the objective in education and research, our graduate school has set rules, such as the format and procedure for documents to be submitted or retained. Items that are collected, retained, and managed at our graduate school in accordance with these rules include regulations, meeting minutes, syllabi, class records, class evaluation surveys, self-check evaluation reports on classes, the education evaluation survey at the time of completing the program, surveys among companies and organizations, records of events such as symposia, and records on faculty members' education and research.

In addition, by using the faculty groupware information system, faculty members share and accumulate information as needed.

2) Issues to be improved

We believe we are addressing this standard sufficiently because our graduate school has set rules and formats for collecting and managing information, such as documents and data, that are necessary for continuous examination of the objective in education and research.

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

1) Self-Check

In order to learn about the expectations, opinions, and evaluations of the business community, which is one of our stakeholders, our graduate school conducts surveys of companies. In addition, faculty members of our graduate school try proactively to listen to the companies and organizations they come in contact with concerning their needs and evaluations of our school. We also conduct an external evaluation on a regular basis and, with cooperation from the business community through the external evaluation committee members, listen for opinions and consider them respectfully.

As for students who are taking classes, our graduate school has institutionalized the use of a survey every year at the time of completing the program in order to evaluate their education as well as to listen to the opinion of committee members.

2) Issues to be improved

Our graduate school needs to develop and provide its educational function creatively to address the needs of stakeholders. To do so, we have fully taken into account the opinions of stakeholders whenever we had an opportunity to listen to them and have implemented systematic measures in

every respect ever since the graduate school was founded. Therefore, we believe we are addressing this standard sufficiently.

However, it is dangerous to become satisfied and to settle for the current stage of measures and achievement. Today, changes in the economy and society continue to grow, as do students' needs. The demands and expectations made of graduate schools of management that train highly specialized professionals also increase, and their social responsibility increases at the same time. Therefore, it is necessary to examine the objective in education and research more comprehensively from the standpoint of stakeholders on a continual basis. To do so, it is important to listen to the needs and opinions of students, graduates, and the corporate and economic communities, and to respond proactively to their changing needs.

Standard 4-FINANCIAL STRATEGIES

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

1) Self-Check

Because our graduate school is established under a national university, the basic funds necessary to achieve the objective in education and research are covered. We also strive to formulate and implement aggressive financial strategies to obtain additional external funds.

2) Issues to be improved

Because our graduate school is established under a national university, the basic funds necessary to achieve the objective in education and research are covered. We also strive to formulate and implement aggressive financial strategies to obtain additional external funds. Therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

Partially due to the fact that our graduate school is established under a national university, the financial bases necessary to achieve the objective in education and research are basically covered by public funds, such as the operating expense subsidy. Specifically, personnel expenses and the educational research expenses of full-time faculty members that are processed through the operating expense subsidy from the national government form financial bases necessary to achieve the objective in education and research. However, due to the mechanism of the national university, it is difficult to increase the number of full-time faculty members flexibly and as needed. Moreover, because the government has been reducing the operating expense subsidy every year and is indicating its intention to reduce it further, the funds allocated to our graduate school have been decreasing year by year, forcing us to review the basic expenses related to education and research. As for FY 2013, however, the basic funds increased because the past allocation criteria within the university were reevaluated.

2) Issues to be improved

Because our graduate school is established under a national university, the basic financials for the operation are supported by the operating expense subsidy allocated by the national treasury. Therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

On the basis of the issue recognized under Detailed Standard 1, we formulated financial strategies to expand the procurement of funds aggressively by means other than the operation expense subsidy, which the graduate school has used consistently since its establishment. Specifically, to secure funds necessary to achieve the objective in education and research, our graduate school is pursuing various strategies, such as (1) requesting the establishment of a new educational program; (2) applying for support for educational reform, such as GP, provided by the MEXT; (3) applying for support for developing professional human resources provided by entities such as the METI; (4) aggressively launching endowed chairs; (5) launching visiting chairs; (6) implementing joint projects with entities such as other graduate schools; (7) applying for research funding, such as the Grant-in-Aid for Scientific Research; (8) obtaining joint research and contract research; and (9) obtaining scholarship donations.

Our graduate school, which was initially established with three education programs, added two more programs, for which we requested a budget and obtained a new allocation from the MEXT. In addition, after Kyoto University was chosen as a base university for the Project for Establishing Core Universities for Internationalization (Global 30), which was implemented in FY 2009 by the MEXT, our graduate school participated in the Kyoto University Programs for Future International Leaders (K.U.PROFILE) led by Kyoto University and which established the IPROMAC, a so-called "English course." The school also applied for the MEXT's Education Promotion Program for the Needs to Reeducate Working People and was commissioned to implement the Intensive Short-Term Program to Support the Reeducation of Accounting Specialists from FY 2008 to FY 2010. In addition, after the program to develop urban transport architects to undertake low-carbon urban development was chosen as a program for forming the basis for producing human resources to redevelop local communities, funded by the MEXT's Special Coordination Funds for Promoting Science and Technology, we launched the low-carbon urban policy unit and offered a course by working with the Graduate School of Engineering, from FY 2009 to FY 2013. The METI's project to support human resource development for industrial technology (in the field of service engineering human resources) was adopted, and projects have been launched in cooperation with organizations such as the Osaka Chamber of Commerce and Industry and KICS, LLC. In addition, we have established the Mizuho Securities Chair (Corporate Finance), the Finance chair (Asuka Asset), the Collaborative Research Chair for Asian Business Leader Development, the Road Asset Management Policy Chair (Japan Institute of Country-ology and Engineering), the City and Town Management by Public-Private Partnerships, and Integrated Port Logistics Chair (Waterfront Vitalization and Environment Research Foundation and the Ports and Harbours Association of Japan).

Furthermore, we opened the Center for Research in Business Administration in July 2009 to promote research among faculty members. Aiming to support faculty members proactively in obtaining research funds as one of its objectives, the center works on initiatives such as provision of information on research project funding and the promotion of joint research.

2) Issues to be improved

Because the operating expense subsidy alone is not sufficient to develop new education programs that the graduate school intends, we have been aggressively launching external funding procurement strategies, using various approaches, and have achieved a certain level of success. Therefore, we believe we are addressing this standard sufficiently.

Detailed Standard 3: “The School must take appropriate action to secure adequate budgets necessary for realizing its mission statement.”

1) Self-Check

As described above, the budget necessary to achieve the objective in education and research is covered by the operating expense subsidy and additional external funds, etc., at our graduate school. A budgetary provision is made by the operating expense subsidy to cover the personnel expenses for the full-time faculty members, while the budgetary provision for part-time lecturers in charge of necessary subjects is made by adding some external fund allocations. As for facility and equipment, although we initially had some difficulties at the time of establishment, such as needing to borrow facilities from other departments, we have secured sufficient dedicated spaces for our graduate school and created areas such as case study seminar room and student study rooms. The lecture rooms and seminar rooms are equipped with projectors, etc. We are also taking steps for budgetary provision for necessary equipment, books, magazines, database services, information environment (including Wi-Fi), computer classroom, remote lecture support system, two-way interactive lesson support system (LENON), equipment for observational research, and so on.

2) Issues to be improved

We believe we are addressing this standard sufficiently because basic budgetary provisions are made for the personnel expenses, equipment, fixtures, and facilities required to achieve our graduate school's objective in education and research.

The operating expense subsidy has been reduced every year since the establishment of the national university, giving an even more severe outlook to the finances of our graduate school. In order for our graduate school to change and evolve to respond proactively to the needs of a changing economy and society, securing stable financial resources is essential. For this reason, it is all the more necessary to obtain external funds; therefore, establishing mid- to long-term strategies has become a critical issue.

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 5-LEARNING GOALS

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

1) Self-Check

Our graduate school states in the mission statement that the school “has developed an educational system that draws upon the latest research in management, as well as advanced and specialized business practices. This school aims to contribute to the diverse yet harmonious development of society through the nurturing of originality and decision making capabilities in professionals, so that they can give leadership in a wide area of fields” and has defined a curriculum policy to realize this

mission. The curriculum policy enables students to take courses in a step-by-step process so that they can gain a solid basic knowledge first and, based on this, gain the abilities necessary to apply and put them into practice. The graduate school also established three courses: the Two Year Course, One and a Half Year Course (Finance/Accounting), and IPROMAC (an international course that can be completed by taking classes only in English). Four education programs, namely, Business Leadership, Project Operations Management, Service Value Creation, and Finance and Accounting, were created under the Two Year Course. Specific learning goals are set under each course and program to make up the curriculum. For example, the objective of the Service Value Creation program is to learn the latest methods and theories of economic and societal value creation of intangible assets, with the goal of acquiring the skills necessary to exert a high level of service expertise.

Furthermore, because corporate management is faced with the need to deal with big changes in the environment surrounding the company, as well as globalization, and is forced to continuously incorporate the latest management theories and techniques, we have also focused on establishing endowed chairs and collaborative research chairs, such as the Mizuho Securities Chair (Corporate Finance), the Kyocera Chair of Management Philosophy, the Finance chair (Asuka Asset), the Collaborative Research Chair for Asian Business Leader Development, the Road Asset Management Policy Chair (Japan Institute of Country-ology and Engineering), the City and Town Management by Public-Private Partnerships, and Integrated Port Logistics Chair (Waterfront Vitalization and Environment Research Foundation and the Ports and Harbours Association of Japan), and on introducing endowed lectures, while enhancing cooperation among industry, government, and the university.

We are also enhancing academic and student exchange agreements with foreign universities, as well as the implementation of double-degree programs abroad, summer schools, and research exchanges, making significant contributions to the goal of fostering global business leaders.

2) Issues to be improved

In order to realize our graduate school's mission, we have established a curriculum policy as well as specific learning objectives for each of the three courses and four programs. We have published them not only for students and faculty members but also for the public. In addition, we are continuously incorporating new stimuli into the learning process by responding to the changes in the environment surrounding corporate management and enhancing industry-government-university cooperation, as well as globalization initiatives. Therefore, we believe we are addressing this standard sufficiently.

In order to improve educational system, we need to develop the specific learning goals for courses/programs, e.g. in terms of competencies, skills or attitude.

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

1) Self-Check

Every year, we use a standard form to prepare a syllabus that provides a description of the lecture, the performance evaluation, and teaching materials for every class, clarifying the learning goals.

We work to ensure publicity and implementation by listing the details of syllabi on Kyoto University's Liberal Arts Syllabus Information System (KULASIS) and making them available to students as well as to all faculty members. The information is also released externally through Kyoto-U Open Courseware (OCW).

(Source: Syllabus form, OCW website: <http://Ocw.Kyoto-u.Ac.Jp/syllabuses/275>)

2) Issues to be improved

The syllabi cover necessary information, such as learning objectives, performance evaluation, and reference materials and are published in a condition that is easy for students to use; therefore, we can judge that they are well utilized. Syllabi are also made available to the public. Furthermore, we have a well-established system in which the instructor can teach and advise each student on the basis of the syllabus when taking the class. Therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

As for guidelines for taking classes, we have prepared "The Philosophy and Cautions on Taking Classes at the Kyoto University Graduate School of Management." In addition to sharing it with students and faculty members, explanations are provided at the time of school admission, the orientation in the second year, etc. Furthermore, the designated supervisor in the first year and the workshop instructor in the second year provide overall support on study, such as individual academic guidance, scholarship, and short-term study abroad, in order to realize a detailed education system. In terms of academic advice, students are required to meet with their supervisor at the beginning of the first and second semesters, at the very least.

2) Issues to be improved

Guidelines for taking classes have been prepared and shared with students and faculty members. In addition, we employ a supervisor system in which the designated instructors provide consultation to individual students on various issues, such as classes to take, study in general, and life. It functions as an important system to make fine-tuned guidance possible. Therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

As described above, we employ a personal guidance system by supervisor (first year) and workshop instructor (second year) to create a framework to provide consultation to each student on aspects of study and student life. In terms of individual classes, the instructor in charge provides a system to provide consultation to students by setting office hours and informing students of them. For the purpose of communicating with students, we also hold a meeting to exchange opinions with students at the time of orientation and conduct a survey among all students at the time of completing the program to ask about what they have learned. Issues identified in such academic counselling, opinions from students, and student surveys are discussed by the academic affairs

committee, which includes the academic affairs staff, as well as by other committees, such as the FD committee. When necessary, they are discussed at the Education Division's Faculty Council, and on the basis of the decision reached, we try continuously to improve the support system for students who strive to achieve the learning goals. As a note, our graduate school has a human rights committee to provide consultation and advice on various types of harassment.

2) Issues to be improved

In addition to the supervisor system, we set office hours to respond to matters such as questions in each class, hold meetings with students to exchange opinions, and conduct a survey among graduates. There is a system for the academic affairs committee, including the academic affairs staff, as well as other committees, such as the FD committee, to discuss and address the issues identified there. There is also a human rights committee to address various cases of harassment. Therefore, we believe we are addressing this standard sufficiently.

Standard 6-MANAGEMENT OF CURRICULA

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

1) Self-Check

In order to achieve the objective of the professional degree program and our graduate school's mission and basic policies, we established three courses—the Two Year Course, One and a Half Year Course (Finance/Accounting), and IPROMAC (an international course that can be completed by taking classes only in English)—and four education programs under the Two Year Course: Business Leadership, Project Operations Management, Service Value Creation, and Finance and Accounting. Specific learning goals are set under each course and program to make up the curriculum. In addition, while providing an educational process in which students can master management-related knowledge and theories in a step-by-step process, from basic subjects to specialized subjects and then to business practice subjects and advanced subjects, designated classes that students in each program should take are also defined. As for the organization of the curriculum to be offered, there is a process in which each course/program goes through the course/program meeting, the academic affairs committee and the Faculty council of the Education Department where the offered classes are ultimately approved. The review is conducted every year without fail.

In addition, in order to respond to the needs of society as well as the changes in the business environment, such as the emerging need for strong leaders to process complex information and make decisions by taking risks prompted by intensified global competition, we reorganized the Business Creation and Revitalization program as the Business Leadership program in FY 2014.

Our graduate school also began taking part in the Kyoto University Collaborative Graduate Program in Design, which is a five-year integrated doctoral program launched in April 2013, creating a path to foster next-generation leaders to pursue solutions for various issues in the real world from an optimal perspective while utilizing their knowledge in business management and facilitating cooperation among industry, government, and the university.

2) Issues to be improved

In order to achieve our mission and basic policy, our graduate school established three courses—the Two Year Course, One and a Half Year Course (Finance/Accounting), and IPROMAC (an international course that can be completed by taking classes only in English)—and four education programs under the Two Year Course—Business Leadership, Project Operations Management, Service Value Creation, and Finance and Accounting—providing an educational process in which students can master management-related knowledge and theories in a step-by-step process. In particular, we strive to expand education that can respond to the cutting-edge disciplines as well as the demands of society, including companies, by working with companies and implementing endowed chairs and joint research funded through external research funding projects.

As a result, we have successfully integrated the Finance and Accounting program, newly established the Service Value Creation program, and established IPROMAC, which aims to foster an international perspective among professionals. Furthermore, we have reorganized the Business Creation and Revitalization program as the Business Leadership program in FY 2014 and are working to improve the curriculum to reflect social needs, participating in the Collaborative Graduate Program in Design, and developing a double-degree program. Therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

Our graduate school has three courses—the Two Year Course, One and a Half Year Course (Finance/Accounting), and IPROMAC (an international course that can be completed by taking classes only in English)—and four education programs under the Two Year Course—Business Leadership, Project Operations Management, Service Value Creation, and Finance and Accounting—providing an educational process in which students can master management-related knowledge and theories in a step-by-step process. With regard to the curriculum, the education system ensures that there is a bridge between theoretical education and practical education by having students start with basic and specialized subjects that emphasize theoretical education and then take business practice subjects and advanced subjects focused on practical education in a step-by-step process. Appropriate classes are clearly designated for each program. In particular, practical classes led by business practitioners offer lectures and exercises that always observe business trends closely.

In addition, in an attempt to develop education that can deal with cutting-edge disciplines and meet the demands of society, including companies, we apply for and participate in research and education projects, including the Professional Graduate School GP, and proactively apply learning to the education programs. Furthermore, having aggressively established the Mizuho Securities Chair (Corporate Finance), the Finance chair (Asuka Asset), the Road Asset Management Policy Chair (Japan Institute of Country-ology and Engineering), and the City and Town Management by Public-Private Partnerships, Integrated Port Logistics Chair (Waterfront Vitalization and Environment Research Foundation and the Ports and Harbours Association of Japan), we are not only implementing joint research with companies but also actively engaging in the development of education and research methods through external research funding. As a specific example, the

curriculum of the Service Value Creation program reflects the outcomes of programs such as the Smart Incubation Program (SIP), launched in FY 2011, and “the Development of Human Resources for Global Expansion of Japanese-Style, High-Quality Service,” which is a project of the Service Science, Solutions and Foundation Integrated Research Program, from FY 2011.

2) Issues to be improved

On the basis of the organization and implementation policy, curricula are organized systematically, with clearly indicated core subjects that are essential for an MBA and designated subjects that are appropriate for each program. The contents and level of those subjects are appropriate for the MBA to be awarded. Curricula are organized to allow students to study in stages—from introductory subjects to basic subjects, specialized subjects, business practice subjects, and advanced subjects—and offer a variety of subjects from theoretical and practical perspectives. Therefore, we believe we are addressing this standard sufficiently.

With regard to future challenges, in order to further meet a wider demand in society for a practical professional development education and to create opportunities for students to learn and experience in a practical manner, the first challenge is to promote strategically the development and provision of educational programs that go beyond the graduate school education, based on industry-government-university cooperation, and to incorporate the outcomes into the education programs of our graduate school. The second challenge is the current two-semester system (first and second semester system) of the education curricula at the Kyoto University, which itself has become a constraint in launching an education program. It is also possible that the frequency of classes (only once a week) is preventing learning effects from materializing more quickly; studying a subject intensively over a short period of time could increase the learning effect. In addition, because classes must be offered more flexibly in order to increase opportunities for study abroad and for long-term internships, we need to review the semester system.

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

1) Self-Check

As described earlier, our graduate school offers a range of practical subjects and a variety of subjects to make systematic learning possible and to enable students to master specialized knowledge based on scientific theory and practical problem-solving skills—skills and knowledge at different levels.

Specifically, besides basic subjects to master the basic knowledge considered necessary in management practice, subjects are implemented to help master thinking and analytical skills (problem-solving thinking), the ability to express and communicate ideas (e.g., Business Negotiation, etc.), and corporate ethics (e.g., Comparative Business Ethics). Matters related to corporate ethics are also discussed in each subject to meet the required standards. In addition, we established a case study working group in 2011. This working group from 2012 was promoted to the Editorial Board. Faculty members have been creating and editing specific business case study materials. Through case method teaching using the Harvard Business School’s case study

materials and them, students can learn setting business issues, consideration of problem-solving methods, and making decisions.

Furthermore, with the aim of fostering global business leaders, we established IPROMAC in FY 2011, taught only in English, tried to employ foreign instructors, and increased the number of classes taught in English. As of FY 2014, there are 26 students from 16 countries enrolled on the course and studying. They provide a small-scale cross-cultural experience and are a great stimulus for Japanese students enrolled in our graduate school. Because we have also enhanced academic and student exchanges with foreign universities and have implemented initiatives such as an overseas summer school (eligible to receive credits as the Overseas Project Management Seminar), the number of students who participate in short-term study overseas or research and education programs overseas is steadily increasing. In addition, we participate in the "Re-Inventing Japanese University Project: Consortium for International Human Resource Development for Disaster-Resilient Countries," along with the Graduate School of Engineering and the Graduate School of Global Environmental Studies, to send students on collaborative education programs with partner universities in Asia.

Furthermore, we established a double-degree system in September 2014 with the National Taiwan University College of Management (Accounting Program and Global MBA Program). Founded in 1928, National Taiwan University is a long-established university that has produced excellent research and education achievements, as well as many global talents.

This system is a three-year program that allows students to obtain two degrees (MBAs) from Kyoto University and National Taiwan University.

2) Issues to be improved

We have been nurturing techniques, skills, and ethics essential for today's high-level business professionals by establishing not only basic subjects for mastering basic knowledge necessary for management practice but also subjects to help students master the abilities to think and analyze (problem-solving thinking), subjects to master the ability to express and communicate ideas (Business Negotiation, etc.), and subjects on corporate ethics (Comparative Business Ethics). We are also making a large contribution to expanding their global perspective by establishing an international course and enhancing academic and student exchanges with universities overseas, including double-degree programs. Therefore, we believe we are addressing this standard sufficiently.

Furthermore, because we are challenged in management today to overcome difficulties our society faces to create harmonies in a world in which different cultures come into conflict, we need to improve our graduate school's education programs so that they ask students to make highly ethical decisions. To develop global human resources, it has also become a basic challenge to teach Japanese students to communicate and study in English. We have also increased the number of subjects offered in English under the Two Year Course by launching an English course (IPROMAC) that mainly targets international students. However, only exchange students and some outgoing Japanese students are taking classes in English. The majority of students choose not to take them under the current circumstances; therefore, improvements are necessary.

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

1) Self-Check

As basic subjects that are necessary to master specialized management knowledge, our graduate school offers a wide range of subjects that would be positioned as core subjects in a standard business school.

First, because the backgrounds of the students studying at our graduate school vary widely, we offer introductory subjects for working adults and those who have not studied basic management in undergraduate school. Specifically, we distribute e-learning materials to all students prior to school admission and encourage them to study in advance. To follow up on this, we offer Basic Economics, Basic Management, and Basic Mathematics as introductory subjects that are mainly taught through a Q&A style. With regard to basic subjects that would be positioned as core subjects in a typical business school, we offer Microeconomics, Macroeconomics, Organizational Behavior, Strategic Management, Marketing, Accounting, Finance, Statistics, Information Systems and Operations Management, Project Management, and Management Communication during the first semester of the first year. On top of this foundation, we offer a group of specialized subjects and business practice subjects during the second semester of the first year and through the second year.

Furthermore, each of the four education programs—Business Leadership, Project Operations Management, Service Value Creation, and Finance and Accounting—has a set of designated subjects. Students under each program are required to complete the designated basic subjects, as well as 8 or more credits in designated specialized subjects as part of 14 or more credits in specialized subjects required for graduation and 4 or more credits of designated practical subjects as part of 8 or more credits of business practice subjects required for graduation. Under the Finance and Accounting program, for example, in order to realize the systematization of knowledge, Microeconomics, Accounting, Strategic Management, Statistics, and Finance are designated as basic subjects; subjects such as Financial Accounting, Management Accounting, Optimization, Analysis of Securities Investment, and Corporate Finance are designated as specialized subjects; and subjects such as Introduction to Financial Engineering and its Application, Practical M&A, Financial and Capital Markets, and Practice and Law in Asset Management are designed as business practice subjects.

