

**Certified Evaluation and Accreditation Results for
Professional Graduate Business School**

The Hosei Business School of Innovation Management,
Hosei University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2019)	

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for the Hosei Business School of Innovation Management,
Hosei University**

The Hosei Business School of Innovation Management (hereafter, HBSIM) states its purpose as “cultivating ‘entrepreneurs’ in the true sense,” who are “persons of talent” with “high ethics, ambitions, and the ability to calculate risks” and who “pursue innovation with bold ideas and the will to take actions.” It can be said that the HBSIM is farsighted in its recognition of the significance of innovations to Japanese industries in terms of utilizing information technologies (IT) in general, and the need to apply them to small- and medium-sized enterprises in particular. It has implemented an education that brings the purpose to the forefront.

In order to achieve the above stated purpose, the school has introduced “project methods” as a pedagogical approach to education that bridges theory and practice. It is commendable that the HBSIM has created a required subject called “Projects” that puts such projects methods into practice, and that this course is at the center of its pedagogy. In addition, the HBSIM excels in its formation and organization of teaching staff and it has hired a number of practitioner-teachers who have diverse backgrounds for the “Projects” class.

The admission policy of the HBSIM states that it seeks to enroll “adult students with work experience who hold enthusiasm for business innovations.” In particular, it requires, in principle, three years of practical experiences as a qualification to be admitted. Moreover, it states that for those finishing up their undergraduate education and wishing to apply for the school immediately, “it is desirable for them to have more than three years of work experiences similar to regular full-time workers.”

It is highly commendable that the HBSIM has strengths in the area of educational outcomes. That is, it recruits the kinds of students stated above, implements an approach to education that employs project methods to help students engage in direct practice, and produces graduates of which thirty-five percent become entrepreneurs starting new businesses.

Furthermore, it is also commendable as a unique characteristic that the school provides support for the students to become entrepreneurs. In particular, it gives an award to use “incubation spaces” for one year to graduates with excellent grades and notable achievements.

Having said the above, however, Japan University Accreditation Association (JUAA) would like to point out several concerns below. First, it is necessary to devise some measure to address the problem of gradually decreasing numbers of applicants, even though the effects of the 2008 economic downturn that was precipitated by the Lehman Brothers bankruptcy are taken into consideration. In particular, the HBSIM has two—a one-year and a two-year—programs. In terms of these two programs’ enrollment management, there is a problem: Although the two-year program’s enrollment more or less reaches the enrollment capacity, the one-year program has faced with the gradual decline in both applicants and actually enrolled students.

Second, regarding faculty organization, it is expected that the HBSIM will deliberate on a measure to ensure the makeup of future full-time faculty being better balanced in terms of gender and age. Many full-time faculty members in the HBSIM are in their late fifties, and young faculty members are relatively small in number. Moreover, there is only one female faculty member.

Finally, in terms of self-studies and evaluations, although self-studies and evaluations were conducted in fiscal years 2008, 2010, and 2012, JUAA cannot conclude that the school conducts these systematically. In particular, the reports

submitted to JUAA by the HBSIM contain many obscure points. In addition, there are insufficient accounts in the schools explanations in their responses to, and committee (draft) reports on, the questions given before the JUAA's site visits.

JUAA would like to suggest that the HBSIM make efforts to improve and solve the issues pointed out in this time of accreditation and evaluation. JUAA also suggest that the HBSIM develop a system of substantive self-studies and evaluations through which it can address the issues concerning the HBSIM's strengths and problem-solving processes, and grow its unique characteristics. JUAA expects the HBSIM's further development and enrichment.