

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

**Department of Entrepreneurial Studies,
Graduate School of Entrepreneurial Studies,
Kaishi Innovation University
(formerly Graduate Institute for Entrepreneurial Studies)**



Basic Information of the Institution	
Ownership: Private	Location: Niigata, Japan
Accreditation Status	
Year of the Review: 2025	
Accreditation Status: accredited (Accreditation Period: April 1, 2026 – March 31, 2031)	

**Certified Evaluation and Accreditation Results
for Department of Entrepreneurial Studies,
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The Graduate Institute for Entrepreneurial Studies (hereinafter, the “Institute”) sets forth its purpose of “fostering human resources who, independently or within an organization, create and manage businesses and enterprises that contribute to mutual development of the Japanese and global economies.” In its “Future and Mid-Term Plans,” the Institute raises the banner of “No. 1 Professional School for Entre Design” as its desired status ten years from now. To realize this vision, the Institute outlines its long-term basic policies consisting of the following six areas: “I. Establishment of distinctive educational methodologies and educational quality assurance (Education and FD),” “II. Promotion of international-level research in core research areas (Research),” “III. Practical education, research, and contributions through collaboration with regional enterprises and universities (Regional),” “IV. Expansion of target regions for international exchange and deepening of mutual collaboration (International),” “V. Development of student-centered learning environments and career support systems (Students),” and “VI. Evolution as a professional graduate business school and establishment of its position (University Management).” The Institute clearly defines its desired status in ten years’ time and has formulated long- and medium-term policies to realize this vision. These policies are broken down into specific annual measures and are being steadily implemented. By clearly assigning responsibilities and operating the PDCA cycle, the Institute as a whole is working cohesively to make steady progress toward realizing its future vision. This constitutes an effective approach to achieving its purpose and is commendable for already producing tangible outcomes such as the development of entrepreneurs.

In its curriculum, the Institute arranges Basic subjects, Advanced subjects, and Exercises, and offers five educational programs that enable students to systematically study a wide range of subjects progressing from basic to advanced levels, with the aim of cultivating entrepreneurship and practical abilities. Among these, the small-group seminar subjects, which progress from the pre-seminar to Seminar I and Seminar II, form the core of the Institute’s education. This structure contributes to strengthening students’ critical thinking, expressive abilities, communication skills, and practical competencies, and is commendable as one of the Institute’s distinctive features. In addition, the Institute

has established distinctive subjects based on collaboration with the local community, such as “Business Field Research,” “Tourism Management,” “Welfare Business,” and “Sport Business.” These subjects enable practical responses to regional issues and represent one of the Institute’s notable features.

Furthermore, the Institute adopts meaningful and distinctive efforts to improve its curriculum by actively utilizing various data and student opinions. These are commendable initiatives. In addition, the support provided to students aspiring to start businesses through the Entrepreneurship Intensity Track (EIT) system and the Entre Design School constitutes a valuable initiative for fostering practical entrepreneurs, and is commendable as another of the Institute’s distinctive features.

The following issues have been identified, however.

First, the curriculum’s IT-related subjects in the Basic subjects are limited to only “Foundation of Information Technology.” From the perspective of further strengthening the cultivation of entrepreneurship that the Institute espouses, it is desirable that both the content and the number of subjects be expanded. In addition, further enhancement of the content is expected for subjects related to marketing and professional ethics. Given the continuing imbalance observed in the assessment of academic achievement, the dean is encouraged to take the lead in improving the implementation of grading to ensure fairer evaluations.

Additionally, although the Institute is preparing to launch five programs from AY2025—Media Content Business Program, Management of Technology (MOT) Program, Chief Financial Officer Program, Tax Accountant (Accounting) Program, and Tax Accountant (Tax Law) Program—student enrollment is heavily concentrated in the Tax Accountant (Tax Law) Program, which prevents the multi-program system from functioning effectively. This area requires improvement. To achieve its purpose, interactions between the growing number of students in the Tax Accountant (Tax Law) Program on one hand and students in other programs and those not affiliated with any specific program on the other need to be strengthened.

With regard to faculty, the Institute has established a system for dispatching faculty members for training both domestically and overseas based on its “Regulations for Dispatching Faculty Members for Training.” Although the site visit confirmed the system’s first applicant, the system has yet to be utilized. Improvement in this area is desired to raise the quality of education. Moreover, the Institute continues to face imbalanced age distribution among its faculty, and is expected to make further efforts to strengthen the systematic recruitment and development of young and mid-career full-time faculty members so as to maintain and further develop its educational capacity.

To address these issues, it is hoped that the Institute will fully utilize the results of this certified evaluation and accreditation for professional graduate business schools to continue conducting self-study activities with a view to improvement, strengthen its quality assurance and enhancement of education, and further develop its distinctive features.