2) Issues to be improved

Our graduate school offers a wide range of basic subjects that are necessary to acquire specialized knowledge about management and, on top of this foundation, offers a group of specialized subjects and business practice subjects during the second semester of the first year and through the second year. Furthermore, designated subjects for each of the four education programs are defined to realize the systemization of knowledge under each program; therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

For students coming from diverse backgrounds, we create curricula that allow them to learn the latest business practices and offer discussion-style classes. Opportunities to earn credits by participating in internship, short-term study overseas, workshops, etc., are also provided proactively. In addition, through a course survey of students, a survey of graduating students, and a survey of business people and companies, etc., we identify problems and questions as perceived by them and take them into account when reevaluating the curricula. Furthermore, in order to try to develop an education that can respond to cutting-edge disciplines and meet the demands of society, including business, we apply for and participate in research and education projects and proactively apply the results to the education programs.

For example, we added the Service Value Creation program in FY 2010 and consolidated the Financial Risk Management program and the Finance and Accounting program into the Finance and Accounting program in FY 2011. Aiming to train highly specialized professionals with a global perspective, we also established IPROMAC (Global 30), taught in English, and in FY 2014 we reorganized the Business Creation and Revitalization program as the Business Leadership program. Furthermore, we are operating five endowed chairs, one collaborative research chair, three visiting chairs, and two endowed lectures to undertake initiatives to strengthen industry-government-university cooperation and to reevaluate the curriculum in order to apply the outcomes to research and education.

2) Issues to be improved

The organization of the curriculum and the materials covered in classes take into consideration matters such as the diverse needs of students, trends in academic development, and the demands of society. We have made improvements—the reorganization of programs, the establishment of an international course, the introduction of endowed chairs, the enhancement of case study materials, and increased internships, etc.—based on the needs of students and society, and we plan to review continuously. Therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

Taking advantage of Kyoto University's status as a university, our graduate school recognizes up to six credits earned in classes in other graduate schools as credits required for graduation in each education program.

We also accept up to 14 credits earned at other universities (including graduate schools overseas with a student exchange agreement). With regard to the credit approval process, a credit transfer is approved once the academic affairs committee considers the syllabus of the class, interviews the student who took the class, etc., to determine whether the class in question is a subject in our graduate school's main field and whether the number of credits is appropriate, and obtains the approval of the Faculty Council.

We signed a credit transfer articulation agreement with Kobe University Graduate School of Business Administration in FY 2011 to allow each school's students to take some classes at the

partner school and transfer credits. These credits are approved as credits required for graduation in addition to the 6-credit and 14-credit allocations described earlier.

We also signed an agreement for a double-degree system with National Taiwan University College of Management (Accounting Program and Global MBA Program) in September 2014. This system is designed so that students can obtain two degrees from our graduate school and National Taiwan University College of Management in three years by using each other's credit transfer.

We approve credits for internship as well, once a memorandum is exchanged with the internship site regarding the period of work, job description, etc. (a memorandum is not always required for overseas internship). In addition, using the same procedure as internship, credits are granted for activities like participation in such summer schools overseas as the Overseas Project Management Seminar, after examining the details.

2) Issues to be improved

Taking advantage of Kyoto University's status as a university, we recognize up to 6 credits earned in classes in other graduate schools and up to 14 credits earned at other universities (including graduate schools overseas with a student exchange agreement) as credits required for graduation. We also signed an agreement with the Kobe University Graduate School of Business Administration to coordinate credit transfers. A double-degree system that uses credit transfer was also launched with National Taiwan University in FY 2014. Credits are granted for internships and the Overseas Project Management Seminar once the work period, details, etc., are examined. Therefore, we believe we are addressing this standard sufficiently.

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

1) Self-Check

In order to support the combinations and balances of various class formats, we have organized phased course curricula. In addition, appropriate teaching methods have been devised as follows: (1) Blending specialized knowledge to solve management issues with advanced practical knowledge, (2) establishing an individualized academic advisory system provided by the supervisor, (3) organizing curricula corresponding to real business settings, (4) arranging classes jointly taught with business practitioners, and (5) establishing characteristic systems such as cooperation with research into advanced management methods.

Among other things, it is characteristic that, in addition to lecture-style lessons, which tend to teach theories one-sidedly, we adopt multiple teaching methods and class formats, such as discussions, exercises, group study, case studies, internships, and PBL, in order to enhance the practical education. With business practice subjects, we deliver education that naturally links theories with practices through case studies taught by individuals engaged in business or through discussions of real issues. In addition, in the workshops offered in the second year to pursue expertise, practical classes are held with a problem-solving approach to discuss hypothetical problems faced by a variety of entities, such as companies.

2) Issues to be improved

Because we adopt multiple teaching methods and class formats such as discussions, exercises, group study, case studies, internships, and PBL, in addition to lecture-style lessons, which tend to

teach theories one-sidedly, and deliver education that naturally links theories with practices based on actual surveys among companies, we believe we are addressing this standard sufficiently. In order to help students improve their abilities to think on their own and present ideas, solve problems through team work, and work on generating new ideas, rather than just teaching and transferring knowledge, it is necessary to continue developing and improving teaching methods.

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

1) Self-Check

The lecture room is equipped with a system for distance learning. Some classes are taught via distance learning in which a lecturer gives a lecture in Tokyo and students attend in the classroom in Kyoto. In such cases, we try to provide class assistance in both directions and increase the learning effect by having the students submit their feedback and report separately, etc.

2) Issues to be improved

Although the number of classes that offer distance education is small, we believe we are addressing this standard sufficiently.

Standard 7-EDUCATIONAL LEVEL

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

1) Self-Check

The quality of education means by how much degree can we provide the usefulness of the student achievement. They are curriculum, course contents, syllabus, evaluation, individual support, class environment, IT services, libraries, etc.

A total of 42 or more credits is required to complete the educational course: 16 or more basic subject credits (of which 10 or more credits are from the subjects designated by each program), 14 or more specialized subject credits (of which eight or more credits are from the subjects designated by each program), eight or more business practice subject credits (of which four or more credits are from the subjects designated by each program), and four or more advanced subject credits. These requirements are widely publicized to the students. Regarding the learning objectives of each subject, specific learning objectives are clearly defined in the syllabi and the degree to which these are achieved is reflected in grading, by which the level of education is maintained. With regard to workshops, students are given opportunities to report their results and the faculty members in charge of each program confirm that the content of these results is appropriate for graduation.

The introductory subjects and supplementary classes, which utilize e-learning teaching materials for study before admission, are offered to students from diverse backgrounds. Efforts are also made to maintain a certain level of education for the basic subjects by holding re-examinations once during the applicable academic year and conducting examinations that ensure achievement in the basic subjects although no credits are awarded.

Moreover, in its internal regulations, the GSM has determined a policy of dealing strictly with misconduct. If misconduct occurs during an examination for credit certification, measures are implemented such as invalidating all of the examinations for the subjects taken during the applicable semester, and not allowing the student to register for classes for the next semester.

2) Issues to be improved

A total of 42 or more credits (combining the basic subjects, specialized subjects, business practice subjects, and advanced subjects) is required to complete the educational course, which is widely known among the students. Regarding the learning objectives of each subject, specific learning objectives are clearly defined in the syllabi and the degree to which these are achieved is reflected in grading, by which the level of education is maintained. The introductory subjects and supplementary classes before admission are offered to students from diverse backgrounds. Efforts are also made to maintain a certain level of education by holding re-examinations for the basic subjects and conducting examinations that ensure achievement in the basic subjects although no credits are awarded. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

At the GSM, students can take classes—including the introductory subjects, basic subjects, specialized subjects, business practice subjects, and advanced subjects—in a step-by-step process based on the Curriculum Policy. Specific learning objectives are determined for each course and program in the curriculum. The Academic Affairs Committee plays a central role in revising the educational programs and curriculum each year, and the level of education is maintained in

cooperation with the FD Committee. Systematic responses can also be made regarding the learning objectives and grading for each subject, including adjustments to the syllabi.

With regard to the learning environment, facilities exclusively for the GSM have been established at Research Bldg. No.2 on the Yoshida Campus, where educational services are provided to students. The classrooms, seminar rooms, and study rooms used by students all have wireless and wired LAN access. All lecture rooms and seminar rooms are equipped with screens and projectors, and various types of AV equipment are available to allow for classes of various formats. This environment also enables remote lectures. The Computer Laboratory includes computers that can be freely used by students, allowing them to utilize not only various types of online information but also fee-charging online databases such as NIKKEI Needs and NIKKEI TELECOM. The GSM Library has also been founded in cooperation with the Faculty of Economics; it offers a wide range of materials including books and magazines on management and business.

The GSM has introduced a supervisor system for individual students to provide learning guidance. A structure is in place to provide detailed advice regarding not only the subjects taken but also study plans, scholarships, short-term study abroad, and daily life in general. If there are any issues, a system has been established in which the Academic Affairs Committee, FD Committee, and other parties discuss and deal with these issues.

2) Issues to be improved

The GSM offers educational courses in which students can take classes—from the introductory subjects to advanced subjects—in a step-by-step process based on the Curriculum Policy. Specific learning objectives are determined for each course and program in the curriculum. The Academic Affairs Committee and FD Committee perform continual verifications to maintain the level of education. Regarding the learning environment, the GSM's exclusive facility offers an ample online environment and AV equipment to enable various types of class formats, and efforts are also made to offer a wide range of informational materials and books. The GSM has introduced a supervisor system for individual students to provide learning guidance and systematically established a structure to provide detailed advice regarding not only the subjects taken but also study plans, scholarships, short-term study abroad, and daily life in general. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

Individual students have different backgrounds and aspire to different careers, so efforts for continual improvement are necessary in order to provide adequate support in line with each individual.

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

1) Self-Check

In consideration of students' preparation and review time, the class subjects are comprised of one session (90 minutes) per week for 15 weeks. In principle, two credits are earned. Students are asked to prepare for the classes, review, write reports, and complete other tasks. To ensure sufficient learning time outside of class for this purpose, students are allowed to register for up to 24 credits per semester. The faculty members affirm the educational effects by preparing reports on class results and confirming educational effects, and consider how to conduct classes while personally confirming the study burden on students. Moreover, supervisors provide individual guidance for taking classes, and systematic class-related guidance is provided.

2) Issues to be improved

Students are encouraged to learn in an independent manner, and sufficient learning time is ensured, via guidance on taking classes from supervisors, the limit on classes taken, and checks performed by faculty members. In this way, the credits are given substance and the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

At the GSM, the subjects that should be taken are determined according to the desired directions and goals of each educational program. Therefore, so that students can take classes in an efficient manner, in principle the scheduling does not allow subjects from the same academic year and educational program to overlap with respect to day or time. In addition, to allow students to concentrate on their classes and prevent them from taking an excessive number of subjects in the same semester, a limit on the number of credits (maximum of 24 credits per semester) has been introduced.

In general, two years are required to complete the classes, but depending on the student's environment, he or she is allowed to take measures such as shortening the term of enrollment through the recognition of credits earned before admission, etc.

To provide diverse, flexible learning opportunities that meet the various learning-related needs of working people, the GSM introduced the course period extension system in the academic year 2013.

2) Issues to be improved

The GSM pays attention to scheduling so as to allow students to systematically take the basic, specialized, business practice, and advanced subjects in a step-by-step process. A limit on the number of credits is also in place. The evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

In general, grades for subjects taken are comprehensive evaluations including a final examination at the end of the semester, attendance rate, evaluation of class participation, short tests, etc. The internal regulations clearly stipulate that grading will be performed using the A (80 points or over), B (70 to under 80 points), C (60 to under 70 points), and D (under 60 points) grades. This is widely publicized among the students. Based on the Grading Policy, in principle the guideline is that 70 to 85% of students will pass the class overall. Among them, 30% will be awarded As, 40% will be awarded Bs, and 30% will be awarded Cs. This is widely publicized among the faculty. Each subject's perspective on grading is also clearly defined in its syllabus.

The internal regulations stipulate the graduation requirements as, "To complete the Education Division, students must be enrolled for two or more years. After completing the credits in the subject divisions as stipulated in Article 5, Paragraph 2 and the graduation requirements for the program taken as stipulated in Article 6, Paragraph 3, the student must have earned 42 or more credits." These are posted on the website and also included in the Kyoto University Graduation

School of Management Pamphlet, Kyoto University Graduate School of Management Application Guidelines, guidance materials used at admission, etc., by which these requirements are thoroughly publicized. During the workshops (a required subject in the second year), students are asked to report on their results and each program evaluates whether or not these results are appropriate for graduation. Students are made aware of this accreditation criterion via the internal regulations and materials used in class explanations, and the advisors for each workshop taken during the final year directly provide individual guidance to students.

2) Issues to be improved

The grading for subjects taken is clearly stated in each syllabus, and the grading standards are determined for the organization and widely shared with students. Faculty members perform grading based on the Way of Thinking on Grading. The graduation accreditation standard is determined for the organization and widely shared with students, and also announced officially. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

In general, academic grades are comprehensive evaluations including a final examination at the end of the semester, attendance rate, evaluation of class participation, short tests, etc. Grading involves relative evaluations; in principle, the guideline is that 70 to 85% of students will pass the class overall. Among them, 30% will be awarded As (80 points or more), 40% will be awarded Bs (70 to under 80 points), and 30% will be awarded Cs (60 to under 70 points). This is widely publicized among the faculty. Each subject's perspective on grading is also clearly defined in its syllabus. However, this does not necessarily apply to subjects with less than 30 students, but efforts are made to abide by this general rule as much as possible for subjects with 10 or more students.

The results of grading and credit certification are statistically analyzed to see if this is being implemented properly. The results are considered by the FD Committee and Academic Affairs Committee in a systematic way. The results are provided as feedback to each faculty member, after which the faculty members put together simple class self-check charts on student grades as well as their evaluations and special characteristics. The FD Committee and Academic Affairs Committee reconsider these in a systematic way and make revisions as necessary. Moreover, a petition system is utilized. If a student objects to his or her grades or credit certification, he or she can submit a written petition to the faculty member in charge. The faculty member who receives the petition is obligated to provide a written response. If there are any issues, the Academic Affairs Committee can also consider the matter.

In addition—to maintain objectivity, rigor, and fairness—the Academic Affairs Committee considers graduation judgments before they are deliberated and approved by the Faculty council of the Education Department.

2) Issues to be improved

Grading and credit certification takes place based on the Way of Thinking on Grading. The FD Committee and Academic Affairs Committee systematically consider the results to see if these are

taking place in an appropriate way. A system is also in place that allows students to submit written petitions to faculty members if they have any objections to their grades or credit certification. In addition—to maintain objectivity, rigor, and fairness—the Academic Affairs Committee considers graduation judgments before they are deliberated and approved by the Faculty council of the Education Department. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

At the GSM, the class formats and classrooms used for each lecture are based on the content and special characteristics of the subject. The basic subjects are for most students and are focused particularly on education related to knowledge and theory, so many of these classes are conducted in a lecture format. In the classes in the specialized and business practice subjects, educational style is different. Classes are conducted according to various educational methods regarded as necessary to enhance educational effects according to the number of students and subject content. Education in the workshops is conducted with small numbers of students. Class capacity is determined based on the themes and educational methods of the faculty members in charge of the workshops. Measures are taken such as conducting interviews of prospective students as necessary to ensure suitable numbers of students in the workshops.

For example, lectures in the basic subjects take place in the Lecture room (capacity of 137 people, classroom style) for classes with more than 60 students. The Multimedia Lecture Room (capacity of 60 people, classroom style) and Large Seminar Rooms (capacity of 30 people, seminar room style) are used for lecture-type classes of approximately 20 students in the specialized subjects. Case method- and discussion-type classes utilize the Case Study Seminar Room (capacity of 36 people), which is especially for face-to-face discussions. Workshops have small class sizes, so they are mainly held in the Seminar Rooms (capacity of 12 people, seminar room style). These classrooms are all equipped with screens and projectors as standard to support a wide range of class styles. In this way, suitable class sizes are determined so they are in line with the class content and methods, and classrooms with appropriate facilities and equipment are utilized.

List of educational facilities

Type	Room name	Location	Capacity	Remarks
(1) Lecture rooms	Large Lecture Room	1F, Northeast Room 112	137	Distance learning system
	Multimedia Lecture Room	3F, East Room 335	60	Distance learning system
(2) Seminar rooms	Large Seminar Room 1	3F, Northeast Room 325	30	
	Large Seminar Room 2	3F, South Room 343	30	
	Large Seminar Room 3	B1F, Room B11	30	
	Seminar Room 1	3F, South Room 341	12	

Seminar Room 2	3F, South Room 342	12	
Seminar Room 3	1F, South Room 131	12	
Case Study Seminar Room	3F, South Room 340	36	Distance learning system

(As of March 2015)

2) Issues to be improved

At the GSM, various class formats are used—together with suitable classrooms—as necessary to enhance educational effects according to the number of students and subject content for classes held in each subject. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

Because GSM students come from extremely diverse backgrounds, we offer introductory subjects for working people and people who have not learned basic management knowledge in an undergraduate program. Specifically, e-learning class materials for learning before admission are distributed to all students to encourage them to study ahead of time. As follow-up, the introductory subjects include Basic Economics, Basic Management, and Basic Mathematics, which are focused mainly on question and answer sessions. Students take the basic subjects in the first semester of their first year, including Microeconomics, Macroeconomics, Organizational Behavior, Strategic Management, Marketing, Accounting, Finance, Statistics, Information Systems and Operations Management, Project Management, and Management Communication. Based on this, from the last semester of their first year to their second year students take specialized and business practice subjects, allowing them to take classes in a step-by-step process. Furthermore, the workshops (advanced subjects) in the second year allow students to tackle individual research themes and report on their results.

Supervisors are designated for first-year students. Regarding the educational courses, individual guidance on taking classes is provided so that individual students can take classes that fit their backgrounds and objectives, and also so they appropriately take subjects that are required for the research themes they will undertake in the workshops, in an effort to help individual students meet their learning objectives. During the second year, the faculty members in charge of the workshops serve as advisors to provide detailed guidance, advice, etc.

Office hours are written on the syllabus for each subject. Students can take part in individual consultations regarding topics such as the content of the applicable class during these time periods. Correspondence education is not offered at the GSM in principle. In some classes, lecturers in Tokyo give lectures that are watched by students in the Kyoto classrooms, but efforts are made in this case to enhance the educational effects. This includes support for interactive classes; for instance, students are asked to turn in their impressions and reports.

2) Issues to be improved

At the GSM, the needs of a wide range of students are considered—together with responses to students from various academic backgrounds and work experience—so that individual students can take classes that are in line with their backgrounds and objectives. To that end, introductory subjects are offered, as well as the educational programs that allow students to take classes from the basic to advanced subjects in a step-by-step process. At the same time, supervisors provide individual guidance on taking classes and make efforts to help individual students achieve their objectives. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

The Graduate School of Management Office tallies subjects taken by students, credits earned, scholastic performance, and other information. Through the provision of necessary information, supervisors give detailed follow-up and advice as appropriate. The Academic Affairs Committee considers the circumstances of students who are experiencing problems, and carefully confirms to what degree the student has met the requirements for promotion and graduation. In March of each year, the Academic Affairs Committee and Faculty Council make decisions on the conferral of degrees, confirm the situations of students who will advance to the next year or repeat a year, and exchange views. For students such as those who have earned few credits, their supervisors and workshop advisors are contacted and appropriate guidance is offered.

2) Issues to be improved

After the Academic Affairs Committee considers the subjects taken, credits earned, scholastic performance, etc., of students who are experiencing problems, reports are produced at the Faculty council of the Education Department. If necessary, the student’s supervisor and workshop advisor are contacted and appropriate guidance is offered. The Faculty council of the Education Department also conducts an annual exchange of views on credits earned. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

In conformance with the provisions of laws and ordinances, the Kyoto University Graduate School of Management Regulations and Internal Regulations for Taking the One and a Half Year Course state that shortened periods of enrollment are limited to the Finance and Accounting Program, in which the One and a Half Year Course is offered. The only persons who can apply to the One and a Half Year Course are those who have graduated from a university three or more years previously, possess practical work experience and expertise such as a certified public accountant qualification, have three or more years of actual business experience as a licensed tax accountant, or are a Chartered Member of the Securities Analysts Association of Japan; and have fundamental scholarly abilities in a related field.

2) Issues to be improved

In compliance with the provisions of laws and ordinances, the Kyoto University Graduate School of Management Regulations and Internal Regulations for Taking the One and a Half Year Course state that shortened periods of enrollment are limited to the Finance and Accounting Program. This is limited to people who have practical work experience, expertise, and fundamental scholarly abilities in a related field. The evaluation is that sufficient initiatives are being undertaken with regard to this standard.

Standard 8-MEASURES TO IMPROVE EDUCATIONAL QUALITY

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

1) Self-Check

The GSM offers three courses—the Two Year Course, One and a Half Year Course (Finance and Accounting), and International Project Management Course (an international course that can be completed by taking English-language subjects only)—to achieve its Mission and Approach, as well as the aims of the professional degree program system. The Two Year Course includes four educational programs: Business Leadership, Project Operations Management, Service Value Creation, and Finance and Accounting. In the curriculum, specific learning objectives are determined for each course and program. In addition, the GSM offers educational courses that allow students to master management-related knowledge and theory in a step-by-step process from the basic subjects to specialized, business practice, and advanced subjects. The designated subjects that must be taken by the students affiliated with each program are also determined. Regarding the composition of the educational courses offered, a process is in place by which the courses offered are first approved by each course and program council and the Academic Affairs Committee, followed by final approval by the Faculty council of the Education Department. Revisions are also made each year without fail.

Due to intensifying global competition, the business environment is changing to require leaders who can process complex information and engage in decision-making that considers risks. To respond to these changes and social needs, from the academic year 2014, the Business Creation and Revitalization Management Program was reorganized as the "Business Leadership Program." In addition, the GSM is participating in the Collaborative Graduate Program in Design (Design School), Kyoto University, a continuous five-year doctoral course that began in April 2013. This has opened up a path to cultivating next-generation leaders that will pursue ways to resolve the varied problems of actual societies from the viewpoint of total optimization while making efforts towards industry-academic collaboration, international collaboration, and collaboration between universities leveraging business management knowledge.

2) Issues to be improved

Regarding the educational curriculum, the councils of each course and program, the FD Committee, and Academic Affairs Committee collect and analyze information including class evaluations by students, self-evaluations by faculty members, and evaluations by graduates. Systematic revisions are made each year. The evaluation is that sufficient initiatives are being undertaken with regard to this standard.

Detailed Standard 1: "The School must prepare syllabi which state its educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards

for evaluating academic performance, ensure that the course content is aimed at achieving the learning goals, and publish the syllabi to be examined through peer reviews.”

1) Self-Check

Each year, a consistent form is used to create syllabi for all subjects including the aims of the class, what will be learned during the class, methods, content of each class session, teaching materials used, graduation requirements, credit certification methods and standards, and office hours. This content is posted in detail on Kyoto University's Liberal Arts Syllabus Information System (KULASIS) and made publicly available to students and all faculty members. Comprehensive efforts are also made to publicize and implement this content. Because the school-wide syllabus standard model has been revised, starting in the academic year 2015 the more detailed syllabi include new items such as objectives to be met and learning outside of class. Syllabi are also made available to people outside of the school via OCW.

