



**Certified Evaluation and Accreditation Results  
for the Master of Business Administration in Globalization,  
the Kenichi Ohmae Graduate School of Business**

The Master of Business Administration in Globalization (hereafter referred to as MBAG) at the Kenichi Ohmae Graduate School of Business (hereafter KOGSB) stands based on its educational mission (founding spirit) of “contributing to the world society by cultivating persons who have an intellectually creative basis with the international perspectives and frontier spirits to be forerunning leaders,” and has the purpose of fostering “global leaders capable of managing their tasks and producing results in the overseas (English-speaking) environment.” The orientation of its mission and purpose is, as the JUAA views it, appropriate, since it matches the current situation in which Japanese corporations face the daunting, immediate need to nurture “global personnel” who can actively conduct business abroad with a good command of English. Such a need is expected to be even more pressing in the future. The JUAA also appreciates the significance of the MBAG offering AirCampus<sup>®</sup>, a unique distance-learning education, to those adult students who do not have enough time to commute.

However, the JUAA must point out that the MBAG has major flaws in its faculty organization and its implementation of self-study.

Let us explain first the JUAA’s “Professional Graduate Business School Standards,” which serve as the basis for assessment in the certified evaluation and accreditation system of professional graduate schools. The introduction of the Standards states: “The Professional Graduate Business School Standards have been formulated not only to define the essential conditions for professional graduate schools required by such statutory standards as the Standards for Establishing Professional Graduate Schools, but also to contribute to the further enrichment and development of professional graduate business schools, while respecting their diversity and originality.” Thus the JUAA does not assess statutory compliance alone in its evaluation and accreditation process in order to judge whether or not a professional graduate business school meets the Standards.

With the above stated premise of the JUAA’s Standards, we point out two major flaws in the MBAG—namely, those concerning the organization of the faculty body and the development of a system to support and enhance the faculty’s research, and the self-study component related to these matters.

Concerning the first major flaw, we the JUAA point out two intrinsic problems that exist in the MBAG’s faculty organization. The first problem is that, practically speaking, the MBAG does not have full-time faculty members. The MBAG defines “full-time” (*sen’nin*) faculty as those “not working as full-time faculty at other educational institutions.” This definition in itself complies with statutory requirements. However, through our document analysis and site visits during this evaluation and accreditation process, we have found the following three problematic issues concerning “full-time” faculty members of the MBAG.

- 1) Many “full-time” faculty members only teach a class of one credit per year, which does not meet the minimum six-credit-per-year teaching requirement to be considered a “deemed full-time” (*minashi sen’nin*) faculty member.
- 2) The KOGSB employs MBAG “full-time” faculty members not as regular employees,

but as adjuncts, non-regular employees with a fixed-term contract.

- 3) Many “full-time” faculty members have very limited responsibility in the management of KOGSB, aside from participating in faculty meetings.

These facts bring to light that all MBAG “full-time” faculty members are practitioner-faculty members, who are still engaged in business activities such as corporate management. As the JUAA understands, to allow these faculty members to carry on their corporate responsibilities, the MBAG makes a class of one credit run for approximately two months; and, as a result, the MBAG’s “full-time” faculty members bear very limited responsibility for its administrative domain. Moreover, observing this situation, we the JUAA asked the MBAG to provide evidence that there is systematic management of its faculty members’ substantial commitment to education; however, the MBAG did not respond and did not submit any clear evidential materials. Thus, the JUAA cannot conclude that the MBAG employs systematic management concerning its “full-time” faculty’s commitment to education.

The JUAA recognizes distance education’s convenience and predominance in facilitating students’ learning without regard to time or place. It does not necessarily take the view that the organization and systems required of distance education have to meet the same standards as those offering education that requires attendance. However, as we understand, for the very reason that distance education is so convenient and predominant, it is necessary to build a system which makes it possible to manage appropriately the faculty’s educational commitment.

Considering the current situation, in our assessment at this time, we the JUAA cannot conclude that the “full-time” faculty, as it is defined by the MBAG, is real full-time faculty who participate in the management of the MBAG and whose members engage in its education throughout the year.

The second intrinsic problem is that the MBAG has not developed a system to assist and enhance research that supports the MBAG’s theoretical content of education. All the faculty members at the MBAG are practitioner-faculty (those who conduct business, while teaching a class), and the MBAG argues that their involvement in the practice of running their businesses is considered “research.” However, since education at professional graduate schools aims at bridging theory and practice, it is required that the MBAG’s faculty conduct research to support theoretical content of its education. To be sure, the JUAA would add, research here does not necessarily mean the kind of research conducted at traditional graduate schools. However, there is a conceptual difference between the “research” the JUAA asks for and that defined by the MBAG. In addition, the MBAG states that “full-time faculty members conduct research activities voluntarily by submitting their proposals.” Regarding the individual research funds for full-time faculty, it also states that the faculty members “apply for necessary expenditure via the electronic approval system within the corporation, so that funds will be provided according to the requests.” The JUAA concludes that the MBAG has not developed an adequate organizational system to assist and enhance research activities in such matters as appropriate distribution of individual research funds.