Furthermore, with regard to the relationship between the syllabus and class content, faculty members are asked to submit reports on class results and self-check charts. If a class is not conducted according to its initial plan, the FD Committee serves a central role in mutual confirmation with the faculty member to reliably improve educational effects.

2) Issues to be improved

Consistent syllabi are produced and utilized. The judgment can be made that the syllabus content covers the required information, is easy for students to use, and is being sufficiently utilized. Syllabi are also made available to people outside of the school via the Syllabus OCW (Kyoto University Open Courseware), and efforts are being made to publicize these to people outside of the school and guarantee class content. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

A system is in place for students to receive individual guidance and consultations from their supervisors regarding studies, daily life, etc. The supervisors frequently listen to the views of students. Efforts are also made to facilitate communication with students; faculty members in charge of class subjects are obligated to have office hours and provide learning guidance to students. A communication structure is in place to offer convenience in terms of times and places, including regular exchanges of opinions.

Students are given class evaluation surveys at the end of classes in the first and second semesters. The FD Committee analyzes these results and gives feedback on the analysis results to faculty members. The class evaluation surveys are not only for improving the classes based on statistical results; the class evaluation survey itself is also examined, including revisions to the survey items and response standards for more accurate assessments. In this way, efforts are made to improve the quality and objectivity of these evaluations, and consideration is also given to connecting this to maintaining and improving the quality of education and research. (Class Evaluation Survey Question Form [Academic Year 2012/2013]) The class result reports prepared by individual faculty members for each class subject are compared and examined as a way to improve class content. Through this cycle of examination and evaluation, efforts are made to ensure, improve, and better educational quality. Moreover, educational evaluation surveys are given to students when they graduate from a GSM course, and a system is in place to listen to their views. These opinions are

considered via the FD Committee and feedback is provided on their assessments of the curriculum, classes, support, facilities, etc.

Among the faculty members, the Academic Affairs Committee and FD Committee members serve a central role in considering the quality of education as necessary. In addition, councils for the purpose of FD are periodically held for each program, and opportunities are provided to engage in discussions including discussions on educational content. The results are also provided as feedback to the Faculty Council and shared among all faculty members.

The GSM received a certification accreditation of Professional Graduate School (management field) in Japan from a certified evaluation and accreditation organization, The Alliance on Business Education and Scholarship for Tomorrow, a 21st century organization (ABEST21) during the 2010 academic year. The GSM received a high positive evaluation that stated, "This educational program fulfilled most or all of the evaluation criteria and there were few issues that should be improved. The maintenance and improvement of the quality of education and research can be fully expected, and this is an extremely superior educational program." However, some issues were pointed out such as strategic planning to acquire outside capital, reducing the burden on the faculty, improved responses to internationalization, improving administration and management, improving facilities, etc. To improve and better these issues, the PDCA cycle must be functional. Continuous activities are being conducted for the ABEST21 certification that is planned for the academic year 2015.

In addition, the GSM conducts a corporate survey once every three years in order to hear the expectations, views, and evaluations of the financial world—one of the school's stakeholders.

In the academic year 2011, the GSM surveyed businesspeople and corporations. The results were provided as feedback to the Faculty Member Council, etc.

During the academic year 2012, the GSM received the top evaluation for Western Japan in the ranking of MBA programs that people wanted to attend by industry and occupational category, which was part of a ranking of universities for working people published in *Nikkei Career Magazine*. In addition, during the academic years 2013 and 2014, the GSM maintained its top ranking in this magazine. This appraisal content has been shared with the faculty and is being used to improve educational content.

2) Issues to be improved

The GSM listens to opinions from GSM members (students and teaching staff), which are leveraged specifically, continually, and in an appropriate form in order to improve and better the quality of education. A systematically implemented structure is in place that includes listening to GSM members' views, and continuous efforts are made to improve and better the quality of education. Views from concerned persons outside of the school are leveraged specifically, continually, and in an appropriate form in order to improve and better the quality of education. The GSM received a high evaluation for its educational quality in ABEST21's Professional Graduate School in Japan certification (management field), external assessment. A graduate school ranking for working people also affirmed the great expectations and needs targeted at the GSM. The GSM has mostly put in place a system that includes direct surveys of businesspeople and corporations. Continual efforts are being made, such as utilizing these results in matters related to school affairs. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

Regarding overall initiatives for improving the educational courses at the GSM—via course and program FD, the FD Committee, Academic Affairs Committee, etc.—self-checks and self-assessments are performed systematically and at fixed intervals. Based on the results of these self-checks and self-evaluations, an external evaluation was conducted in March 2014 and is being used to improve education. The external evaluation report is available on the website.

2) Issues to be improved

Self-checks and evaluations are performed periodically and the results are announced publicly, so the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

To maintain, improve, and better the quality of the educational courses, a management cycle has been established in which the FD Committee and Academic Affairs Committee serve central roles. Specifically, this cycle includes: (1) Confirming syllabi and actual classes via the class result reports created by the class teachers, (2) Feedback on the class evaluation surveys filled out by students, (3) Creating self-check charts related to grading, etc., (4) Feedback on surveys filled out by graduates, (5) Analyzing various types of materials and data, (6) The FD Committee and Academic Affairs Committee that serve as places to verify these matters, and (7) Information sharing and efforts for improvement by faculty members. The various types of materials and data are appropriately stored and accumulated by the Graduate School of Management Office.

At the GSM, the FD Committee has been established as one facet of continuous initiatives to maintain and improve the quality of education and research. After the Faculty council of the Education Department makes a determination about FD activity policies, FD activities are conducted in a systematic and deliberate fashion. The FD Committee confirms the class result reports prepared by class teachers to compare the actual classes and syllabi, provides feedback on Class Evaluation Surveys filled out by students, prepares self-check charts related to grading and other topics, and provides feedback on surveys filled out by graduates. It also analyzes content related to the Academic Affairs Committee, including the subjects taken by students, course graduation, credits earned, internships, scholastic performance, future paths, etc. Based on these results, the faculty members perform self-checks and evaluations, by which the management cycle related to education is operated in a systematic fashion.

In addition to these initiatives, FD Review Committees are organized for each program. They make improvements related to educational and research-related issues. The permanent review commissions periodically conduct specific initiatives to improve educational quality. In addition, via these initiatives to improve the quality of research and education by the commissions for each program, a cooperative structure has been established with faculty members who are business practitioners and other faculty members. This greatly contributes to improving the educational guidance capabilities of business practitioner faculty members and improving academic faculty members’ understanding of practical business.

2) Issues to be improved

A management cycle has been established in which the FD Committee and Academic Affairs Committee serve central roles. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

The FD Committee provides feedback on the results of class evaluations by students to faculty members. Based on these results, the faculty members (1) Carry out activities to maintain and improve educational quality through FD activities on the program level, and (2) Are encouraged to make individual efforts to maintain and improve educational quality. Meanwhile, faculty members that receive excellent education-related assessments based on student class evaluations are given the Best Teacher Award. In these and other ways, incentives are provided for faculty members to improve the quality of education.

A monetary reward has been given with the Best Teacher Award since the academic year 2014, and the Kyoto University Graduate School of Management Best Teacher Award Internal Regulations have been determined.

Periodic research meetings are held for faculty members to share their research results, as well as periodic events such as training sessions on the latest case methods. In particular, faculty members are dispatched each year to the case method training sessions for faculty members held at Harvard University. In these and other ways, opportunities are offered for systematic training to improve the educational courses. Moreover, periodic study meetings on case teaching materials are held among faculty members, which include mutual examinations of case content.

The associated Center for Research in Business Administration was established in the academic year 2009. It conducts the latest research on business administration from a mid- to long-term perspective, and also researches and analyzes the educational situation. These results are reflected in the educational courses with the aim of maintaining and improving the quality of education and research at the GSM. In addition, the Center for Research in Business Administration serves a central role in researching the performance of all faculty members. This information is input into a database and managed. Each academic year, this is reflected in the award result ratio for faculty members with excellent research performance and faculty members that have improved their educational results.

2) Issues to be improved

FD is being implemented in an appropriate fashion. Based on this, the practice of exemplary education is appraised and reflected in the award result ratio. The evaluation is that sufficient initiatives are being undertaken with regard to this standard.

CHAPTER THREE: STUDENTS

Standard 9-STUDENT PROFILE

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

1) Self-Check

Based on its Mission, the GSM specifies the following three points regarding its target student profile.

The first requirement is that students must possess the desire to proactively take on the complex and diverse issues faced by management today. The second requirement is that students must be able to participate in the GSM's educational programs and curriculum—which are aimed at developing professionals equipped with advanced, specialized knowledge and abilities—with active,

intellectual ambition and awareness of their social roles. The third requirement is that students must possess a temperament that allows for mutual, diligent efforts after enrollment. The GSM strives for student diversity by proactively accepting a diverse range of students including working people, new graduates, people from scientific backgrounds, women, and foreign nationals.

2) Issues to be improved

The GSM clearly defines the students who fit the ideal image to study at the graduate school, and the evaluation is that sufficient initiatives are being undertaken with regard to this standard. It will be necessary to once again consider whether any revisions should be made to the target student profile in terms of globalization and the cultivation of global human resources.

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

1) Self-Check

9-1- Number of Students enrolled (as of April 1, 2014)

	2012	2013	2014
Undergraduate students enrolled	47	47	45
Work experience students enrolled	42	42	46
Total number of students enrolled	89	89	91

To select students who fit the ideal image to study at the graduate school, during the general selection, written examinations are given to applicants to determine their specialized knowledge. Applicants are also asked to produce written essays on topics such as their goals for studying at the GSM, plans, etc. To proactively accept students from a wide range of backgrounds including science and technology, applicants can select one subject to be tested on among economics, business management, accounting, and mathematics. In addition, the written essays are used to evaluate whether the applicant strongly desires to make dedicated efforts at the GSM. Measures are taken to choose students that fit the ideal image to study at the graduate school as described above. This content is also organized and publicized in the Admission Policy as described in Standard 10.

In the special selection, applicants are mainly chosen based on written essays (entry sheets) and interviews in order to place importance on professional work experience. Applicants that fit the Mission are chosen. At that time, measures are taken to choose students that fit the ideal image to receive education in this course; to ensure subjectivity and non-biased judgments by the evaluators, multiple faculty members from the educational program the applicant wishes to enter participate in the interviews and evaluations of written essays.

In the selection for the International Project Management Course, which can be completed by taking English-language subjects only, the English-language abilities of applicants are confirmed. Afterwards, they submit written essays (entry sheets and research education plans), letters of recommendation, grade reports, and other information. These are evaluated by multiple faculty members to comprehensively choose students that fit the Mission.

2) Issues to be improved

Measures are taken to select students that fit the ideal image to study at the graduate school. The evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

From the viewpoint of providing fair opportunities for candidates to take entrance examinations, the Student Application Guidelines have been posted on the GSM website since its founding. The application documents have also been available to download from the website since the academic year 2010. In this way, measures are taken so that all candidates can obtain information about the entrance examinations in an equal manner, and efforts are made to accommodate candidates who are working people or foreign nationals. Namely, due to the thinking that the availability of past examination questions impacts potential candidates’ desire to apply, past examination questions are also made publicly available on the GSM website (with consideration taken regarding copyright, etc.). To allow more appropriate judgments, from the academic year 2011, successful applicants’ lowest scores are made publicly available in addition to information about the candidates and successful applicants.

Furthermore, the Kyoto University Graduate School of Management Information Sessions for candidates are held multiple times per year. These sessions are publicized on the aforementioned website and other locations, by which information about the entrance examinations is transmitted in a broad, impartial fashion. Through initiatives of this type, efforts are made to provide fair opportunities for candidates to take the entrance examinations.

In the selection of candidates, the questions are systematically checked, and interviews are conducted in groups. In these and other ways, efforts are made to carry out fair, impartial selection. As is only natural, due to the establishment of the International Project Management Course (which can be completed by taking English-language subjects only) in the academic year 2011, the Student Application Guidelines and application forms are available in English, and administrative staff members who are proficient at English respond to inquiries including questions sent via e-mail. In this way, efforts are made to accommodate foreign students.

2) Issues to be improved

It is fully possible to obtain a variety of information about the entrance examinations, and candidate selection takes place in a systematic way. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

The GSM has created a concrete Admission Policy that is suitable for selecting students who match the target student profile. In addition to confirming the necessary scholarly abilities, it also evaluates ambition, awareness of goals, experience as a working person, and other factors. In this way, efforts are made to choose students that match the target student profile. Although there is some variation in the actual profiles of admitted students—due to reasons such as social changes and program reorganization—the overall evaluation is that the GSM is admitting students that mostly match the target student profile.

2) Issues to be improved

The target student profile and Admission Policy are operated in a linked fashion. The evaluation is that sufficient initiatives are being undertaken with regard to this standard. It will be necessary to continually revise the target student profile in terms of globalization and the cultivation of global human resources.

Standard 10-STUDENT ADMISSION

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

1) Self-Check

The GSM clearly stipulates its Admission Policy, which is posted on the GSM website (<http://www.gsm.kyoto-u.ac.jp/>) together with other policies (the Curriculum Policy and Diploma Policy). Efforts to create widespread understanding of these are made via various opportunities such as the Graduate School of Management, Kyoto University Academic Year General Information, and lectures. Regarding selection, it states, "The students at the Graduate School of Management come from diverse backgrounds such as having university degrees in differing fields, work experience, currently working as professionals, and having various nationalities. In order to accommodate applicants with diverse backgrounds, the selection process is conducted twice a year and separated into the two categories of general and special selections. The Two Year Course starts in April. Individuals who have professional work experience such as certified public accountants may apply for the One and a Half Year Course, which starts in October."

In addition, regarding specific selection methods, this policy states, "Students who fit the ideal image to study at the graduate school are carefully selected by evaluating the applicant's desire to study from their written examination of the general selection process. Furthermore, to accommodate students with diverse backgrounds, the subject examinations allow examinees to choose just one subject out of the listed subjects. In addition, there is a special selection process for working professionals, and in this process, work experience is carefully evaluated through a written essay and interview. All applicants are fairly evaluated by several faculty members of the applicant's desired program before selection is made. Successful applicants have degrees from various educational institutions. All applicants are treated equally, regardless of whether they have graduated from Kyoto University or not."

It also states, "The International Project Management Course under the Kyoto University Graduate School of Management will accept a university graduate in various academic fields, someone with work experience or with a full-time job from all over the world. The Course aims to nurture true professionals with a high level of specialization and practical knowledge in project management. The school is interested in selecting individuals who possess an awareness of basic issues in modern-day project management. The selection process will, in principle, take place by evaluating the submitted application materials. The Course does not discriminate on the basis of race, color, religion, sex, gender identity, age, nationality, political beliefs, or disability."

As described above, the GSM does not discriminate in its acceptance of candidates including people who have recently graduated from an undergraduate program, people with a background in science and technology, and foreign nationals. The aim of the selection processes is to create an educational and learning environment where, after admission, students with different experience, knowledge, and awareness of goals can learn together in the same place, by which they mutually inspire each other and make devoted efforts.

2) Issues to be improved

The GSM has determined an Admission Policy and target student profile that are integrated with its educational and research-related goals. It publicizes and creates widespread understanding of

these goals in various ways including admission information sessions, the Application Guidelines, and the website. It also conducts the selection processes according to the Admission Policy. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

Detailed Standard 1: “The School’s admission policy must be developed in line with its mission statement.”

1) Self-Check

The GSM’s Mission is to nurture originality in professionals, so that they can provide leadership in a wide range of fields. Its Approach states, “The school will accept individuals with diverse backgrounds, and will produce highly specialized professionals in various fields by utilizing our educational system.” Based on this Mission and Approach, the target student profile is: (1) Students must possess the desire to proactively take on the complex and diverse issues faced by management today, (2) Students must be able to participate in the GSM’s educational programs and curriculum—which are aimed at developing professionals equipped with advanced, specialized knowledge and abilities—with active, intellectual ambition and awareness of their social roles, and (3) Students must possess a temperament that allows for diligent, mutual efforts after enrollment. According to this target student profile, the Admission Policy specifies that the GSM will carry out the selection processes while prioritizing the acceptance of students from diverse backgrounds such as having university degrees in differing fields, work experience, currently working as professionals and having various nationalities, and possessing the strong desire to study. For admission, the fundamental scholarly abilities are evaluated such as economics, management, and mathematics; and sufficient knowledge and awareness of problems obtained via professional work experience.

In these ways, the GSM’s education- and research-related goals are integrated with the Admission Policy.

2) Issues to be improved

The Admission Policy is in line with the GSM’s mission. The evaluation is that sufficient initiatives are being undertaken with regard to this standard.

It will be necessary to once again consider whether any revisions should be made to the Admission Policy in terms of globalization and the cultivation of global human resources.

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

1) Self-Check

The GSM’s target student profile is: (1) Students must possess the desire to proactively take on the complex and diverse issues faced by management today, (2) Students must be able to participate in the GSM’s educational programs and curriculum—which are aimed at developing professionals equipped with advanced, specialized knowledge and abilities—with active, intellectual ambition and awareness of their social roles, and (3) Students must possess a temperament that allows for diligent, mutual efforts after enrollment. For admission, the fundamental scholarly abilities are evaluated such as economics, management, and mathematics; and sufficient knowledge and awareness of problems obtained via professional work experience.

According to this target student profile, the Admission Policy specifies that the GSM will carry out the selection processes while prioritizing the acceptance of students from diverse backgrounds such as having university degrees in differing fields, work experience, currently working as professionals, and having various nationalities, and possessing the strong desire to study.

The Admission Policy, requirements for prospective students that are integrated with this policy, and specific selection methods are made widely available to the public via clear inclusion in the Graduate School of Management, Kyoto University Academic Year General Information (material); website; and Application Guidelines. Together with other policies (the Curriculum Policy and Diploma Policy), the Admission Policy is made publicly available on the Kyoto University website (http://www.kyoto-u.ac.jp/ja/education/admissions/grad/pro_policy/keieikanri.htm) and the GSM website (<http://www.gsm.kyoto-u.ac.jp/jp/>).

2) Issues to be improved

The target student profile and Admission Policy are widely publicized. Therefore, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

With regard to selection, the Admission Policy states, “The students at the Graduate School of Management come from diverse backgrounds such as having university degrees in differing fields, work experience, currently working as professionals, and having various nationalities. In order to accommodate applicants with diverse backgrounds, the selection process is conducted twice a year and separated into the two categories of general and special selections. The Two Year Course starts in April. Individuals who have professional work experience, such as certified public accountants, may apply for the One and a Half Year Course, which starts in October.”

During the general selection, written examinations are given to applicants to determine their specialized knowledge. Applicants are also asked to produce written essays on topics such as their goals for studying at the GSM, plans, etc. To proactively accept students from a wide range of backgrounds including science and technology, applicants can select one subject to be tested on from among economics, business management, accounting, and mathematics. In addition, the written essays are used to evaluate whether the applicant strongly desires to make dedicated efforts at the GSM. Measures are taken to choose students that fit the ideal image. In the special selection, applicants are mainly chosen based on written essays (entry sheets) and interviews in order to place importance on professional work experience. Moreover, regarding the English-language abilities that are essential for global business, the TOEIC, TOEFL, and IELTS tests are incorporated into the selection evaluation. Starting from the entrance examinations in the academic year 2015, the general selection only incorporates TOEFL and IELTS from the viewpoint of evaluating comprehensive English-language abilities including speaking and writing. However, the special selection still includes the TOEIC test from the viewpoint of promotion to businesspeople. Furthermore, foreign students who want to take Japanese-language courses must have passed level N2 of the Japanese Language Proficiency Test.

Recruitment for admission to the International Project Management Course takes place twice a year (in August and December) in consideration of working people and the different semester schedules at overseas universities. During the screening, the entrance examination incorporates TOEFL/IELTS scores regarding the desired level of English-language skills. Afterwards, candidates are selected while stressing the importance of written essays (entry sheets) on multiple questions.

The Entrance Examination Committee is in charge of screening. The Entrance Examination Committee systematically examines and modifies specialized subject questions for written examinations, committee members who devise questions, and supervisors. As stated previously, the entrance examinations are divided into the general screening and special screening to accept a diverse range of students. Because the selection processes stress the importance of factors such as a clear motive for applying and future career path, importance is placed on evaluation of the written essays and interviews. To ensure subjectivity on the part of the evaluators and prevent biased judgments, measures are taken to select students that meet with the acceptance policy by multiple faculty members in the applicant’s desired program.

The allocation of points for subjects and overall score levels (number of applicants, number of successful applicants, and lowest scores) in the general and special selections are made publicly available. The allocation of points for subjects has been included in the Application Guidelines since the academic year 2011.

As described above, in the screening of prospective students, candidates are objectively and strictly evaluated based on their aptitude, abilities, etc.

2) Issues to be improved

The selection processes are performed fairly and according to an appropriate structure. The evaluation is that sufficient initiatives are being undertaken with regard to this standard.

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

1) Self-Check

Eight years have passed since the GSM was founded, and currently students are enrolled who will graduate in the school’s eight and ninth years. The aforementioned Entrance Examination Committee and Faculty council of the Education Department decide on the successful applicants after sufficient discussions—based on trends regarding the number of applicants and number of students admitted—and at present the number of admitted students compared to the capacity of students that can be admitted is at a suitable level. The actual number of admitted students is managed at an appropriate level according to the capacity of students that can be admitted, so no particular adjustment initiatives are being conducted.

Number of candidates and number of admitted students from academic year 2009 to 2014 (April 1st current)

	Capacity of students that can be admitted	Entrance examination category	Candidates	Number of admitted students	Total admitted students
Academic year 2009	75	General selection	146	48	66
		Special selection	33	18	
Academic year 2010	90	General selection	112	54	86

		Special selection	58	32	
Academic year 2011	90	General selection	138	58	91
		Special selection	49	26	
		International Project	31	7	
Academic year 2012	90	General selection	177	55	89
		Special selection	40	23	
		International Project	43	11	
Academic year 2013	90	General selection	200	53	89
		Special selection	57	24	
		International Project	48	12	
Academic year 2014	90	General selection	147	55	91
		Special selection	50	23	
		International Project	60	13	

Number of working people and foreign students (as of April 1, 2014)

	Men		Women		Total
Students with experience as working people	65	(18)	28	(14)	93
Students with no experience as working people	65	(15)	36	(29)	101
Total	130	(33)	64	(43)	194

*Numbers in parenthesis denote the included number of foreign students

2) Issues to be improved

Efforts are being made to ensure an appropriate relationship between the capacity of students that can be admitted and the number of students admitted. As shown in the above tables, the capacity

for admission is at a suitable level. The evaluation is that sufficient initiatives are being undertaken with regard to this standard

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

1) Self-Check

10-5- Number of Foreign Students enrolled

	2012	2013	2014
Foreign students enrolled	55	54	53
Home students enrolled	34	35	38
Total number of students enrolled	89	89	91

The GSM utilizes two selection processes: the general selection, which is for accepting students with backgrounds in economics and management as well as a diverse range of human resources including foreign nationals and people with backgrounds in science and technology, and the special selection, which places importance on professional work experience. Regarding the International Project Management Course that can be completed by taking only English-language subjects, selection takes place by confirming English-language ability and then performing a unique selection process focused on written essays. Many graduate schools of the same type focus on continuing education for working people, mainly people with backgrounds in economics and management. In contrast, the GSM does not discriminate in accepting students including recent graduates of undergraduate programs, people with backgrounds in science and technology, and foreign nationals. The aim of the selection is to create an educational and learning environment where, after admission, students with different experience, knowledge, and awareness of goals can learn together in the same place, by which they mutually inspire each other, and make devoted efforts. To that end, the examination subjects for the general selection are written essays, English (submission of TOEIC, TOEFL, and IELTS scores; only TOEFL and IELTS scores are required from the academic year 2015), and a written examination (candidates select one subject from among mathematics, economics, management, and accounting). Candidates who are foreign nationals (excluding those who have graduated from a Japanese university) are required to submit their Certificate of Japanese-Language Proficiency since most classes at the GSM are conducted in Japanese. However, to provide opportunities for more foreign nationals to take the entrance examinations, they are allowed to do so if they submit a certificate showing they have passed level N2 or higher of the Japanese Language Proficiency Test.

The special selection is focused on interviews in order to place priority on professional work experience, as well as ambition and learning goals at the GSM.

In the International Project Management Course, after confirming the student’s English-language abilities, multiple faculty members evaluate the student’s ambition and learning goals at the GSM based on the written essays (entry sheet and research education plan), letter of recommendation, grade report, etc.

Based on the results of these screening processes, a wide range of students has been admitted that meets the goals. Compared to other professional graduate schools in the management field, there is a high percentage of students who have recently graduated from an undergraduate program and those from science and technology backgrounds. Another characteristic is the broad range of ages.

Student diversity, as specified in the Admission Policy, is being ensured on the whole, and it is thought that the GSM offers a favorable learning environment.

Admitted students' nationality, age, and undergraduate program completed (as of May 1, 2014)

Nationality	2009 admission	2010 admission	2011 admission	2012 admission	2013 admission	2014 admission
Japanese	54	63	59	54	54	53
Non-Japanese	12	23	32	35	35	38
Total	66	86	91	89	89	91

Undergraduate program completed	2009 admission	2010 admission	2011 admission	2012 admission	2013 admission	2014 admission
Management, commerce, economics	29	27	32	26	28	35
Humanities other than the above	19	24	27	34	40	37
Sciences such as science and technology, agriculture, pharmacy, etc.	18	35	32	29	21	19
Total	66	86	91	89	89	91

Age range	2009 admission	2010 admission	2011 admission	2012 admission	2013 admission	2014 admission
21-24	31	43	44	45	48	38
25-29	13	23	27	21	21	20
30-34	13	13	11	9	7	11
35-39	4	3	4	8	5	7
40-44	2	3	1	1	4	7
45-49	2	0	3	3	3	3
50-54	1	1	0	0	1	1
55 or older	0	0	1	2	0	4

The One and a Half Year Course—which can be completed in 1.5 years—has been established for working people who possess certified public accounting, licensed tax accountant, and securities analyst qualifications. The entrance examination for selecting students takes place according to the special selection method, but a separate entrance examination is given from the regular special selection. In addition, the International Project Management Course, which can be completed by taking English-language subjects only, utilizes a unique selection method focused on written essays.

2) Issues to be improved

With the aim of accepting human resources with diverse knowledge and experience, the GSM conducts a range of screening processes in line with each course including the general selection, special selection, and selection processes for the One and a Half Year Course and International Project Management Course. Because the desired diverse range of human resources is actually being admitted, the evaluation is that sufficient initiatives are being undertaken with regard to this standard.

It will be necessary to once again consider whether any revisions should be made to the past entrance examination system in terms of the cultivation of global human resources.

Standard 11-STUDENT SUPPORT

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

1) Self-Check

First and foremost, at Kyoto University there is a rich, university-wide student support system based around the General Student Support Center that promotes (1) counseling, (2) career support, (3) disability support, (4) guidance for international students, and (5) other welfare benefits. In particular, the acceptance of a variety of staff with work experience and academic backgrounds is actively promoted at the school. In particular, because we support and promote the inclusion of the science and engineering departments as well as international students, uniform student guidance would be insufficient. Within the GSM, supervisors and workshop instructors employ a one-on-one guidance system, where a structure has been established that allows for practical advice to be given to each student according to his/her field of study and student life. Moreover, centralized management of scholarship information promotes the provision of unbiased information, and the tangible results have been that a considerable number of students have been able to receive scholarship benefits. Furthermore, with regard to career guidance for students, supervisors and

workshop instructors are able to provide appropriate consultation and advice if necessary through our system. As a school initiative, a system has also been established where external companies and organizations are involved in efficient employment information collection and disclosure, such as employment information seminars and the promotion of internships.

2) Issues to be improved

Systematic efforts must be made to make economic support and individual learning guidance available to students at the GSM and throughout the campus; it has been assessed that efforts to satisfy this standard are satisfactory.

In order for students to focus on their studies, we must fully understand the difficulties they face, and provide support going forward that is continually improved upon.

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

1) Self-Check

Extensive financial support is provided at the GSM, such as various scholarships and exemption from tuition fees. This information on economic support is centrally aggregated at the GSM administrative office, and is made known to students both through on-campus bulletins and a student website. A support system has been established to provide suitable consultation about economic aid to students, so that when applying for a scholarship or tuition waiver, as necessary, supervisors or workshop instructors can provide appropriate advice and guidance to each student. This system is shown below, as it was adopted for scholarships (Japan Student Services Organization) in previous years.

Graduate School of Management Scholarships (Japan Student Services Organization) Number Receiving Support by Year

	2010	2011	2012	2013	2014
Number Receiving Support	20	15	20	24	16

For international students, there exists the university-wide Organization for the Promotion of International Relations, which offers economic support services (scholarships for international students, application support for permission to engage in activities other than those previously granted by status of residence, etc.; for living, various types of information, as well as applications for the international houses are provided). The GSM “Sharp Chinese Scholarship” was awarded to one person every year until 2012.

Moreover, targeted towards the students enrolled in the International Project Management Course, in 2015 two people will have their tuition fees and living costs paid in the form of an “ADB Scholarship.”

In addition, since the GSM only provides professional degree courses, at present, there are no students enrolled in a doctoral program. For that reason, since having a TA working in a first year subject can be a means of economic support for that person, we actively promote the employment of second year students to work as TAs in subjects they have previously completed. Table 11-2 shows the number of TAs employed in previous years.

Graduate School of Management: Number of TAs Employed (GSM Students)

Type	2009	2010	2011	2012	2013	2014
Number of TAs	7	9	10	16	12	19

2) Issues to be improved

At the GSM, it has been assessed that appropriate consultation and support concerning economic aid to students has been satisfactorily provided.

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

1) Self-Check

At Kyoto University, guidance for library document searches, etc., is provided by the library, university-wide support for job hunting is provided by the Career Support Office, and support for study abroad is provided through The International Center.

Furthermore, at the GSM, supervisors and workshop instructors provide consultation and advice on studies, course selection, and studying abroad. In addition, career support staff efficiently collect and widely distribute information related to academic and career guidance to students. For example, employment information pertaining to seminars and explanatory meetings held by industry groups is included in this. They also hold employment information seminars that include information from a number of public institutions, corporations, and organizations. In 2014, five seminars were conducted. In addition, in 2012, seminars on mid-career counseling and support for employment with foreign companies were implemented. Lastly, in 2014, 37 internships (4 overseas) were included.

2) Issues to be improved

For the campus and GSM, it has been assessed and determined that the standards for providing consultation to students concerning academic guidance, career development, and studying abroad are working satisfactorily.

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

1) Self-Check

First and foremost, at Kyoto University there is a rich, university-wide student support system based around the General Student Support Center that promotes (1) counseling, (2) career support, (3) disability support, (4) guidance for international students, and (5) other welfare benefits. On the GSM internal website, information on these services has been provided by installing a "Student Home Page" that is limited to campus connections.

Within the GSM, supervisors (for first years) and workshop instructors (for second years) employ a one-on-one guidance system, where a structure has been established that allows for practical advice to be given to each student according to his/her field of study and student life. For various forms of harassment, a human rights commission is provided to departments, and will provide consultations and advice.

2) Issues to be improved

Various services are provided to assist in student life at the university and graduate school. At the GSM, supervisors (first year) and workshop instructors (second year) must suitably grasp the needs of students as they relate to learning support, and consultation, advice, and support are being adequately provided on a one-to-one basis. Therefore, this standard is evaluated as being satisfactorily upheld.

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

1) Self-Check

The International Center provides campus-wide support for international students in the forms of living support (for housing and living costs in Japan), aid in learning Japanese, promoting exchange, etc. With regard to acceptance of students seeking special assistance in the GSM's general courses, Admissions requests that students have Japanese language ability and mainly come from Asia, so the number of cases requiring special assistance has been small. Compared with instances involving Japanese students, supervisors and workshop instructors need to provide more detailed guidance. Therefore, in order to bring in international students for the "International Project Management Course" that began in 2011, where students would study with two professors in English, two administrative staff were hired who possessed English communicative ability.

In order to assist students with disabilities, the Kyoto University General Student Support Center Supervisory and Management Board, composed of faculty from each department is provided, and at the Disability Support Office within the center, students can receive a variety of consultations corresponding to their learning needs. Additionally, necessary assistance for needs such as note taking are handled by recruiting volunteers from across the campus. Furthermore, in recent years both earthquake-resistant and barrier-free construction has been completed. Since various barrier-free constructions have been promoted at many of the university facilities, it can be said that both hard and soft measures have been taken to create an appropriate support system for students with disabilities.

2) Issues to be improved

A variety of services are provided at the university and GSM to support international students. Although at present there is no acceptance record of students with disabilities at the GSM, we are working with the university's General Student Support Center Disability Support Office to develop an acceptance system. Efforts to meet this standard are evaluated as being adequate.

Standard 12-STUDENT INCENTIVE

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

1) Self-Check

There are several systems in place for academic incentives including the following: awards are given to students with exceptional results in their second year workshops; students with outstanding performances are recognized at the closing ceremony by representatives of the GSM and the vice president; awards are given to students with outstanding academic results in each program; a system has been implemented to authenticate the knowledge of those students who have completed all foundation courses (including those who passed an achievement test to

demonstrate equivalent knowledge); and a system has been implemented where the recommendations made for various scholarships reflect students' academic performances.

In addition, we introduced a points system in 2013. The GSM regularly invites scholars and professionals from both inside and outside the university to hold special lectures and seminars, and this points system is intended to encourage students to participate and present at these events in order to widen their range of education and deepen their insight. To encourage students to actively take advantage of a variety of valuable opportunities, they are required to acquire 20 points to complete their chosen course.

2) Issues to be improved

The systems for rewarding outstanding students through an achievement certification system that authenticates the foundational skills acquired in the MBA, and a system where academic performance is reflected in recommendations for various scholarships are in place. In addition, we are striving to continue to ensure that the introduction of the points system, which requires students to actively participate in a variety of opportunities in order to complete their courses, remains effective in upholding this standard.

To enhance both the motivation of current students to learn and the educational results, the GSM is taking advantage of the network of graduates from the school; improving upon their weak ties with current students is a future challenge that we will tackle.

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

1) Self-Check

With respect to incentive plans for students with outstanding academic performance, a system has been adopted in each program to commend the excellent students in second year workshops. In addition, at the diploma ceremony (completion ceremony), a representative from the GSM and the vice president each select one person; these top two people are selected in recognition of their academic achievements. Furthermore, the students with the most outstanding grades in each program receive a commemorative stole. A system is also in place to guarantee the academic achievements of MBA graduates, where those students who pass all 11 credits of the foundation courses or an achievement test (to verify that the student has the equivalent academic ability to someone who passed the subject) will receive a certificate.

When making recommendations and determining recipients for various scholarships and those exempt from repaying a Japan Student Services Organization Type 1 scholarship, in the rules it is stipulated that students with exceptional academic performance are given preference. Through such efforts, we seek to reward academically talented students.

In addition, although not a reward system, from 2013 we have introduced a points system. In the GSM, scholars and practitioners from inside and outside the university are invited and frequently hold special lectures and seminars, which students are strongly urged to attend. In addition, (although not necessarily for credits) students are encouraged to participate in domestic and overseas internships, short-term seminars, lectures, etc., as a means of encouraging them to expand their liberal arts education and deepen their insight. On the other hand, in workshops (WS), which are a requirement for completion of the course, students are expected to deepen their understanding of challenging themes as well as participate or present at academic and research conferences. In order to engage students in these various valuable opportunities, they are required to acquire 20 points by completion of the course.

2) Issues to be improved

Multiple incentive plans aimed at students with outstanding academic achievements have been implemented. In addition, those who obtain credits in the 11 foundation subjects or pass an achievement test are awarded a certificate; this system acts as a guarantee of the standard, foundational abilities of the MBA graduates. A new points system has also been introduced. Our efforts to meet this standard have been largely successful.

In order to further promote student learning, it is necessary to consider what measures can be taken to enhance their learning outside the classroom.

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

1) Self-Check

In the GSM, with regard to student difficulties, such as acquiring too few credits, the Academic Affairs Committee performs a check by creating a roster, and a system has been established whereby supervisors and workshop instructors then provide focused consultation and advice. Additionally, in each course FD and each program FD, the course status, etc., of students is checked as necessary. For difficult situations, it has been promoted that in specific course subjects, various responses, such as learning support, are provided through supplementary learning, TAs, etc.

2) Issues to be improved

At the GSM, individual assistance for student learning has been conducted properly, and we feel our efforts to maintain this standard can be assessed as satisfactory.

Detailed Standard 3: "The School must hold orientation programs either at the time students enter the School or before the new academic year begins, to provide incentives for students to achieve high standards of academic work."

1) Self-Check

At the GSM, an orientation has been implemented that sends guidance prior to start of studies, and at the time of enrollment provides all enrolled students with a description of their general academic studies and guidance from time of admission to completion. In addition, immediately following admission, assigned supervisors conduct individual interviews, and provide course guidance and help concerning students' academic futures. Moreover, from April of the second year, an orientation for current students is held, at which new matters are explained and students can exchange views. Students are systematically interviewed individually by workshop instructors and given advice.

In addition, specific program overviews, once determined, for activities such as participation in the design school, summer school, a double-degree, etc., will be discussed at an explanatory meeting, information will be distributed to students, and questions will be answered.

2) Issues to be improved

At the GSM, both at the time of enrollment and when continuing studies orientation is conducted at the start of the first and second semesters, supervisors and workshop instructors conduct personal interviews, and additionally, comprehensive information on double-degrees, summer school, etc., is disseminated to students. Explanatory meetings are also held in which information pertinent to

their studies is announced and course guidance is carefully implemented. These standards need to be assessed to ensure they are working effectively.

CHAPTER FOUR: FACULTY

Standard 13-FACULTY SUFFICIENCY

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

1) Self-Check

The GSM amalgamated its "educational and research objectives (mission)" into its "mission statement," which is to "develop an educational system that bridges between the latest research in management and highly specialized business practices. This school aims to contribute to the diverse yet harmonious development of global society through nurturing of originality and decision-making capabilities in professionals, who could lead in a wide area of fields."

In order to make that goal a reality, the teachers at the GSM, including business practitioner lecturers, must have excellent teaching and research abilities. Furthermore, by conducting sufficient research activities, educational research goals are thought to be attainable. Specifically, in addition to achieving excellent research and improving guidance ability, student guidance for doctoral programs is necessary (full-time faculty of both the GSM of Economics in addition to the doctoral program of the GSM of Engineering also provide this student guidance). The results could be used to the advantage of education in the GSM to establish a faculty organization that exceeds the necessary standards.

2) Issues to be improved

At the GSM, including business practitioner lecturers, we ensure that the exceptional research and education capabilities of the faculty organization are on a scale that substantially exceeds the standards of the establishment; thus, our efforts in maintaining this standard are more than adequate.

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

1) Self-Check

13-1- Number of Full-time faculty members

	Capacity for Students	Required number of faculty members	Current number of faculty members	+/-
2012	180	12	24	+ 12
2013	180	12	24	+ 12
2014	180	12	24	+ 12

At the GSM, as per the Standards for the Establishment of Professional Graduate Schools that set forth the matters necessary for a professional graduate school, Article 5 (defined on March 31, 2003 in MEXT Notification No. 53), the necessary faculty members, as described in Articles 1 and 2, are employed.

Necessary Faculty Members as per Article 4 of the Professional Graduate School Establishment Criteria (as of March 2015)

Student capacity	Required number of faculty members	Current number of faculty members	+/-
180	12	Full-Time Faculty: 20 Faculty considered full-time: 5 } 24	+12

* For the establishment criteria, only up to 4 may be counted towards the required number of full-time faculty.

2) Issues to be improved

The GSM has put together a faculty that exceeds the established criteria for professional graduate schools, and our efforts in meeting this standard are adequate.

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

1) Self-Check

13-2- Current view of Faculty Organization

	Prof.	Associate Prof.	Assistant Prof.	Lecturers	Others	Total
Full-time Faculty members	20	4	0	1	0	25

The GSM is a conventional business school with its core subjects focused on learning management with required foundation subjects, a wide range of expertise, and specialized courses for learning highly specialized knowledge relevant to individual cutting-edge fields. Further, practical business subjects are provided to teach the practical aspects of management and their applications, and thus, by acquiring knowledge and theory in a systematic manner and fusing this knowledge with practical applications, it becomes possible to develop management ability through our development subjects (workshops), which constitute a gradual and organic education system. Full-time faculty members are responsible for the core subjects of those subject groups, and in particular, by overseeing the majority of the foundation and development subjects, the consistency of the education process is ensured. In fact, of the 11 foundation subjects (apart from G30) full-time faculty oversee 9, and of the 94 development subjects, full-time faculty oversee 92. It should also be noted that those faculty who oversee the development subjects, apart from the full-time faculty, belong to the Graduate School of Informatics. At the time of the graduate school's founding, the Graduate School of Informatics played a key role, and their faculty members who work in the GSM are essentially full-time faculty who have similar involvement to other faculty members.

2) Issues to be improved

Full-time faculty members are in charge of the core subjects, particularly foundation subjects (core subjects group attended in the first semester of the first year) and the majority of the development subjects (second year compulsory program workshop). In order to ensure that education remains consistent, we must continue to evaluate these standards and ensure they are adequate.

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

1) Self-Check

13-3 Number of Practically Qualified Faculty members

Type	Academically Qualified Faculty members	Practically Qualified Faculty members	Total
Participating Faculty members	13	12	25
Supporting Faculty members	36	39	75
Total	49	51	100

At the GSM, as per the Standards for the Establishment of Professional Graduate Schools that set forth the matters necessary for a professional graduate school, Article 5 (defined on March 31, 2003 in MEXT Notification No. 53), the necessary faculty described in Articles 1 and 2 are employed.

Necessary Faculty as per Article 4 of the Professional Graduate School Establishment Criteria (as of March 2015)

Student capacity	Required number of faculty members	Current number of faculty members	+/-
180	12	Full-Time Faculty: 20 Faculty considered full-time: 5 } 24	+12

Current State of Faculty Organization

	Necessary Faculty	Professional Faculty Ratio	Doctoral Acquisition Rate
2014	200%	100%	83%

Additionally, of the 20 full-time faculty members, 7 are business practitioners who lecture. Five faculty considered full-time members are also appointed (for the establishment criteria, only up to 4 may be counted towards the required number of full-time faculty) as practically qualified faculty. We have sufficiently secured 30% more full-time faculty than the defined standards at a professional graduate school.

Structure of Faculty Organization

Type	Academically Qualified (AQ)	Professionally Qualified (PQ)	Total
Full-Time Faculty	13	12	25

2) Issues to be improved

The GSM has put together a faculty organization that exceeds the established criteria for professional graduate schools, and we must continue to satisfy both the criteria for the professionally qualified faculty ratio and the full-time faculty ratio.