The second major flaw concerns MBAG’s self-study. The JUAA points out that KOGSB has not conducted, in a substantial sense, a self-study, and that no system functions to connect the results of self-study and evaluations by a third party (e.g., JUAA) to KOGSB’s improvements and enrichments.

For example, the JUAA pointed out similar problems to the flaw concerning faculty organization in the 2009 Certified Evaluation and Accreditation Results for the MBA program in the Graduate School of Management at KOGSB. In that text, the JUAA added the following words to call for improvements of the flaw: “To further improve the level of education and research as a distance education institution using

new media, we request that the school take the necessary steps to resolve problems the JUAAs point out.” However, in our current accreditation process for the MBAG, discovering no trace of the necessary steps having taken place, we found no changes concerning the request made in 2009; therefore, the JUAAs have to state that the substantial self-study and assessment are insufficient.

The evidence for the above is as follows: Although KOGSB established, based on its own regulations, a “Self-study and Assessment Committee” as a system to conduct self-study activities, no actions have been taken to improve the points suggested in the 2009 accreditation process of the MBA program. Thus, the JUAAs regard this as proof that the committee has not functioned substantially to make improvements and reforms. Furthermore, the regulations stipulate that “the Self-study and Assessment Committee” be comprised of faculty from undergraduate departments, which excludes the MBAG faculty members from the pool of constituents. Based on the above evidence, the JUAAs conclude that the MBAG has not engaged in an organizational and continuous endeavor for self-study, and that it is not equipped with a system that effectively utilizes self-study and third party evaluation results to improve and enhance its education and research.

It can be said that these major problems that exist in the MBAG significantly influence its educational content, methods, and outcomes, resulting in troubles. To resolve such troubles, the JUAAs point out that it is required that the MBAG drastically re-examine its faculty organization to make improvements based on appropriate self-study. The influence of the problems is specified in two areas below.

The first area of influence concerns how the MBAG’s education overall attaches too much importance to content addressing practical business. As a result, there is insufficient theoretical education aiming at bridging theory and practice. Concerning its curriculum organization, the MBAG states that “the characteristic of educational content is to examine problems concerning the latest business practices and to offer solutions.” It also states that its education overall “provides students with practical and realistic know-how from practitioner-faculty recruited from the business world.” However, the education of professional graduate business schools requires an aim to bridge theory and practice and to systematically organize a curriculum based on theoretical education.

The second area concerns the absence of sufficient guidance and consultation opportunities for students’ registration for courses and learning. Regarding class registration, students are left on their own to seek advice, as the MBAG states that “it gives advice to the students who contact the MBAG to ask for help through such means as emails, phone calls, and face-to-face meetings by considering their individual work and life situations and their pace of learning.” Thus the JUAAs cannot conclude that the MBAG is truly equipped with an appropriate and full guidance system for course registration. Furthermore, the content of events such as orientation remains within an explanation of how to use the AirCampus<sup>®</sup> system. Thus the JUAAs cannot conclude that the MBAG has developed a system to have faculty respond to students’ concerns about their learning and counsel. To improve these situations, the MBAG is required to make drastic improvements, by having substantial full-time faculty and developing a system to assist and encourage research to support theoretical aspects of education.

Based on the points raised above, at this point, the JUAAs cannot conclude that the MBAG exists in a structure in which it achieves its purposes based on its educational mission (founding spirit). In order to achieve its purposes, it is necessary that the MBAG develop an appropriate faculty organization with substantial full-time faculty members and a system to assist and enhance research to support theoretical aspects of education.

As stated in the beginning of this document, the needs for distance education will further increase as adult students wish to pursue education while working, and,

therefore, high expectations are held for the role the MBAG plays. However, as a pioneer institution using information technology spearheading distance education, it is required that the MBAG pay special attention to producing evidence for its assurance of educational quality as a professional graduate business school. For that, the MBAG must prove that its education functions effectively by drastically re-examining the faculty organization system, developing a system to assist and enhance research, and making efforts for improvements and enhancements based on the implementation of substantive self-study and assessment. The MBAG is expected to avoid solely depending on the unique distance-learning AirCampus<sup>®</sup> system; rather, it is expected to conduct substantial self-study, assessment, and improvement activities, to ensure the quality of education with an adequate development of faculty organization, and to offer an appropriate professional graduate business school education that aims at bridging theory and practice.