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

1) Self-Check

13-4-1 Participating Faculty members

Name of Participating faculty members	Position	Number of courses	Number of credits
Hiroataka KAWANO	Dean/Professor	6	12
Yoshinori HARA	Professor	6	12
Tatsuhiko NARIU	Professor	4	8
Koichiro HIOKI	Professor	7	14
Chihiro SUEMATSU	Professor	4	8
Yasunaga WAKABAYASHI	Professor	8	16
Yoshihiro TOKUGA	Professor	5	10
Norio SAWABE	Professor	5	10
Naoki WAKABAYASHI	Professor	7	14
Yasuo SUGIYAMA	Professor	5	10
Hiroyuki MATSUI	Professor	9	16
Kiyoshi KOBAYASHI	Professor	10	20
Keiichi TODA	Professor	5	10
Hidetaka KAWAKITA	Professor	8	16
Katsunori SAWAI	Professor	12	24
Yasuyuki KATO	Professor	7	14
Katsuji ISHIHARA	Adjunct Professor	5	10
Ryo EJIRI	Adjunct Professor	5	10
Hidenori SUGIURA	Adjunct Professor	9	18
Makoto USUI	Adjunct Professor	4	8
Takashi HIKINO	Associate Professor	10	20
Nobuhiro UNO	Associate Professor	8	16
Sayuri KIMOTO	Associate Professor	0	0
Seiji NOZAWA	Adjunct Associate Professor	4	8
Yutaka YAMAUCHI	Senior Lecturer	5	10
Total		158	314

13-4-2 Supporting Faculty members

Name of Supporting faculty members	Position	Number of courses	Number of credits	Graduate Schools
Keiichi TAMURA	Professor	1	2	Graduate School of Management
Jun MITARAI	Professor	1	2	Graduate School of Management

Masahiko FURUICHI	Professor	1	2	Graduate School of Management
Toichi KIMURA	Professor	1	2	Graduate School of Management
Gautam Ray	Professor	2	4	Graduate School of Management
Yoshikazu MAEGAWA	Associate Professor	8	16	Graduate School of Management
William Baber	Associate Professor	8	16	Graduate School of Management
Asli M. Colpan	Associate Professor	12	24	Graduate School of Management
Kwangmoon KIM	Associate Professor	2	4	Graduate School of Management
Satoko SUZUKI	Senior Lecturer	4	8	Graduate School of Management
Takeshi HIRAMOTO	Assistant Professor			Graduate School of Management
Masaaki ANMA	Adjunct Professor	1	2	Graduate School of Management
Hideki IWAKI	Adjunct Professor	2	4	Graduate School of Management
Goro KUMAGAI	Adjunct Professor	3	6	Graduate School of Management
Masahiko TAKAHASHI	Adjunct Professor	1	2	Graduate School of Management
Nobuo SAYAMA	Adjunct Professor	1	2	Graduate School of Management
Nobuyuki ISAGAWA	Adjunct Professor	2	4	Graduate School of Management
Osamu YAMAGUCHI	Adjunct Professor	1	2	Graduate School of Management
Yoko SHIRASU	Adjunct Professor	5	10	Graduate School of Management
Munetaka HORIGUCHI	Adjunct Professor	1	2	Graduate School of Management
Takashi INOUE	Adjunct Professor	1	2	Graduate School of Management
Hisakaza OISHI	Adjunct Professor	1	2	Graduate School of Management
Toshihiko OMOTO	Adjunct Professor	2	4	Graduate School of Management
Shigenori YUYAMA	Adjunct Professor	1	2	Graduate School of Management
Takashi MITACHI	Adjunct Professor	1	2	Graduate School of Management

Deniz Atik	Part-time Lecturer	1	2	Graduate School of Management
Tsay, Yang-Tzong	Part-time Lecturer	2	4	Graduate School of Management
Yukihiko OKADA	Part-time Lecturer	1	2	Graduate School of Management
Akira KAMOSHIDA	Part-time Lecturer	2	4	Graduate School of Management
Iwao TAKA	Part-time Lecturer	1	2	Graduate School of Management
Yoshinori YAMAKAWA	Part-time Lecturer	2	4	Graduate School of Management
Yoshitaka YAMADA	Part-time Lecturer	1	2	Graduate School of Management
Kazuo WAKAYAMA	Part-time Lecturer	1	2	Graduate School of Management
Toshifumi MATSUMOTO	Part-time Lecturer	1	2	Graduate School of Management
Tomio ARAI	Part-time Lecturer	1	2	Graduate School of Management
Takashi SUGIMOTO	Part-time Lecturer	1	2	Graduate School of Management
Hideo AOMATSU	Part-time Lecturer	1	2	Graduate School of Management
Hirokazu HASEGAWA	Part-time Lecturer	1	2	Graduate School of Management
Yoshiaki AKEDA	Part-time Lecturer	1	2	Graduate School of Management
Takanori IDA	Professor	1	2	Graduate School of Economics
Takekazu IWAMOTO	Professor	1	2	Graduate School of Economics
Shuji HISANO	Professor	1	2	Graduate School of Economics
Masahiko EGAMI	Professor	3	6	Graduate School of Economics
Kazuhiro UETA	Professor	1	2	Graduate School of Economics
Yuji NISHIMUTA	Professor	1	2	Graduate School of Economics
Junko WATANABE	Professor	1	2	Graduate School of Economics
Tetsuro SHIMAMOTO	Professor	1	2	Graduate School of Economics
Hideki FUJII	Professor	1	2	Graduate School of Economics
Akira TAKEISHI	Professor	1	2	Graduate School

				of Economics
Kazuhiro YUKI	Associate Professor	1	2	Graduate School of Economics
Akifumi ISHIHARA	Senior Lecturer	1	2	Graduate School of Economics
Munehika KATAYAMA	Senior Lecturer	1	2	Graduate School of Economics
Naoya SUEISHI	Senior Lecturer	2	4	Graduate School of Economics
Mizuho Financial Group	Part-time Lecturer	1	2	Graduate School of Economics
Kohei MIYAMOTO	Part-time Lecturer	1	2	Graduate School of Economics
Eiichi TANIGUCHI	Professor	1	2	Graduate School of Engineering
Dai NAKAGAWA	Professor	6	6	Graduate School of Engineering
Tomoki SHIOTANI	Associate Professor	6	12	Graduate School of Engineering
Yoshiaki KUBOTA	Associate Professor	1	2	Graduate School of Engineering
Ryouji MATSUNAKA	Associate Professor	6	6	Graduate School of Engineering
Hiroshi NAGAMOCHI	Professor	1	2	Graduate School of Informatics
Masatoshi YOSHIKAWA	Professor	1	2	Graduate School of Informatics
Nobuo YAMASHITA	Professor	1	2	Graduate School of Informatics
Kazuyuki MORIYA	Professor	2	4	Graduate School of Informatics
Toru ISHIDA	Professor	4	8	Graduate School of Informatics
Katsumi TANAKA	Professor	2	4	Graduate School of Informatics
Shigeo MATSUBARA	Associate Professor	3	6	Graduate School of Informatics
Donghui Lin	Assistant Professor	1	2	Graduate School of Informatics
Makoto YOKOZAWA	Part-time Lecturer	1	2	Graduate School of Informatics
Takafumi KINOSHITA	Part-time Lecturer	1	2	Graduate School of Informatics
Keiko OMORI	Professor	1	2	Institute of Economic Research

Hiroshi SUZAKI	Professor	1	4	Graduate School of Law
Masahiro MAEDA	Professor	1	2	Graduate School of Law
Liang Zhao	Associate Professor	1	2	Graduate School of Environmental Studies
Yoko NIIYAMA	Professor	1	2	Graduate School of Agriculture
Total		141	272	

2) Issues to be improved

In order to accomplish the GSM's mission statement, there must be sufficient full-time and part-time faculty, so we must assess our standards and ensure that they are satisfactory.

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

1) Self-Check

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

years old	29 & under	30-39	40-49	50-59	60 & above	Total
Participating faculty members	0	2	3	12	8	25

13-5-2 Gender of the Participating Faculty members

Type	Number of Men	Number of Female	Total
Participating faculty members	24	1	25

13-5-3 Nationalities of the Participating Faculty members

Type	Number of home Nationality	Number of foreign Nationalities	Total
Participating faculty members	25	0	25

In the GSM, consideration is being given to achieving a balance in faculty ages, the importance of employing more female and international faculty members, public tenders, the sabbatical system, a best teacher award, etc. The age breakdown of faculty is as follows.

Ages of Participating Faculty

Age	29 & under	30-39	40-49	50-59	60 & older	Total
Professor			3	10	7	20
Associate Professor		1		2	1	4
Lecturer		1				1
Assistant Professor						0
Total	0	2	3	12	8	25

There are three female faculty members and three international faculty members in Participating and Supporting Faculty members. For employment, public tenders, appointments, and promotions have been implemented in accordance with Kyoto University Graduate School of Management Research Department faculty selection criteria, and candidate selection bylaws. Additionally, an incentive system is provided for the evaluation and improvement of teaching ability, where winners of awards from academic societies or public institutions receive a bonus, etc., that is reflective of their performance rate. The results of the "Best Teacher Award," which is awarded based on class survey results after each semester, are also reflected in a bonus.

2) Issues to be improved

In light of our objectives, the GSM strives to improve upon the events and activities of the faculty. However, although we are striving for diversity in the faculty organization of the GSM, including a balance of ages, employment of female faculty members, and employment of international faculty members, our diversity cannot yet be judged satisfactory, so it is necessary to continue to strategically pursue these objectives in the future.

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

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

1) Self-Check

13-6 The Degreed held by full-time Faculty members.

Type	PhD	Masters	Others	Total
Participating Faculty members	20	4	1	25

Starting at the GSM in April 2006 until March 2008, the establishment council approved the faculty system for education and management at the time of the GSM's inauguration. Since then, faculty have been employed in accordance with Kyoto University Graduate School of Management Research Department faculty selection criteria and candidate selection bylaws as a general principle for public tenders. Thus, as shown in Standard 14, Detailed Standard 2, upon appointment, we conduct a review of education, research skills, and practical or professional skills. In particular, when it comes to achieving the goals of educational research, we place an emphasis on the research prowess of our faculty who are professionally active in business, and the majority of our full-time faculty members hold a doctoral degree.

Education Level of full-time Faculty

Type	PhD	Masters	Other	Total
Professor	17	2	1	20
Associate Professor	2	2		4

Lecturer	1			1
Assistant Professor				0
Total	20	4	1	25

2) Issues to be improved

In the assessment at the time of establishment, there was an evaluation of ability. Since that time, as a general principle, staffs have been hired through public tender in accordance with the Kyoto University Graduate School of Management Research Department faculty selection criteria and candidate selection bylaws. Through the standards set by the council on public tenders for the time of employment, we are working hard to maintain this standard by ensuring that a qualification research committee follows the appropriate procedures.

Standard 14 -FACULTY QUALIFICATIONS

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

1) Self-Check

At the GSM, in order for education and research objectives to be achieved, educational guidance ability is necessary. In particular, including professionally qualified faculty, outstanding teaching and research abilities are required. We believe that through sufficient research and practical work activities, education and research objectives can be achieved.

Human resources have been established with explicit criteria for faculty recruitment and promotion. The full-time academic faculty of the GSM has accumulated a great number of research achievements in various specialized fields. Additionally, our professionally active faculty have extensive practical and professional experience in both companies and government agencies, and have a proven track record in industry–government–academe joint research projects.

A focus is placed on leadership ability, where every year, based on the results of class reports from teachers and class evaluation questionnaires filled out by students, etc., the FD Committee and the Academic Affairs Committee examine the contents and determine eligibility based on teaching and educational guidance ability.

Concerning our current research activities, the fields of research have spread from engineering to business administration, and a large gap exists in the research performance numbers of faculty, ranging from 0 up to 120. This is thought to be reflected in the variety of research activities conducted, from the large number of engineering field faculty involved in joint research to those faculty who are active in research areas closer to business. The average performance number per person is 17 (16.64). In addition, it is characteristic for reports to be actively provided at international conferences. All full-time faculty as representatives have won external research funding such as Grants-in-Aid for Scientific Research, and played leading roles in a number of joint research projects. For these research activities, Professor Hirotaka Kawano won the "2008 Industrial Standardization Business Awards Economy, Trade and Industry Minister's Award" and in 2010, an achievement award from the Japan Concrete Institute; Professor Tatsuhiko Nariu received the "Japan Society of Marketing and Distribution Conference Award (for Best Paper)" in 2008; and Professor Kiyoshi Kobayashi won the "2010 Outstanding Civil Engineering Achievement Award" and the "2013 Regional Science Association International Fellows Award." Professor Kobayashi has also been awarded an education achievement award by the Vietnam Ministry of Education for the 40th Anniversary of Japan-Vietnam friendship. In addition, other faculty members are often honorably

invited elsewhere to lecture. It should be noted that the average number of times an individual faculty member has been invited to lecture is 3.85.

2) Issues to be improved

Many of the full-time and professionally active faculty members hold a Ph.D., and along with high research standards we have been able to make advances in education. With this goal in mind, we have implemented a system for the recruitment and promotion of teachers that is based on a fair and objective examination of education and research achievements. We are making great efforts to uphold this standard.

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

1) Self-Check

To be employed as faculty at the GSM, as a general rule, public tenders have been made in accordance with Kyoto University Graduate School of Management Research Department faculty selection criteria and candidate selection bylaws. Upon appointment, a review of education, research performance, and practical skills is conducted. In particular, to achieve the research and education objectives, there is an emphasis on the business practitioner faculty’s research capabilities and the majority of full-time faculty members have a doctoral degree. Systematic evaluation and verification of educational guidance ability through class performance reports and taking assessments from students has been promoted.

Table 13-3: Structure of the Faculty Organization

Type	Academically Qualified (AQ)	Professionally Qualified (PQ)	Total
Full-Time Faculty	13	12	25

2) Issues to be improved

We have implemented public tenders, appointment, and promotion of faculty in accordance with the “Kyoto University Graduate School of Management Research Department faculty selection criteria” and “candidate selection bylaws,” and our efforts in meeting this standard have been adequate.

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

1) Self-Check

For GSM faculty to be promoted, the criteria for promotion must be provided. A research department faculty council will make a decision based on a panel report reviewing the education and research achievements of the faculty member during employment. **We have a fair process for the faculty promotion; recommendation by planning committee, evaluation at the faculty meeting, followed by the human development meeting with external organizations, e.g., deans of Graduate School of Engineering and Graduate School of Economics.**

2) Issues to be improved

For promotions, the criteria should provide a fair and objective examination of education and research achievements made during employment, and our efforts can be said to be meeting this standard.

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

1) Self-Check

Chart 14-3-Research Achievements by Participating Faculty members

Name	Degree*1	Title*2	Field*3	AQ/PQ*4	Research Achievements of last 5yrs*5						Total
					Class / Educational		Academic/ Theory		Professional		
					PRJ	OIC	PRJ	OIC	PRJ	OIC	
Hidetaka KAWAKITA	PhD	Professor	FIN	PQ	0	3	0	14	0	1	18
Hiroataka KAWANO	PhD	Professor	O*	PQ	0	6	50	59	1	12	128
Kiyoshi KOBAYASHI	PhD	Professor	O*	AQ	2	3	92	10	0	0	107
Yasuyuki KATO	MA	Professor	FIN	PQ	0	0	1	4	0	0	5
Norio SAWABE	PhD	Professor	ACT	AQ	0	4	2	3	0	0	9
Chihiro SUEMATSU	PhD	Professor	MGT, O	PQ	0	1	9	0	0	0	10
Yasuo SUGIYAMA	PhD	Professor	MGT	AQ	0	0	1	2	0	0	3
Yoshihiro TOKUGA	PhD	Professor	ACT	AQ	0	3	1	14	0	4	22
Keiichi TODA	PhD	Professor	O*	PQ	0	0	15	5	0	2	22
Tatsuhiko NARIU	PhD	Professor	MKT	AQ	0	0	11	3	0	0	14

Yoshinori HARA	PhD	Professor	OIS, O	PQ	0	1	21	5	0	3	30
Hiroyuki Matsui	PhD	Professor	OIS	AQ	3	7	25	22	0	8	65
Naoki WAKABAYASHI	PhD	Professor	MGT	AQ	0	1	2	3	0	5	11
Yasunaga WAKABAYASHI	PhD	Professor	MKT	AQ	0	0	4	4	0	3	11
Takashi HIKINO	MA	Associate Professor	MGT	AQ	0	0	3	5	0	0	8
Nobuhiro UNO	PhD	Associate Professor	O*	AQ	2	1	14	0	0	0	17
Sayuri KIMOTO	PhD	Associate Professor	O*	AQ	0	0	24	1	0	0	25
Yutaka YAMAUCHI	PhD	Associate Professor	MGT, O	AQ	1	3	5	3	0	3	15
Katsuji ISHIHARA	PhD	Adjunct Professor	O*	PQ	0	1	0	0	0	1	2
Hidenori SUGIURA	MA	Adjunct Professor	FIN	PQ	0	2	0	4	0	25	31
Makoto USUI	BA	Adjunct Professor	OIS, O	PQ	0	3	0	0	0	3	6
Ryo EJIRI	PhD	Adjunct Professor	O*	PQ	0	8	0	0	0	0	8
Seiji NOZAWA	MA	Adjunct Associate Professor	MKT	PQ	0	0	0	0	0	0	0

Note

*1 Last degree earned (PhD or MA)

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

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

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

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

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

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

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

-PRJ = Peer Review Journal – number of published articles

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

At the GSM, every year each faculty member submits a self-evaluation pertaining to “education,” “research,” “management,” and “social contributions.” While there is a report on the current status of educational research activities, those contents focus primarily on research. Therefore, since 2010, in managing the performance of each faculty member, a researcher directory system has

been launched. Under this system, not only academic performance data, but also education and practical and professional performance data from each faculty member are collected and managed. In addition, the GSM launched its own repository system (K.A. Files of Management), where information concerning theses, in addition to original data on the performance of educational materials, etc., is entered in a database.

Basically, this self-evaluation system is applied for all full-time faculty members. In addition, dean and evaluation committee add their mutual evaluation

In particular with regard to education, there is a mandatory class performance report for each subject, and along with the results of class evaluations from students, educational content and teaching ability, etc., are examined by the FD Committee and the Academic Affairs Committee. In the case of a problem, this system allows for an organized response in order to resolve the problem or improve conditions.

Additionally, an incentive system is provided for the evaluation and improvement of teaching ability, where winners of awards from academic societies or public institutions receive a bonus, etc., that is reflective of their performance rate. The results of the "Best Teacher Award," which is given based on class survey results after each semester, are also reflected in a bonus.

2) Issues to be improved

At the GSM, the faculty is constantly engaged in education and research activities, and based on that, efforts to improve classes and bonuses that reflect performance are all bound together. We are making adequate efforts to uphold this standard.

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

1) Self-Check

In order to publish the education and research achievements of each faculty member, they are required to give a status report on educational and research activities in a self-evaluation report. Some of the most recent research activities are included in the present overview of the GSM and introduced on the school website. However, when it comes to research and educational activities fundamentally, the intent of the individual is respected and it is up to each individual faculty member, though encouraged, to register with the Kyoto University Activity Database on Education and Research, which is in collaboration with the Japan Science and Technology Agency's (JST) "Directory Database Research and Development Activities" (ReaD).

However, at present, items of educational information and practical information in the Kyoto University Activity Database on Education and Research are inadequate, and moreover, linkage with ReaD cannot yet be described as satisfactory. For this reason, together with the necessity of conducting the GSM's organizational manner of handling this information, since 2010, a researcher directory system has been used to manage the performance of each faculty member and the operation of the GSM's own repository system (K.A. Files of Management) began. The Administrative and Planning Office, which will be described later, is central to the promotion of these databases. For the use of these education and research achievements, in addition to handling copyright matters, etc., on the GSM's website, we have begun releasing the materials to the public through the Activity Database on Education and Research (formerly, the Researcher Directory Database) operated at Kyoto University, through the Kyoto University Library Public Disclosure Repository (KURENAI), and through Kyoto University's Open Courseware.

2) Issues to be improved

Research results are being published through the Kyoto University Researcher Directory, the Japan Science and Technology Agency's "Directory Database Research and Development Activities," and a faculty member's personal web page. In addition, since 2010, the Research Directory System has been used to manage the performance of each faculty member along with the GSM's Repository System (K.A. Files of Management), which are systematically updated. Our efforts to maintain this standard have been evaluated as effective.

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

1) Self-Check

At the GSM, we confirm the status of the business practices of our professionally-active faculty each year. In addition, when it comes to the professionally-active full-time faculty and conducting ongoing activities to promote the maintenance and enhancement of practical skills, all full-time and faculty considered full-time (as well as professional faculty) will regularly discuss research and educational activities, making use of the full faculty's expertise while exchanging views on education policy.

At the GSM, the professional faculty members are primarily responsible for "specialized subjects." Professional faculty members are responsible for overseeing a portion of the "business practice subjects" and the "specialized subjects," and based on their experience, they are placed in charge of those subjects to which they are most suited. The Academic Affairs Committee, FD Committee, and Faculty council of the Education Department discuss what subjects will be offered and the faculty arrangement, and if necessary, change the faculty in charge or revise the subject.

2) Issues to be improved

Professional faculty members are mainly responsible for business practice and specialized courses, and each year a survey about their professional situation is analyzed and their eligibility is considered. Our efforts to maintain this standard have been evaluated as effective.

Standard 15-FACULTY SUPPORT

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

1) Self-Check

At the GSM, in order to achieve the mission statement, a sufficient amount of research activity is considered necessary. In particular, educational and research activities through the guidance of the doctoral programs (although the GSM has no doctoral program, full-time faculty members have conducted student guidance in cooperation with the Graduate Schools of Economics or Engineering) is considered essential to the improvement of the teaching ability of faculty and the educational capability of the GSM. Further, faculty research activities are actively encouraged, and active participation in the acquisition of competitive funding and research activities is recommended.

The results can be seen in the following tables with Table 1 showing the competitive funding situation and Table 2 showing the five or more times competitive external funding has been obtained. As shown, for Grants-in-Aid research, donations, joint research, and funded research (document), numerous competitive fund projects, endowed chairs, and Grants-in-Aid for Scientific

Research have been won, and along with having innumerable research results, this has also lead to the establishment of entities such as the Service Value Creation Program. The results of these projects are fully utilized in the educational and research activities of the GSM.

Table 1: Status of Obtained Competitive Funding

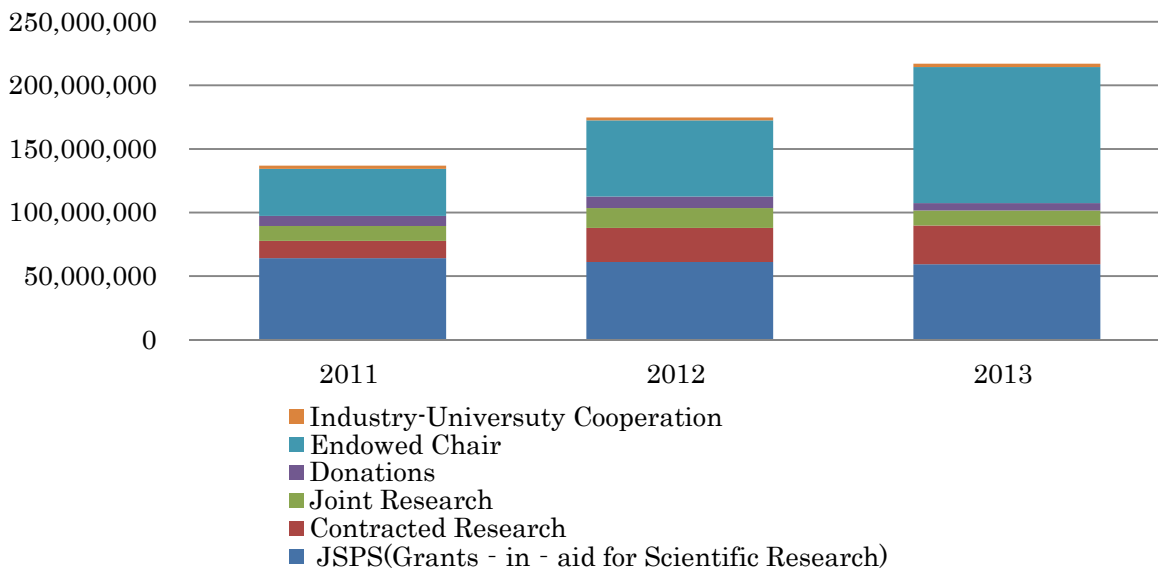
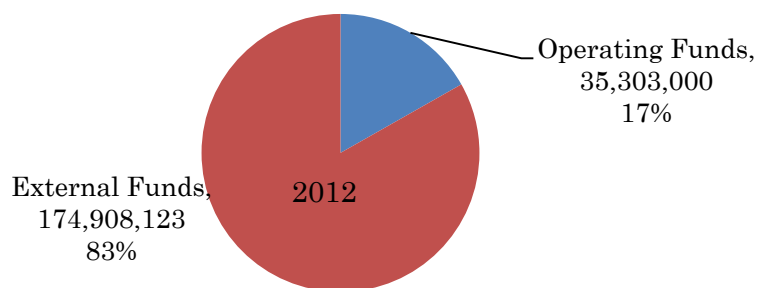


Table 2: Ratio of Operating Funds to External Funding



2) Issues to be improved

In order for the GSM to pursue its mission statement, recognition of its research activities is extremely important, as is actively supporting educational and research activities so that the results of great research capabilities can be exploited to further future educational activities. To this end, we can say we have worked hard and been successful in upholding this standard.

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

1) Self-Check

At the GSM, in order to achieve our mission statement, it is considered necessary for there to be sufficient research activities in progress, and in particular, the provision of doctoral research guidance is thought to be important in order to secure a satisfactory research environment in the GSM. When it comes to the lecture burden on teachers, the Academic Affairs Committee has tried to optimize this burden by having each faculty member cover approximately two subjects per semester (four subjects/eight credits annually).

The number of classes allocated to each faculty member is discussed by the Academic Affairs Committee, and both the effects on education and research are considered. Currently, the number of lectures compared with the number of faculty seems to have become excessive. We work to always review the courses offered based on the number of students, and are committed to restructuring the class curriculum. In addition, in order to support the research activities of full-time faculty members, a sabbatical system has been introduced.

Some faculty members have more four subjects/eight credits annually. One of this reason is that they teach GSM courses, Economics / Engineering courses (undergraduate / graduate) and Liberal Arts courses. And the other one is that several courses are joint-appointed arrangements. Each faculty member is improving his/her own time management.

2) Issues to be improved

The development of the education and research environment with respect to the education burden (number of class hours) of full-time faculty members is continuously under consideration by the Academic Affairs Committee, and in considering the blocks of time in the class schedule, both the preparation and research involved in a class are focused on. Although research activities are, in fact, based on the individual faculty member, given the high level of Grants-in-Aid for Scientific Research acquisition, etc., it can be assessed that we have made successful efforts in this standard.

However, many additional teachers are posted from the Graduate Schools of Economics and Engineering, and along with the positive aspects that this promotes in the research activities of graduate students, there are negative aspects to increasing the burden resulting from the number of classes.

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

1) Self-Check

In the GSM, the Management Research Center plays a central role, where many research meetings and study sessions can be held. Through these, research can be attempted that takes advantage of the synergy of the faculty working together collaboratively. Moreover, we aggressively apply for competitive external research funding, and make strides in the research department through developing collaborative research. The results are used to develop new educational programs, offer new classes, and improve course content. In addition, to cover the individual research expenses of full-time faculty, they are allocated operating grants based on budget allocation rules that are decided after discussion at the Research Department Faculty Council. Application to Grants-in-Aid for Scientific Research for research funds is also mandatory, and the acquisition of a variety of

external funds is also recommended. Furthermore, from 2013, every campus has a URA (University Research Administrator), and the humanities departments of the Yoshida campus also have a URA chamber, where four selected staff members provide application support for research funding, collection, and distribution of public tender information, and business-like project launch and operational support. In addition, from April 1, 2010, an Administrative and Planning Office has been established in a section of the Graduate School of Economics' offices to aid in planning, general affairs, and sophisticated research support business. A selected staff member was instituted in November 2013 as a director and overall research project manager because of a high degree of management capabilities with domestic and overseas companies, construction of industry-university cooperation partnerships, and rich and practical experience in the responsibilities of active management. Currently, many faculty members are receiving external funds and are conducting education and research.

2) Issues to be improved

As described in the item on the use of self-evaluation to enrich the support system, because many faculty members are obtaining sufficient external funds for their research and education activities, it can be assessed that sufficient efforts are being made for this standard.

In order to continue creatively adapting to the demands of our ever-changing society, the research capabilities of the faculty and the results of their research are critically important; thus, we understand the need to systematically promote the progress of research.

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

1) Self-Check

Initially, the GSM's academic office operated jointly with the Faculty of Economics and Graduate School of Economics, but an organizational change was made on October 1, 2009 and the GSM came to have its own academic office. There is one chief clerk (regular staff), one special staff member (regular staff with tenure), one general office staff member (regular staff), and three other general office staff (non-regular staff). Books for the GSM have been installed with the Faculty and Graduate School of Economics' Library; there is no independent staff member assigned to overseeing these. In addition, in 2014, 43 TAs (including other scientific research students) were instituted, not only as classroom assistants, but also to provide educational support such as conducting make-up classes.

2) Issues to be improved

The GSM office has only recently become independent, and the necessary administrative staff have been properly assigned in order to expand the educational activities. We feel that sufficient efforts have been made to uphold this standard.

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

1) Self-Check

In the GSM, consideration of a balance in faculty ages, the importance of employing more female and international faculty members, public tenders, the sabbatical system, a best teacher award, etc., are being developed. The age breakdown of faculty is as follows.

In order to vitalize GSM curricula, sharing the needs based on the educational goal, FD activities, course supporting system, etc. are being processed.

Faculty Ages

Age	29 & under	30-39	40-49	50-59	60 & older	Total
Professor			3	10	7	20
Associate Professor		1		2	1	4
Lecturer		1				1
Assistant Professor						0
Total	0	2	3	12	8	25

There are three female faculty members and three international faculty members in Participating and Supporting Faculty members. With regard to employment, public tenders, appointments, and promotions have been implemented in accordance with Kyoto University Graduate School of Management Research Department faculty selection criteria and candidate selection bylaws. Additionally, an incentive system is provided for the evaluation and improvement of teaching ability, where winners of awards from academic societies or public institutions receive a bonus, etc., that is reflective of their performance rate. The results of the "Best Teacher Award," which is awarded based on class survey results after each semester, are also reflected in a bonus.

2) Issues to be improved

In light of our objectives, the GSM strives to improve upon the events and activities of the faculty. However, despite striving for diversity in the faculty organization of the GSM, including a balance of ages, employment of female faculty, and the employment of international faculty, our diversity cannot yet be judged satisfactory, so it is necessary to continue to strategically pursue these objectives in the future.

Standard 16-RESPONSIBILITIES OF FACULTY MEMBERS

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

1) Self-Check

The primary stakeholders of the School are students and corporations. The School collects opinions from students via class evaluation questionnaires, opinion exchange sessions, questionnaires given upon completion of the programs, etc. The School also undertakes proactive exchange activities with corporations using a number of measures, including questionnaire surveys and various education-related events at the School; and exchange of opinions with faculty members through internships, chairs, visiting chairs, and project research. Furthermore, through measures such as community activities, the School retains proactive relationships with academic communities (which

are, in addition to those mentioned above, also stakeholders), and uses the outcomes for educational research.

2) Issues to be improved

In order to realize their philosophies, the School's faculty members emphasize research activities and also undertake a variety of activities through proactive involvement with society. The School's faculty members also advance their own research and teaching activities through proactive exchanges with their students. Thus, it can be said that the School's faculty members meet the relevant standards adequately.

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

1) Self-Check

The School's faculty members create class reports for their allotted subjects and seek class evaluation from the participating students at the end of each semester for meeting educational purposes. The results of the class evaluation by students are disclosed to the personnel in charge of the relevant classes, and reports on self-checks and self-evaluations are submitted based on the aforementioned results. As such, a PDCA cycle has been established whereby each process is used to improve classes.

Furthermore, distinguished lecturers are honored via the Best Teacher Award system. Class evaluation by students are analyzed via the Faculty Development Committee and are useful for the comprehensive and continuous improvement of research and teaching activities by faculty members. Moreover, the Faculty Development Committee and the Academic Affairs Committee provide organizational responses by checking syllabus quality, establishment and assignment of subjects, and appropriate evaluation including class evaluation by students.

2) Issues to be improved

The School obtains information about student intentions through the class evaluations submitted by the students and learns of class-related requests during faculty members' office hours. Additionally, such requests are analyzed via the Faculty Development Committee, and the results are used for continuous educational improvement. Thus, it can be said that the School's faculty members meet the relevant standards adequately.

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

1) Self-Check

In order to provide better education, the faculty members devote themselves ceaselessly to the acquisition of specialized, cutting-edge advanced knowledge and skills. They conduct leading-edge studies in their respective fields, for which they have won recognition from academic societies. Solicitation of corporations to offer chairs is an important element for communication with stakeholders and also provides opportunities for acquisition of advanced expertise. Moreover, most faculty members proactively undertake social activities and have many opportunities to participate in practical operations at the request of external parties. For example, faculty members offer solutions to the latest issues facing the local government as illustrated via joint research projects

relating to mountainous region research with Nichinancho in Tottori Prefecture. Moreover, the Urban Policy Unit for Low-Carbon Society identifies actual problems in urban areas through exchanges with executive personnel in Kyoto Prefecture. Such opportunities are remarkably effective for acquisition of advanced expertise and skills that cannot be obtained through classroom lectures. They are also considerably useful for communication with external stakeholders. Such expertise and skills are immediately reflected in education. This is one of the School's strengths. For example, based on the "Management of Service Value Creation" educational program adopted by the Ministry of Education, Culture, Sports, Science and Technology in September 2007, the new "Service Innovation Management and Theories of Service Modeling" class commenced in April 2008. In 2010, the Service Value Creation Program was established as the 5th education program. Moreover, the "Business Creation and Revitalization" program was reorganized as the "Business Leadership" program in 2014 due to the need for fostering business leaders who can globally play active roles in business. Furthermore, to learn about educational methods, young and practitioner faculty members are dispatched to training sessions for educational methods using case methods adopted by Harvard University each year. The outcomes of such dispatches are shared among the faculty members through faculty development activities. As such, activities for improvement of the educational abilities of individual faculty members are proactively undertaken.

2) Issues to be improved

The School's faculty members gain their cutting-edge expertise through proactive social activities such as various research activities, invitation of chairs, and acquisition of external funds. At the same time, they communicate with external stakeholders. Outcomes arising therefrom are immediately reflected in their educational activities. Thus, it can be said that the School's faculty members sufficiently satisfy the relevant standards.

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

1) Self-Check

A number of approaches are used to provide educational guidance for students. First, academic advice is provided to each individual student as individual guidance based on a supervisor system in the first year. By participating in workshops, the student can receive direct advice from the faculty members in charge of such workshops in his or her second year. Furthermore, information on office hours and email addresses of the faculty members of the subject syllabus is explicitly indicated. Therefore, students can follow up on their classes by using such information. Moreover, opinions, requests, and other feedback from the students are collected through suggestion boxes at the School. Relevant responses are provided based on the information collected through such boxes. As such, opportunities for educational guidance for each subject and individual guidance for each year are preserved in a multilayered manner. In this way, the faculty members endeavor to communicate smoothly with students.

2) Issues to be improved

Primarily, communication with students is based on a supervisor system. An interactive environment involving both faculty members and students is sufficiently provided. Thus, it can be said that the School's faculty members meet the relevant standards adequately.

CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE

Standard 17-EDUCATIONAL RESPONSIBILITIES OF STAFF

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

1) Self-Check

The administrative operation system of the School comprises the Research Department, to which faculty members belong, as well as the Education Department, to which students belong. For the achievement of goals for educational research, faculty councils are established within the Research Department and the Education Department. Various committees are established within such councils. Relevant faculty councils finally discuss results through deliberations and reviews via such committees and make relevant decisions. Additionally, office management organizations are established for the administrative operations of the School. Clerical staff members as well as the faculty members participate in the aforementioned faculty councils and various committees. Both clerical staff and the faculty members undertake concerted efforts to achieve goals for educational research. Moreover, the Center for Research in Business has been established within the School, which allows different types of support to be provided for educational research by the faculty members.

2) Issues to be improved

In the School, various committees are established within the faculty councils. Additionally, functions for committees' own office management organizations have been improved. In this way, it can be said that a support system for the achievement of goals for educational research has been sufficiently established. Thus, it can be said that the School's faculty members meet the relevant standards adequately.

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

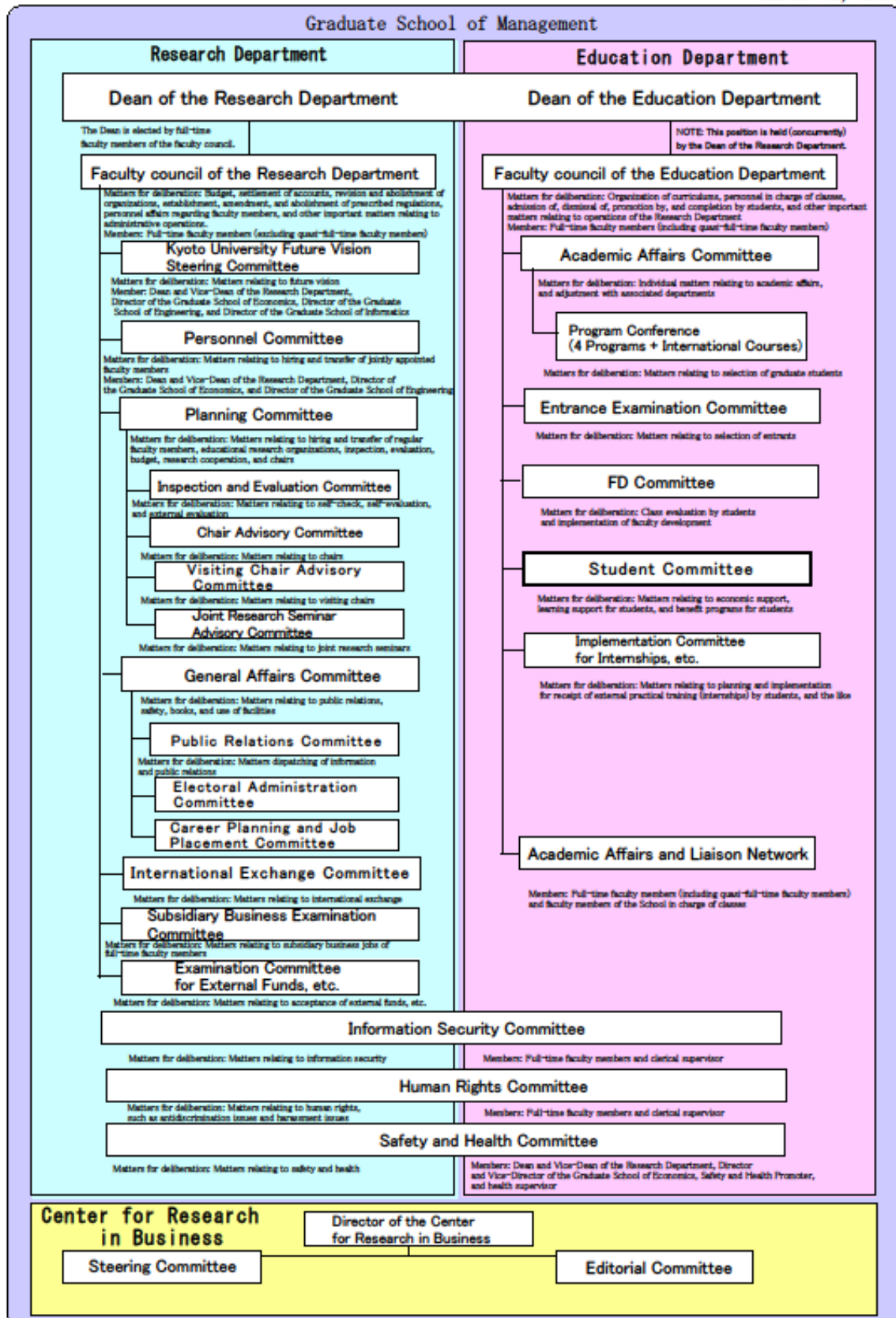
1) Self-Check

First, in the School, faculty councils are established within the Research Department and the Education Department as final decision-making bodies. Additionally, deanships have been established for both the Research Department and the Education Department. The Dean of the Research Department is selected by a faculty council of the Research Department, and he or she concurrently serves as the Dean of the Education Department. The term of office for the dean serving in these two departments is two years. Various committees for the achievement of goals for educational research have been established within the faculty council of the Research Department and the faculty council of the Education Department. Faculty councils and most committee meetings are held once each month, in principle. Clerical staff members also participate in discussions via meetings of various committees that bear responsibilities for operations. In light of the results of deliberations and reviews, a faculty council finally discusses relevant matters and makes decisions. Based on such decisions, different committees and office management organizations implement the operations for which they are responsible.

Moreover, faculty members also participate in the various School committees, are involved in the administration of the School, and liaison and coordinate with the headquarters at Kyoto University and other graduate schools.

The Research Department and the Education Department have been established as separate organizations as a result of an amendment to the Fundamental Law of Education Article 66 (promulgated in 1999) and the Incorporated National Universities Act Article 3-4. Previously, only graduate schools established in order to undertake research and education were permitted. However, the aforementioned laws required new graduate schools of national university corporations to establish separate research organizations for faculty members and education organizations for students. Therefore, as a professional graduate school, the School created the Research Department and the Education Department from a standpoint emphasizing education. Decision-making procedures can be flexibly implemented because of the separation of the Research Department, which is in charge of personnel affairs and budgets, and the Education Department, which handles education in general. Meanwhile, administrative operations are performed smoothly without any chaos (such as conflict regarding decision making between the two faculty councils).

Moreover, the Center for Research in Business was established at the School in order to conduct research. Outcomes obtained through the aforementioned activities are also used for education, and as a result, such outcomes contribute to the improvement of the level of research and teaching activities.



2) Issues to be improved

In the School, faculty councils are established within the Research Department and the Education Department. Various committees are also established within the faculty councils. Clerical staff members as well as the faculty members participate in such committee meetings and discuss relevant topics. The results of such discussions are deliberated and adopted by the faculty councils as the highest decision-making bodies. Thus, it can be said that the School's faculty members meet the relevant standards adequately.

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

1) Self-Check

The Administration Division of the Graduate School of Economics was in charge of clerical affairs (general affairs, accounting, academic affairs, the Graduate School of Management, organization, and library-related matters) until 2011. However, in order to promote efficiency through integration of office management organization from a school-wide perspective, the school-wide office management organization was drastically reorganized based on a campus and school premises unit in April 2013. As a result, the new Liberal Arts Administration Division (comprising the general affairs and accounting divisions), which commonly handles operations for general affairs and accounting for 12 departments of the School, the Graduate School of Economics, the Graduate School of Law, etc. was established. The conventional Administration Division of the Graduate School of Economics is responsible for overall operations of relevant departments in the School, excluding the aforementioned operations handled by the new Liberal Arts Administration. Thus, the Liberal Arts Administration Division is responsible for common operations for general affairs, accounting operations, operations for organization of books (i.e., acceptance of books), etc. The Administration Division of the Graduate School of Economics (general affairs, accounting, academic affairs, the Graduate School of Management, organization, and library-related matters) is in charge of relevant general affairs for operations of faculty councils and academic affairs of the School. As seen from above, the School has established a two-fold office management organization system. Separate from the division in administration of the Graduate School of Management, the Management Planning Division (for sophistication of operations for planning strategies, general affairs, and research support) as an organization for operations unique to the School was established within the Administration Division of the Graduate School of Economics. Academic affairs of the School were previously overseen by a division in charge of academic affairs jointly with the Faculty of Economics and the Graduate School of Economics. Based on the organizational change implemented on October 1, 2009, a new division in charge of the Graduate School of Management was independently established. One chief clerk (regular staff), one specific employee (regular staff), one person in charge of general clerical affairs (regular staff), and three persons in charge of general clerical affairs (non-regular staff) have been assigned in such new division. The Management Planning Division was established in April 1, 2010. One head (specific employee), one specific employee (fixed-term regular staff), and five persons in charge of general clerical affairs (non-regular staff), are assigned in such new division. Matters relating to planning operations, management of general affairs, research support, public relations activities, and related activities are independently handled by the aforementioned personnel of the Graduate School of Management. In particular, a system for covering collective management, ranging from formulation of plans and proposals for competitive funds and research projects to implementation of the same, has been put in place. The head of the aforementioned division is responsible for controlling research project operations, constructing academic-industrial alliance partnerships with domestic

and international corporations and universities, and overseeing the active operations of such partnerships. Thus, a specific employee with vast practical experience and highly advanced management ability was assigned as the head in November 2013.

As can be seen from above, the School has a system that allows operational administration in order to achieve educational research purposes through appropriately sized office management organizations of the School.

Various committees have been established in the School in order to undertake appropriate operational management. Clerical staff members as well as the faculty members attend such Committee meetings.

Student responses are made based on the current size of organizations through proactive IT promotion relating to academic affairs, such as communications with students, etc. Communications with students, class information management, educational material distribution, assignment submission, and provision of exam information are handled through the Kyoto University Liberal Arts Syllabus Information System (KULASIS) in a school-wide manner. This system has been substantially developed since 2009.

Additionally, the School runs classes on Saturday as well. Thus, personnel handling general affairs who are in charge of academic affairs also attend work on Saturday.

In response to the globalization and the internationalization of students, in addition to the school-wide support system, a system for clerical affairs unique to the School has been devised. For example, the School assigns three clerical staff members (one fixed-term full time employee, one regular staff member, and one non-regular staff member) with communication ability in English to the division in charge of the Graduate School of Management for establishment of the International Project Management Course. In this way, a system for provision of guidance with a central focus on academic affairs in English for the increasing number foreign students has been arranged. Progress is being made with posted notices, introductory data, and webpages in English. For improvement of the credentials of employees, overseas training for employees has been provided as a part of staff development.

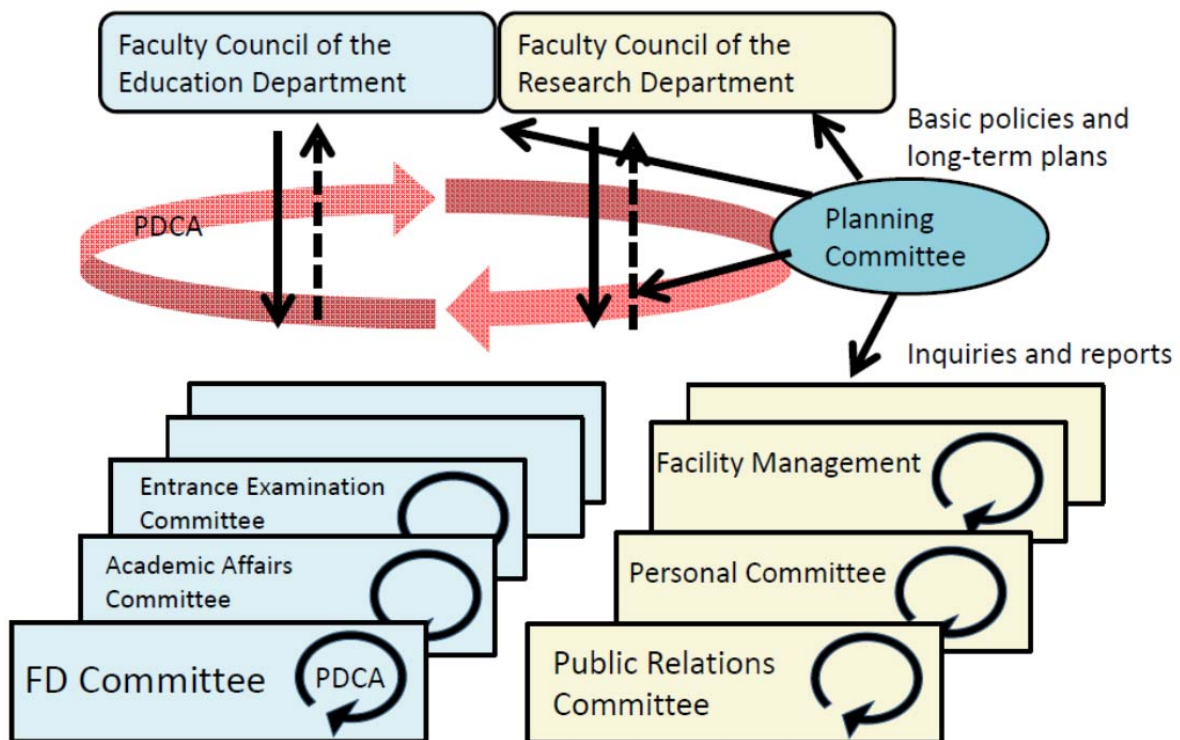
2) Issues to be improved

Educational support organizations and office management organizations that are necessary for activities of the School have been formed. The School endeavors to increase the personnel in such organizations using external funds, etc. and implements training for handling globalization. Thus, it can be observed that standards of the view in question have been sufficiently satisfied.

In order to enhance the quality of educational and learning support, continuous endeavor to strengthen office management organizations and fulfill training is desirable.

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

1) Self-Check



Various committees responsible for sharing relevant functions have been established in the School in order to perform appropriate operational management, such as the Academic Affairs Committee mainly responsible for education and the General Affairs responsible for books, facilities, IT, and external affairs. Compared with the number of the faculty members, many committees have been established. Thus, various committees have been categorized into different groups.

Promotion of efficiency of adjustments for holding of meetings and reducing the burden of excessive meetings on the faculty members have been attempted for the committees above. Clerical staff members as well as the faculty members participate in various committee meetings, with an emphasis on cooperation for operational implementation. The committees review implementation of PDCA cycle in order to achieve research and education purposes within their own scopes of activity. The information acquired through such reviews is shared by faculty councils. In relation to courses and programs, courses and programs for faculty development are regularly implemented. Reviews based on such faculty development are conducted by the Academic Affairs Committee as needed. At the same time, reports on such reviews are made to a faculty council of the Research Department.

The Director and Deputy Director of the School and the Planning Committee discuss overlapping matters that are the responsibility of multiple committees along with matters requiring long-term strategic review; they then make relevant decisions. In this way, an overall long-term PDCA cycle can function.

Moreover, in order to promote research support for projects related to academic-industrial alliances and research support for the faculty members of the School in a systematic and strategic manner,

the Center for Research in Business has been established in the School, whereby a large number of diverse projects are conducted.

2) Issues to be improved

In order to achieve the educational research purpose, the School organically runs the Planning Committee, a number of other committees, the Center for Research in Business, and the like as administrative operation organizations with sizes and functions necessary for supporting of research and teaching activities by the faculty members.

In regards to the programs that are the basic units for supporting administrative operations for education, program FD meetings are held, and fulfillment and improvement of the programs are attempted on a program basis.

Experiences with programs have begun producing results to some extent. In light of this fact, adjustment and standardization among the programs is an issue to be improved.

Excessive burdens resulting from participation in meetings are imposed upon the faculty members because there are very few personnel in educational administrative operation organizations. Thus, it is necessary to review more efficient ways to alleviate such burdens.

Standard 18-INFRASTRUCTURE SUPPORT

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

1) Self-Check

Provision of new facilities and equipment that are suitable for an increase in the fixed number of students was implemented following the foundation of the School, and they continue to the present day. The numbers of classrooms, research rooms, and study rooms have increased. This capacity has made it possible to be responsive to the maximum number of 180 students.

Regarding libraries, joint use and joint arrangements for the Library of the Graduate School of Economics have been implemented together with the Graduate School of Economics. The faculty members, employees, and graduate school students are able to use a wide range of approximately 500,000 or more books on economics and management, slightly more than 1,000 journals, and an electronic data and database equivalent to 60,000 titles. Individual research rooms have been provided for 20 full-time faculty members. Additionally, shared offices are made available to visiting professors, part-time lecturers, and others. The School is attempting to improve its educational research environment.

In the School, in order to promote voluntary learning by students, 170 seats are made available in a student study room that students are allowed to use 24 hours a day. An advanced information environment that allows use of extensive university information resources has been created in the aforementioned study rooms, lecture rooms, seminar rooms, etc.

2) Issues to be improved

The current maximum number of students per year at the School is 90. English courses have been established.

In response thereto, classrooms, seminar rooms, and student study rooms are provided for students. Sufficient services for libraries that allow advanced joint use together with the Graduate School of Economics are provided. Sufficient research spaces for faculty members have been preserved. Thus, it can be said that the School's faculty members meet the relevant standards adequately.

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

1) Self-Check

Establishment of new facilities and equipment has continuously been underway since the foundation of the School, which took place in April 2006. Classrooms, research rooms, and study rooms have been increasing. Facilities relating to education have been concentrated in Research Bldg. No. 2. Attempts have been made to increase convenience for students and faculty members. The Library of the Graduate School of Management is maintained and operated with the cooperation of the Graduate School of Economics; attempts have been made to increase the number of books independently. At the same time, the Kyoto University Library is available as well. Regarding spaces for lectures, seminars, and self-study, the following lecture rooms and various seminar rooms are located in Research Bldg. No. 2. Normally, projectors and screens are set up in all lecture rooms and seminar rooms. The Internet is available via wireless LAN, including in study rooms. In response to an increase in the number of students to 180 over 2 school years, in 2013, student study rooms, which are available 24 hours a day (excluding some rooms), have been systematically arranged as described below, based on the viewpoints of individual learning, group learning, and self-study through PC use. In particular, in line with recent trends in business schools, the School is endeavoring to arrange spaces for group work. Since cooperation with the Collaborative Graduate Program in Design first commenced, student design laboratories have been created in which service design is performed.

Earthquake retrofitting was implemented for the Research Bldg. No. 2 as a main building. Elevators have been installed in this building as well. Through use of number keys for security, lecture rooms, seminar rooms, and study rooms are safeguarded against crime.

List of Educational Facilities

Type	Name of Room	Location	Maximum Number	Remarks
(1) Lecture Room	Large Lecture Room	Northeast room # 112 on the 1st floor	137	Remote lecture system
	Multimedia Lecture Room	East room #335 on the 3rd floor	60	Remote lecture system
(2) Seminar Room	Large Seminar Room 1	Northeast room #325 on the 3rd floor	30	
	Large Seminar Room 2	South room #343 on the 3rd floor	30	
	Large Seminar Room 3	Room # B11 in the basement	30	

	Small Seminar Room 1	South room 341 on the 3rd floor	12	
	Small Seminar Room 2	South room# 342 on the 3rd floor	12	
	Small Seminar Room 3	South room 131 on the 1st floor	12	
	Case Study Seminar Room	South room #340 on the 3rd floor	36	Remote lecture system
(3) Student Study Room	(i) Individual Study Room	(Subtotal	84)	
	Student Study Room 2	South room #344 on the 3rd floor	42	
	Student Study Room 3	South room #346 on the 3rd floor	42	
	(ii) Group Study Room	(60)	
	Group Work Room	South room # 348 on the 3rd floor	24	
	Group Learning Room	Open Conference Room on the 3rd floor	24	
	Design Lab	South room# 345 on the 3rd floor	12	
	(iii) Self-study PC Room	(Subtotal	26)	
	Computer Laboratory	South room 351 on the 3rd floor	26	PC: 16units
(4) Student Locker	Student Locker		186	

(As of March 2015)

2) Issues to be improved

Facilities and equipment that are necessary for deployment of research and teaching activities have been established in the School, and they are being effectively used. Moreover, relevant consideration has been given to earthquake-proofing measures, barrier-free measures, and safety and crime prevention measures for the facilities and equipment. In particular, the School is progressing with arrangement of new facilities and equipment in a planned manner. Certain favorable evaluations have been gained via student questionnaires. Using such questionnaires each year, improvement of facilities has been attempted. Thus, it can be said that the School's faculty members meet the relevant standards adequately.

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

1) Self-Check

Individual research rooms have been furnished for 20 faculty members. Shared research rooms are also provided for visiting professors, part-time lecturers, and others. As such, attempts have been made to enhance the educational research environment. Furthermore, arrangement for conference rooms and spaces for hosting visiting professors and researchers has been implemented for joint research and entrusted research. Thereby, joint research has been promoted (Data 20: Building Layout).

2) Issues to be improved

Sufficient research rooms and shared offices have been furnished for faculty members, visiting professors, and others. In this way, attempts have been made to enhance the educational research environment. Therefore, it can be said that the School's faculty members meet the relevant standards adequately.

Hiring of faculty members and cases in which lecturers and professors from foreign countries and other universities have been increasing with the use of external funds. Therefore, further endeavors are necessary to preserve research rooms for faculty members.

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

1) Self-Check

The School operates the Library of 3,591 m² together with the Graduate School of Economics.

For arrangement and enhancement of books and information data relating to the graduate schools of management, the General Affairs Committee reviews books and associated data for research education and makes progress with the planned purchase and collection of the same.

The total number of books is 568,947, comprising 269,802 Japanese books, 33,854 Japanese journals, 242,741 Western books, and 23,776 Western journals. In addition, in 2013, 13,505 books in total were purchased and collected. Textbooks relating to management alone have been continuously acquired by spending 600,000 yen annually. Moreover, accompanying establishment of the International Project Management Course, separately from the aforementioned textbooks, collection of textbooks and data in English is progressing.

Journals include general journals relating to corporate management, and main domestic and international business administration and accounting journals. The Library of the Graduate School of Economics and Faculty of Economics Library continuously purchased or collected 1,072 different journals in total in 2012 (except for 107 Japanese journals and 190 Western journals that were purchased, the other journals were donated). Considering management and accounting journals alone, there are 143 Japanese titles (including 38 general business journals) and 74 Western titles (14 general business journals). The major Japanese and Western business journals have been extensively purchased. There is a wide selection of business education journals. Furthermore, an electronic database has been maintained using approximately 9 million yen (including the amount borne by the Graduate School of Management together with the Graduate School of Economics). In this way, the Library provides users with electronic journals and databases (EOL TOWERS, NEEDS [Nikkei Economic Electronic Databank System], and NIKKEI TELECOM) for school-wide use. Additionally, the School is a comprehensive university. Thus, use of integration of a tremendous quantity of books and journals (in book form) is possible. Furthermore, the School runs a leading electronic database and organizes electronic journals in Japan in an integrated manner. In this way, genres for the aforementioned materials do not require maintenance by a single department alone. In terms of shared information infrastructure, electronic databases and electronic journals have

been adopted on a scale of approximately 300,000,000 yen annually in a school-wide manner and have been supplied to the entire school. More specifically, it is possible for users to access 60,000 or more electronic journals, 240,000 or more electronic books, and 100 or more databases. Among these items, there is a strong selection of information databases relating to the management. Particularly, useful electronic databases and electronic journals relating to management for the education of the graduate schools of management have been deployed for users.

Main Economics and Management Electronic Databases and Journals

Language	Title	Description
(1)Japanese	EOL TOWERS	Securities report database
	Nikkei NEEDS	Financial information database
	Nikkei BP article search service	Database for back numbers of 50 publications issued by Nikkei BP
	NIKKEI TELECOM	Nikkei Newspaper database
(2)English	LEXIS/NEXIS	Search services for foreign newspaper articles and other foreign articles
	EBSCO HOST	Search for articles in overseas economics and management journals (including Econ Lit)
	JSTOR	Database for basic academic journals in the U.S. (including 75 journals relating to business administration)
	Elsevier	Database for academic journals
	Harvard Business School Press	Sites for educational materials for business cases

Moreover, in relation to information literacy development, the Kyoto University Library Network holds workshops for methods for use of information databases, including those with information on economics and management, on a monthly basis. A system for enhancing information literacy in a school-wide manner has been adopted. Additionally, a system has been created for advancing the ability to use business administration information databases in classes relating to business analysis, including databases used for management research theory, in the School.

In addition, the Center for Research in Business collects educational materials for business cases regarding corporate management, and applies such cases. Collection and management of books relating to these topics are performed.

An annual license agreement regarding sites for educational materials for business cases of Harvard Business School Press was executed in 2012.

Business education has been provided in the Graduate School of Management. In this way, an environment in which the world's best business case educational materials can be freely used has been created. Almost all students take classes on case methods each year. Additionally, a usage environment has been provided through installment in the Computer Laboratory of PCs for accessing commercial databases.

2) Issues to be improved

The School enhances and strengthens data, such as associated books and journals, and management information jointly with the Graduate School of Economics and in a school-wide manner. Moreover, the School independently and systematically collects and maintains specialized

books and business case educational materials. Therefore, it can be said that the School's faculty members meet the relevant standards adequately.

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

1) Self-Check

Establishment of new facilities and equipment has continuously been underway since the foundation of the School, which took place in April 2006. Classrooms, research rooms, and study rooms have been increasing. Facilities relating to education have been concentrated in Research Bldg. No. 2. Attempts have been made to increase convenience for students and faculty members. The Library of the Graduate School of Management is maintained and operated with the cooperation of the Graduate School of Economics; attempts have been made to increase the number of books independently. At the same time, the Kyoto University Library is available as well. Regarding lectures for the basic subjects that make up the curriculum of the School, the Large seminar room is used in cases when there are 60 students or more (maximum 137 persons; classroom style). Regarding specialized subjects using the lecture style, the Multimedia lecture room (maximum 60 persons; classroom style) and the Large seminar rooms (maximum 30 persons; seminar room style) are used. Concerning specialized subjects for the discussion style, the case study seminar room (maximum 36 persons) is exclusively available for face-to-face discussion. Workshops comprise a small number of students (about 5 to 10). Thus, the Small seminar rooms (with a maximum of 12 persons; seminar room style) are mainly used for workshops. Normally, all of the classrooms mentioned above are furnished with projectors, making it possible to respond to various class styles. As such, classrooms with facilities and equipment that are suitable for the content and methods of various classes have been provided. About 60% of such classrooms are used. However, considering situations in which voluntary seminars and various workshop sessions are implemented, such classrooms are utilized effectively.

2) Issues to be improved

Facilities and equipment that are necessary for deployment of research and teaching activities have been established in the School, and they are being effectively used. In particular, the usage percentages for classrooms, seminar rooms, and study rooms are high, and these facilities are effectively used. Thus, it can be said that the School's faculty members meet the relevant standards adequately.

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

1) Self-Check

In order to promote voluntary learning by students, the School provides 170 seats in total through arrangement of the student study rooms, which are available 24 hours a day, comprising (i) student study rooms for self-study, (ii) the group work room for group learning, and (iii) the computer laboratory seminar room for self-study using PCs (Table 18-1). There are 6 study rooms in total in the School (as described below), which are available 24 hours a day (excluding some rooms). The School provides the individual study room, the group work room, the group study room, and the computer laboratory in which PCs can be used. The maximum number of students who are able to use the aforementioned rooms is 194 persons in total. Seminar rooms are basically provided for self-study activities outside of class hours.

For study rooms, a free address system is used so that efficient space use requirements imposed on national universities are fulfilled. In order to advance the self-study of graduate students, maintenance and provision of the three types of study rooms categorized above has been implemented. In particular, the School offers numerous group learning opportunities, such as team project work, voluntary workshop sessions, and presentation learning. Therefore, study rooms for group learning in response thereto have been enhanced. Other than the aforementioned, for self-study, students are able to use 60 seats within the Library of the Graduate School of Economics and 90 seats in the study rooms of all related libraries on the campus in a shared manner as spaces for self-study using library data.

The operational rate for the aforementioned study rooms and the computer laboratory seminar rooms is high, as students use them at all times. It is possible for users to access the Internet via wireless LAN in such study rooms, lecture rooms, seminar rooms, and the like. Users are able to employ online services, such as for accessing electronic journals, electronic databases, and electronic books, provided by the School's system and the Kyoto University Library Network. In addition to the aforementioned means, when using the virtual private network (VPN) provided as a school-wide service, services for electronic journals, etc. are available outside the campus. Students can enjoy convenience even when studying at home. In the questionnaires filled out by students who have completed the relevant courses, the level of satisfaction with the use of the aforementioned means is 3.47 on average.

2) Issues to be improved

The School sufficiently provides voluntary learning environments, such as self-study spaces and the Group work room, in accordance with the maximum number of users. As students are able to use the same 24 hours a day, such spaces are effectively used. High satisfaction has been indicated in questionnaires filled out by students who have completed the relevant courses. Moreover, a learning environment using IT has been furnished. Therefore, it can be said that the School's faculty members meet the relevant standards adequately.

2. Improvement-Related Issues

1) Chapter One: Mission Statement

(i) After admission, working adult students learning at the School have developed the desire to become personnel specialized in a combination of advanced sciences and practices. In recent years, many such students have expressed the desire to proceed in doctoral courses at the Graduate School of Economics. Moreover, the field of practice and industry is wide open to highly advanced, specialized personnel with Ph.Ds.

Corporations and relevant bodies expect such personnel to lead the future. Therefore, in order to embody the mission of the School, it is necessary to establish a doctoral course to fostering more advanced management professionals to serve as workers.

(ii) Continuous verification for educational research purposes is an important issue for professional graduate schools, which gain sustainable development as valuable educational institutions for changing social environments. Since its foundation, the School has been implementing systematic measures in all respects by giving sufficient consideration to relevant matters.

However, it is dangerous to be complacent and settle for current measures and situations. Changes in the contemporary economic sector and students are increasingly becoming larger and more significant. Needs and expectations for graduate schools of management that foster advanced specialized professionals will grow, and their social missions will become more significant. Therefore, it is necessary to verify educational research purposes from the viewpoint of stakeholders in a more comprehensive manner.

Therefore, it will be an important task to obtain information on the needs and opinions of students, graduates, corporations, and the economic sector, and to make progress with proactive responses to changes in the economic sector and student needs. It is necessary to create new strategic approaches for the same.

(iii) Organizational approaches for acquisition of external funds have been strengthened. Certain outcomes have been attained thus far, and improvement and fulfillment of education in graduate schools have taken place. However, in order to respond to social changes and make progress with the provision and development of advanced educational programs, the establishment of a financial base with a central focus on acquisition of external funds will be continuously an issue.

2) Chapter Two: Educational Programs

(i) Questions about how the difficulties faced by our society in terms of contemporary management should be handled and how harmony should be maintained in the face of possible conflicts that emerge when people from different cultures work together are raised. Improvement is necessary so that highly ethical decision making can be realized in the educational programs at the School.

(ii) Proactive new establishment, restructuring, and reorganization of educational programs of the School have progressed in response to social changes and the emergence of a new era. It can be said that the School has made progress with development and provision of educational programs at a certain level that can respond to the needs of students and society. In response to the further broad needs of society for education to foster practical specialists and to create opportunities for experience and learning by students in a practical manner, the development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration must be strategically promoted. Such outcomes must be incorporated into the educational programs of the School.

(iii) It is a basic requirement for Japanese students to learn English communication and relevant matters in English in order to foster global personnel. English courses (IPROMAC) mainly targeting foreigners have been developed, and provision of English subjects for 2 year-courses has increased.

Currently, only a limited number of Japanese and foreign students undertake English subjects enthusiastically. Most students do not choose to take the same. Improvement is necessary regarding this matter.

(iv) The current educational curriculum of Kyoto University adopts a two-semester system (with a first semester and a second semester). Such a two-term system itself has become restrictive in the course of deployment of the educational programs. It is possible to think that taking classes once a week hardly generates substantial educational effects. An increase of educational effects can be expected through intensive learning of class subjects. Moreover, in order to further increase opportunities for studying abroad as well as long-term internships, a significant degree of freedom is needed.

3) Chapter Three: Students

(i) To foster global personnel, it is necessary to verify anew whether or not requirements for students, admission policies, and admission systems should be reviewed.

(ii) Commendations for superior students have been established for all graduate schools and programs as a measure to encourage students to become more erudite. Further, it is necessary to examine measures to improve learning outside of lecture hours.

(iii) A network of graduates who act proactively in society after completion of their education at the School must be utilized. Connections among graduates and current students are tenuous.

4) Chapter Four: Faculty

(i) The mission of the School is to foster professional personnel.

The School has focused upon evaluation and improvement of the educational abilities of the faculty members. At the same time, in order to accommodate the needs of a changing society in a creative manner, the School believes that the research abilities of the faculty members and the outcomes of research in different fields are important.

(ii) The School would like to pursue diversity of faculty members. However, the percentages of female and foreign faculty members are still low. Strategic enhancement regarding this matter will be required.

5) Chapter Five: Supporting Staff And Infrastructure

(i) In regards to the programs that are the basic units for supporting administrative operations for education, program FD meetings are held, and fulfillment and improvement of the programs are attempted on a program basis. Adjustment and standardization among the programs is an issue to be improved.

(ii) Excessive burdens resulting from participation in meetings are imposed upon the faculty members because there are very few personnel in educational administrative operation organizations. Thus, it is necessary to review more efficient ways to alleviate such burdens. In addition to the administration, a faculty council holds general meetings once a month, and other meetings including program meetings three times or more a month. For the administration, four or more meetings of the Planning Committee take place each month.

IV. Quality Improvement in Management Education

1. PDCA Cycle for Quality Improvement

It is important to incorporate a Quality Improvement System within the organization in order to engage in uninterrupted improvements and reforms for achievement of the mission of the School in response to changing environments. The first important element of the Quality Improvement System in the School is institutionalization of the inspection and evaluation system. Kyoto University as a national university corporation has earned a high reputation with the central government in relation to its medium-term goals and plans. Inspection and evaluation have been implemented regarding progress with medium-term plans in departments within the School. Based on the mandatory accreditation that was imposed on professional graduate schools, the School acquires the ABEST21 accreditation, submits improvement plans, and receives reports and evaluations on progress with such plans. As such, an institutional inspection and evaluation framework comprises the basis of the Quality Improvement System.

The second important element for the Quality Improvement System corresponds to approaches for multilayered faculty development within graduate school organizations. Based on plans made by the Faculty Development Committee for all postgraduate programs, class evaluations by students, as well as self-checks and mutual evaluation regarding classes by the faculty members, have been implemented. Through faculty development activities for programs, approaches for reviewing of classes on a program-unit basis and improvement of guidance for students have been applied. The Faculty Development Committee regularly reviews the entire curriculum based on surveys on evaluation of the School by students upon completion of their courses and corporate evaluation. The Quality Improvement System comprising the aforementioned two elements has been functioning sufficiently.

Since its foundation, the School has been encouraged to accommodate changes in environments proactively. In order to further deepen collaboration with entities in different industrial fields in the future, the necessity exists for a permanent advisory committee to be established and for a network of graduates playing active roles in relevant fields within society to be used.

2. Improvement Initiatives

1) Chapter One: Mission Statement

(i) A plan for the establishment of doctoral courses for management science in the School will progress mainly through the efforts of faculty members responsible for educational guidance in doctoral courses for economics and engineering.

(ii) A permanent advisory committee will be established. The mission of the School will be questioned again, and a symposium for asserting the uniqueness of the School will be held.

(iii) Various projects will be implemented through collaboration with governmental and public institutions, corporations, relevant bodies, and the like. External funds will be continuously acquired.

2) Chapter Two: Educational Programs

(i) Curriculums and class subjects will be inspected and improved for guidance in highly ethical decision making in relation to business. By using resources retained by Kyoto University as research

bases for cutting-edge natural science, humanities, and social science, opportunities for liberal arts education that provides multifaceted, highly stimulated business personnel will be maintained. Programs to foster leaders handling social issues as well as female leaders will be enhanced.

(ii) Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. At the same time, feedback on outcomes arising from such educational programs will be made available for educational curriculums for students undertaking professional degree programs. In this way, synergy will be pursued.

(iii) Subjects provided in English in educational programs will be expanded. At the same time, in order to require students to learn the subjects provided in English in a standard fashion, revision of requirements for completion will progress.

(iv) A quarterly academic system will be adopted for educational curriculums. The term "quarterly academic system" refers to an educational curriculum provided based on four semesters a year. Adoption of the quarterly academic system will cause demerits in terms of lack of coordination with the two-semester systems (with a first semester and a second semester) of other Graduate Schools. However, considerable merits can be expected. It can be expected that provision of concentrative classes twice a week will enhance the educational effects. The extent of freedom for faculty members in terms of the coexistence of education and research will become higher. Furthermore, adoption of a quarterly academic system will encourage studying abroad, etc. It is necessary to adjust many issues for adoption; however, it is considered that the outcomes will be sufficiently effective.

3) Chapter Three: Students

(i) To foster global personnel, it is necessary to verify anew whether or not requirements for students, admission policies, and admission systems should be reviewed.

(ii) Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

(iii) Endeavors for establishment of a network of graduates and connection of such network to educational programs will take place.

4) Chapter Four: Faculty

(i) In order to pursue contributions made by the School in the field of research, joint projects based on an academic-industrial alliance will be promoted.

(ii) Even given restrictions on the number of faculty members, recruitment of female and foreign faculty members will be pursued.

5) Chapter Five: Supporting Staff And Infrastructure

(i) Standardization and enhancement of FD meetings for four educational programs will be promoted. Organizational measures for students will be implemented by SV or WS faculty members for program faculty meetings and the graduate school as a whole (Academic Affairs Committee and faculty council of the Education Department). It is important to enhance operations on a program basis in order to strengthen collective and organizational responses for student guidance.

(ii) In order to mitigate burdens for graduate school operation services by the faculty members, meetings relating to administrative organizations will be reasonably reorganized.

3. Action Plans for three years

1) Action Plans for 2016

1-(i) Doctoral courses will be established after prescribed procedures have been undertaken. Education for doctoral courses will commence with the welcoming of students admitted for the 1st term.

1-(ii) Review regarding the permanent establishment of an advisory committee will take place.

1-(iii) Development for new research and educational projects based on industry-government-academia collaboration will be attempted and acquisition of external funds will occur.

2-(i) Inspection of curriculums and class subjects from the perspective of business ethics will be undertaken. Projects to foster leaders engaging in social problems as well as female leaders will be conducted.

2-(ii) Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. Outcomes arising from such educational programs will be organized and reviewed.

2-(iii) Subjects provided in English in educational programs will be expanded. At the same time, in order to require students to learn the subjects provided in English in a standard fashion, revision of requirements for completion will be reviewed.

2-(iv) Adoption of the quarterly academic system will be reviewed.

3-(i) To foster global personnel, a comprehensive review as to whether or not requirements for admission policies and admission systems should be verified.

3-(ii) Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

3-(iii) Endeavors for establishment of a network of graduates and connection of such network to educational programs will be reviewed.

4-(i) In order to pursue contributions made by the School in the field of research, formulating and planning of joint projects based on an academic-industrial alliance will be promoted.

4-(ii) Even given restrictions on the number of faculty members, recruitment of female and foreign faculty members will be pursued.

5-(i) Enhancement of FD meetings for programs will be pursued and standardization will be reviewed.

5-(ii) The nature of meetings related to administrative operation organizations will be reviewed.

2) Action Plans for 2017

1-(i) Implementation of doctoral courses for the 2nd term will progress.

1-(ii) Institutionalization for the permanent establishment of an advisory committee will progress.

1-(iii) Development for new research and educational projects based on industry-government-academia collaboration will be attempted and acquisition of external funds will progress.

2-(i) Results based on inspection of curriculums and class subjects from the perspective of business ethics will be reviewed. Projects to cultivate leaders who can engage with social problems, as well as female leaders will progress.

2-(ii) Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. Feedback measures based on outcomes arising from such educational programs for professional degree programs will be reviewed.

2-(iii) Subjects provided in English in educational programs will be expanded. At the same time, in order to require students to learn the subjects provided in English in a standard fashion, revision of requirements for completion will be reviewed.

2-(iv) School-wide adjustment will be made regarding the quarterly academic system in educational curriculum.

3-(i) To foster future personnel, a proposal for review of admission policies and admission system will be organized.

3-(ii) Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

3-(iii) Endeavors for establishment of a network of graduates and approaches for connection of such a network to educational programs will be implemented.

4-(i) In order to pursue contributions made by the School in the field of research, formulation of plans and proposals regarding joint projects based on an academic-industrial alliance and application for subsidized projects, etc., will progress.

4-(ii) The restrictions on the number of faculty members and recruitment of female and foreign faculty members will be pursued.

5-(i) Enhancement of FD meetings for programs will be pursued and adjustment for standardization will be reviewed.

5-(ii) Plans for reorganization and rationalization for administrative operation organizations will be compiled.

3) Action Plans for 2018

1-(i) This is the third year since doctoral courses were established. The form of the doctoral program will be finalized, and relevant issues for improvement will be identified.

1-(ii) A permanent advisory committee will be established, and meetings of such committees will be held.

1-(iii) Development for new research and educational projects based on industry-government-academia collaboration will be attempted and acquisition of external funds will progress.

2-(i) Approaches to improve curriculums and class subjects from the perspective of business ethics will be implemented. Programs to foster leaders handling social issues as well as female leaders will progress.

2-(ii) Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. Feedback measures based on outcomes arising from such educational programs for professional degree programs will be promoted.

2-(iii) Subjects conducted in English in educational programs will be expanded. At the same time, the status of participation in classes by students based on revision of requirements for completion will be understood and verified.

2-(iv) A quarterly academic system will be adopted.

3-(i) If necessary for fostering future personnel, review for admission policies and admission system will take place.

3-(ii) Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

3-(iii) Endeavors for establishment of a network of graduates will take place and approaches for connection of such network to educational programs will be expanded.

4-(i) In order to pursue contributions made by the School in the field of research, joint projects based on an academic-industrial alliance will be implemented and promoted.

4-(ii) The restrictions on the number of faculty members and recruitment of female and foreign faculty members will be pursued.

5-(i) For enhancement of FD meetings for programs, standard operation will be established.

5-(ii) Reorganization and rationalization related to administrative operation organizations will be implemented.

V. Quality Improvement for last three years

Kaizen for “educational and research objectives” (1)

Based on the action plan of “developing activities, including those for the External Evaluation Committee that are based on the needs of companies and the economic society,” the External Evaluation committee was established in March 2013. External evaluations performed by such professionals as Tetsuo Kuba, Chairman of Kyocera; Tomoko Namba, Founder, Director of DeNA; Hosoo Masao, Sub-Chairman of the Board of Trustees of the Kyoto Association of Corporate Executives; Otake Yoshiki, senior consultant at AFLAC; Professor Li Shu-Hsing, the former Dean of College of Management, National Taiwan University; and Fumitoshi Mizutani, Dean of GS of Business Administration of Kobe University. GSM's efforts for its educational programs, courses, environment, management ethics education, progress in internationalization, and improvements through external funding have constantly received a high evaluation. However, further efforts are expected in the areas of the individualization of educational content, deployment of internationalization, and career development.

Based on the action plan of “realize measures for collecting opinions from students, not only when they graduate but also several years after they have completed their studies,” the Planning Committee and other bodies considered conducting an external evaluation questionnaire, including the items to include and other related matters. In March 2012, a graduate questionnaire and an external evaluation questionnaire targeting entrepreneurs outside the academe were carried out. In addition, a company questionnaire was conducted in March and April 2012, the results of which were collated and analyzed. An alumni questionnaire has also been prepared, which will be distributed in future alumni meetings.

Based on the action plan of “carry out initiatives to survey, research, and disclose the methods used by professional graduate schools in the management field in Japan, conducted jointly with other professional graduate schools,” and also related to the preparatory work to establish a doctoral course for working members of society, a survey was conducted on more than 30 companies from Japan and overseas, including SMBC, Nomura Securities, JR Tokai, Sumitomo Corporation, Japan Bank for International Cooperation, and Kajima Corporation. The survey included a questionnaire and interviews. The theme of the questionnaire and interviews was advancing business school education for working members of society. This survey yielded data on the increasingly high-level needs for such education. Results of the analysis showed that companies expect educational content that is professional, international, and practical.

Kaizen activities for educational and research objectives (2)

GSM aim to achieve the following objectives: (1) meet the demand for the establishment of new educational programs; (2) apply for MEXT educational *kaizen* projects, such as GP; (3) apply for projects run by METI and other bodies that train professional human resources; (4) actively establish endowed courses; (5) offer visiting-chair courses; (6) implement joint projects with other research courses, etc.; (7) apply for research funding, including grants-in-aid for scientific research; (8) promote joint research and consignment research; and (9) continuously acquire scholarship donations. Based on the action plan of “particularly for the Center for Research in Business Administration, aim to apply for inclusion in projects and collect project-related information from each government ministry, government body, and other related groups; and enhance the system to allow speedy applications,” the Center for Research in Business Administration is advancing the following measures to acquire external funding strategically. The

Management, Administration, and Planning Office, the University's administrative organization, has appointed a Head of the Planning Office from the private sector, and has enhanced its structure for acquiring external funding efficiently via the Management Education Department. It is also advancing the implementation plan. Centered on the Planning Office, support has been provided for the launch of the JST "Problem Solving-type Services Scientific Research and Development Program" that was commissioned in 2011, and also for endowed and joint-research courses. In July 2012, the Human Resource Development for Asia Business endowed course was established, and the development of educational programs intended for executives was begun. In April 2013, through collaborations with top business schools in seven Asian countries (China, India, Thailand, the Philippines, Malaysia, Vietnam, and Indonesia), 13 trainees from 11 Japanese companies attended classes for half a year at the Tokyo office, and then conducted practical research in local companies. In academic year 2014, to maintain this program, a joint-research course to train Asian business leaders was established by the 13 companies that had developed the same endowed course, and the intention is to further improve this program. Moreover, a new course was established in April 2013, the Road Asset Management Policy Chair while two additional endowed courses have also been newly established, namely, the City and Town Management by Public-Private Partnerships Chair in April 2014 and Integrated Port Logistics Chair in July of the same year. The Center for Research in Business Administration maintains a system not only to arrange research findings, such as theses and case-study teaching materials, but also to manage and utilize the achievements of instructors systematically. Going forward, it will strive to continue increasing the number of enrollees and applications of its resources in classes. At the same time, it will fine-tune its activities. Meanwhile, based on the support received in the new university budget, it has upgraded its system for developing case-study teaching materials. It will continue to hold case method research meetings, to which professional staff from Harvard University, Keio University, and other universities are invited, and to develop new case-study teaching materials in Japanese and English.

Kaizen for "educational and research objectives" (3)

The action plan states that "With regard to the investigation of the establishment of a DBA course, etc., as it is part of a long-term concept, setting plans on a yearly basis may be difficult; however, discussions with other management-related professional graduate schools and related institutions should be pursued." Preparations are underway to establish a new doctoral program. As applying for the establishment of a DBA course would be difficult, GSM decided to establish a management science major as a management science doctoral program, and the procedures are being completed toward its launch in academic year 2016.

Kaizen for "the curriculum, etc." (1)

According to the action plan, "to reduce the burden on the teaching staff responsible for supervision, GSM should investigate bringing forward the allocation of instructors who are responsible for the workshops held in the second year to select those fit for the supervisory role. Further, while continuing to ensure that instructors provide detailed guidance, GSM should aim to enhance the management cycle for verifying the curriculum, including reviewing the number of subjects, in order to reduce the burden on each instructor and increase educational effects." Based on this action plan, a joint guidance structure for the first year of the Project Operations Management Program and Service Value Creation program was established, and the consolidation from supervisors to workshops has been advanced. Moreover, to enhance the management cycle to

verify the curriculum further, the subjects within each of the main fields was narrowed down in all four program areas in academic year 2013. While still offering students a diverse range of subjects, this narrowing down had the effect of clearly defining the unique features of each program's field.

Kaizen for "the curriculum, etc." (2)

The action plan states that "for the review of the curriculum as a whole, with regard to the integration of the Financial Risk Management Program and Finance and Accounting Program, their integration should be scheduled in academic year 2011, which should reflect the analysis of these programs in academic year 2010. In conjunction with this, GSM should schedule a review of the curriculum, including that on the integration and discontinuation of subjects." Based on this action plan, the Financial Risk Management program and Finance and Accounting program were integrated in April 2011. Moreover, to respond to the needs of both society and students, the reorganization/discontinuance of programs and class subjects was investigated. As a result, in April of academic year 2014, the Business Creation and Revitalization Program was discontinued, whereas the Business Leadership Program was newly established. With the objective of reviewing the curriculum as a whole, the Curriculum Working Group has been continuously reducing the number of subjects offered and narrowing down the subjects in each program's main field. In the international course, to meet the various curriculum-related demands and the expected increase in student exchanges with overseas collaborating universities, GSM considered providing a greater number of lectures in English. As a result, a more complete lineup of English lectures will be provided from academic year 2014. Specifically, compared with the 63 subjects in English in academic year 2013, 67 subjects will be offered in English in academic year 2014.

Kaizen for "students" (1)

The action plan states that "information on GSM's admission policy is to be clearly described in printed materials, outlines, etc., and in addition, this information is to be provided in English and publicly announced via various platforms, such as open campus events and fairs for studying abroad." Based on this action plan, the details of GSM's admission policy are described in "the image of the students sought by GSM," as well as in pamphlets, admissions guidelines, GSM's website, and other media. This information has also been widely disseminated during entrance exam briefings. It is also provided in English; it is clearly described on GSM's English website and in the application guidelines of the International Project Management Course, which is taught in English and targets international students. GSM is also disseminating information in English through actively holding overseas events.

Kaizen for "students" (2)

The action plan states that "in academic year 2011, upon continuing to verify the image of students who will be responsible for achieving the School's 'educational and research objectives,' the results of the company and graduate questionnaires implemented in previous years are to be analyzed. GSM should investigate whether the student image presented by the School diverges from the values of society, and then determine the directions being taken by each company for their acquisition of human resources." Based on this action plan, a graduate questionnaire is conducted annually and its results analyzed subsequently. The results reveal that universities are expected to meet societal needs, reconfirming the importance of developing students who have a sense of responsibility and who have acquired leadership qualities to address the various global problems. Based on these sorts of societal needs and to demonstrate clearly that it is working to develop

business leaders, GSM reorganized the Business Creation and Revitalization program as the Business Leadership Program in academic year 2014. Moreover, to help develop the global human resources required by companies, GSM is providing relay lectures by people who are globally active in various industries. It has also established an endowed course to train Asian business leaders. Apart from these, GSM encourages students to participate in short-term overseas study programs through exchanges with the faculties and departments of other universities. For its part, GSM participated in programs for global deployment capabilities, provided overseas seminars, raised its awareness about global human resources, and enhanced its environment to enable students to receive international education. Through these activities, GSM is continuously conducting education and research that correspond to society's values and the directions being taken by companies for their acquisition of human resources.

Kaizen for "students" (3)

The action plan states that "from academic year 2010, GSM shall continue to investigate and collect information on contents that should be offered on the job-search support website; from academic year 2011, GSM shall investigate the full-fledged management of the job-search support website and provide additional information for enrolled students." Based on this action plan, GSM has been providing students with additional information to support their job-search activities through the continued utilization of the KUMaS job-search support website. Meanwhile, instructors and administrative personnel have been participating in and exchanging information at the Training and Information Exchange Meeting for University Staff Responsible for Assisting Students' Job Hunt, which is open to all staff. Through this provision of additional information to students and exchanges among university staff, the graduates questionnaire survey conducted in academic year 2014 showed that the percentage of students who were searching for a job and actually found employment was 86.4% (excluding those returning to work, starting up a business, and continuing their education), and this percentage continues increase.

Kaizen for "students" (4)

According to the action plan, "in academic year 2011, GSM should identify problems in the reward system for students who have achieved excellent academic results and then determine the direction to be taken for improvements." Thus, the Academic Affairs Committee and GSM Education Department have been investigating the reward system. A new system was launched, where based on credits acquired at the time of graduation, excellent students across all programs and in each program will be selected; their achievements will be recognized at the graduation ceremony, where they will be presented with a commemorative stole. In addition, on both the Project Operation Management Program and Service Value Creation Program, commendations are given to excellent students based on their presentations of the results of the workshops. Meanwhile, in investigating the pros and cons of awarding excellent first year students with commendations, GSM decided that, as the students who receive commendations in their first year are also likely to be those that receive them at graduation, there is no extra benefit to providing commendations in the first year. Based on such considerations, GSM continues to discuss policies that will comprehensively improve students' motivation to study, including through other reward systems.

Kaizen for the “teaching staff organization” (1)

The action plan stated that “within instructor recruitment activities, GSM should strive to realize improvements, such as to increase the number of instructors and improve the male-to-female ratio of instructors.” In line with this, GSM’s plan to establish a new doctoral program calls for an increase in the number of instructors. In addition, as regards the composition male and female staff members, the request for a special research project was accepted in the estimated budget for academic year 2011, employing three full-time tenured professors (one woman); on the joint-research course, one full-time tenured researcher (a woman) was employed. Subsequently, the ratio of women to men improved.

Kaizen for the “teaching staff organization” (2)

The action plan states that “regarding publishing the findings of instructors’ research in a researchers’ compendium, GSM shall positively aim for a systematic response. The Center for Research in Business Administration shall strive to announce educational results to the public, including by archiving instructors’ social contributions, their development of teaching materials, and their class performance. Moreover, the Center shall strive to create an effective loop, in which the results of instructors’ research are utilized for education, and educational results are utilized for research.” Based on this action plan, GSM and the Center for Research in Business Administration shall disclose information on the results of research and education, hold various public lecture meetings, share information from research conferences, publish information on the social contributions of researchers, and maintain a framework in which research findings are returned to education and society. Archiving the results of instructors’ research in a researchers’ compendium database (a database of educational research activities) is supported by the administrative staff, and the information is updated in a timely manner. Further, the Center for Research in Business Administration is collaborating with the Kyoto University Library Public Disclosure Repository *kurenai*, and in addition to publishing research results nationwide, this partnership has established a website for case study materials (within the University only), which provides independent case study materials, including new materials, for use in education. It has also started distributing case study materials overseas via a specialist agency in the United Kingdom. Moreover, it holds international symposiums and lecture meetings for endowed courses and has been highly evaluated for returning its educational and research results to stakeholders both inside and outside of the University.

Kaizen for the “teaching staff organization” (3)

The action plan states that “the deployment of full-time staff is indispensable for the smooth management of a stable administrative organization. However, the administration of full-time staff is carried out by the Kyoto University Administrative Affairs Head Office, and therefore, going forward, discussions with the Administrative Affairs Head Office will be necessary. Further, so that the School may actively progress its activities, it must continuously employ excellent staff. To improve the financial foundation that would support this plan, GSM must carry out activities that would actively utilize its current support structure, acquire competitive funding, and collaborate with companies and other organizations.” Based on this action plan, the Management, Administration, and Planning Office, the University’s administrative organization, employs a Head of

the Planning Office who has high-level and practical experience in private-sector companies. The Office has likewise enhanced its structure for effectively acquiring external funding and advancing the implementation plan via the Management Education Department. In academic year 2013, a special employee was recruited by GSM to manage the International Project Management Course and oversee the recruitment of overseas students.

Kaizen for the “teaching staff organization” (4)

The action plan states that “full-time instructors were allowed to provide research guidance on doctoral programs as an interim measure up to 2013; to improve the level of education and research in the School, they must continue to do so. Hence, there is a need to actively appeal for this measure to be continued. On this point, attention should be given to the current restrictions in the professional graduate school system. To construct a better research and education system, the School must actively appeal to MEXT and other related institutions about the points that need to be improved.” Based on this action plan, through organizations such as the Management Human Resources Training Council, GSM is repeatedly conducting investigations on evaluations and quality assurance of instructors with practical experience. At the same time, GSM is submitting a request for instructors to also be allowed to be responsible for research guidance on doctoral programs. Preparations are also underway toward establishing a management science major as a management science doctoral program in academic year 2016.

Kaizen for “management and facilities maintenance” (1)

According to the action plan, “the aim is to increase efficiency of, internationalize, and improve the organizational system that supports postgraduate education. In academic year 2010, the Kyoto University Head Office needed a full-time employee to support internationalization. In academic year 2011, GSM anticipates the demand for the English homepage to be enhanced, as well as for reporting in English for overseas students to be improved. Further, it will meet the full quota of accountancy staff and full-time staff by continuously endowing part-time staff with full-time status.” Based on this action plan, the Management, Administration, and Planning Office appointed a Head of the Planning Office with a high level of practical experience in the private sector. Meanwhile, the Management Education Department enhanced its system for acquiring external funding and for efficiently advancing the implementation plan. In academic year 2013, a special employee was recruited by GSM to manage the International Project Management Course and oversee the recruitment of overseas students.

Kaizen for “management and facilities maintenance” (2)

Per the action plan, “while aiming to upgrade and internationalize classrooms, practical study rooms, and self-study rooms, the School shall collect and improve its management-related books and materials. In academic year 2010, the periodic maintenance required for the facilities in the classrooms and practical study rooms shall be implemented, with the aims of renewing the equipment, enhancing the self-study rooms, and collecting management-related foreign books and teaching materials. In academic year 2011, the bilingual (Japanese and English) signs required for the classrooms, practical study rooms, and self-study rooms shall be maintained, whereas

management-related foreign books and teaching materials will be collected.” Based on this action plan, the maintenance Checks of and upgrades to the existing classrooms, practical study rooms, and self-study rooms, were continued, including their internationalization through the installation of bilingual signs. In addition, facilities were expanded. Books and educational equipment were likewise upgraded to meet the greater educational and research needs. GSM strived to acquire the budget for such upgrades. In particular, it collaborated with the newly established Design School and set up a design laboratory practical room for experiments. It upgraded its case study educational materials-related educational environment, began the full-fledged development of its independent case study materials website, concluded a contract with the Harvard Business School for access to its database, and endeavored to upgrade other case study materials both inside and outside of GSM. Moreover, it used its book- and research-related income to collect local and foreign management books, and thereby enhance its book collection.