

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

Graduate School of Management, GLOBIS University



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2020	
Accreditation Status: accredited (Accreditation Period: April.1.2021 – March.31.2026)	

Certified Evaluation and Accreditation Results for Graduate School of Management, GLOBIS University

The Graduate School of Management, GLOBIS University (hereinafter the “Graduate School”) is committed to developing leaders with *Kokorozashi* (a personal mission that unifies the passions and skills of a professional to create positive change in society) as well as comprehensive and creative thinking skills in order to make GLOBIS the “No. 1 business school in Asia”. The Graduate School’s goal for education and research is stated as follows: “In responding to the needs to educate management professionals in Japanese and Asian societies, the Graduate School of Management aims to cultivate practical business leaders and management professionals who follow a well-rounded code of professional ethics who will ‘create and innovate’ businesses. The purpose is to contribute to practical research in the creation of businesses and models of business innovation unique to Japan and Asia”. The Graduate School’s educational mission is to produce visionary business leaders of Japan and the world who can create and innovate society by offering opportunities to develop skills that combine theory and practice, opportunities to build lifelong interpersonal networks, and opportunities to discover your *Kokorozashi* and lifestyle (career).

The “2022 Vision” was established in 2017 as the medium- to long-term vision for the Graduate School. The vision is to become number 1 in Japan in the following five areas: “Student numbers for each campus”, “Number of regions covered”, “Amount of Technovate content” “Level of student satisfaction”, and “Quality of alumni services”, and the Graduate School has taken specific actions to achieve this vision. For instance, flexible programs are provided that allow students to complete courses through a combination of in-person and online classes. The Graduate School has five main campuses (Tokyo, Osaka, Nagoya, Sendai, and Fukuoka), as well as two specially set-up campuses (Yokohama, Mito) that offer classes for non-degree students. Together, these seven campuses recorded over 2,000 students in AY2020 and have produced more than 5,000 graduates to date. Leveraging its large student base, the Graduate School offers a variety of networking opportunities during enrollment and after graduation that support value creation via interpersonal relationships between students and alumni, which is a remarkable endeavor. In line with its educational mission, the Graduate School added the “Technovate” discipline to the curriculum in 2018 in addition to the existing “Management Philosophy (Kokorozashi)” discipline. The curriculum offers a variety of distinctive courses to develop individuals who can

meet the needs and demands of today's society. The Graduate School has also enhanced its support to students in addition to educational activities. One example is financial support to students through funds, such as "GLOBIS Venture Challenge" (a unique business plan contest) and "GLOBIS Alumni Growth Investment" (an investment program which invests in startup companies founded by enrolling students or graduates which have a high potential for growth). These initiatives are highly remarkable as they have successfully helped students start and grow a business. The Graduate School undertakes unique initiatives to improve organizational capabilities to support these student services. For example, the "Staff Retreat" is a distinctive training camp style activity involving office staff and full-time faculty, in which staff members develop their skills through learning how to plan and organize educational events and provide guidance to students on taking courses, among other aspects.

However, the Graduate School must still address the issues raised in the previous Certified Evaluation and Accreditation for Professional Graduate Business School.

Firstly, regarding the need to create a faculty organization suitable for conducting educational activities that bridge the gap between theory and practice, this evaluation found that practitioner faculty members make up a significant percentage of the faculty, and that faculty appointments do not necessarily require candidates to have research achievements. As this imbalance in faculty has an impact on education, the Graduate School should create a faculty capable of bridging the gap between theory and practice by encouraging full-time faculty to engage in research activities, increasing the percentage of academic faculty members, etc. This issue was raised in the previous Accreditation Results, and the Graduate School is strongly urged to make improvements to ensure that it can deliver the appropriate education as a professional graduate school.

Secondly, improvements should be made regarding the overemphasis on practical education in the educational program resulting from the faculty-related issues noted above. Furthermore, although the Graduate School's students learn through using case studies to engage in group discussions and class debates, which in itself is a worthwhile educational method, it is also important for students to engage in more detailed discussions and lecturers to provide theory-based explanations in courses designed to provide the basic knowledge and skills in management. To that end, regarding the fact pointed out in the previous Accreditation Results that 1 or 1.5 credits are assigned to all courses according to the necessary hours of in-class and out-of-class study, the Graduate School should reconsider the number of awarded credits according

to the course content to ensure adequate learning.

Thirdly, the Graduate School noted in response to the previous Accreditation Results that there is no need to make improvements to student surveys because the results of the surveys given at the start and end of each course are aggregated and analyzed and then used to improve class content. However, the information aggregated and analyzed from survey results and improvement initiatives based on those results should be provided to students as feedback. Additionally, while educational quality in the Graduate School is measured by the level of student satisfaction and is ensured only through student surveys, the Graduate School needs to engage in initiatives aimed at further enhancing educational quality going forward, such as developing a system for gathering opinions and feedback on course content from diverse parties.

Fourthly, regarding support for students with disabilities, the previous Accreditation Results noted that the support systems and procedures should be evaluated in advance, but the Graduate School considered this unnecessary because such cases are dealt with on an individual basis. However, it would be advisable to evaluate the support measures in advance and provide clarification to prospective students and the general public on what facilities, equipment, and support systems are available.

Fifthly, the Graduate School has increased the enrollment quota with a view to scale up and expand its educational campuses, but appropriate quota management is required as over-enrollment has been a continual issue. With regards to the previous recommendations in terms of setting a limit on the maximum number of credits that students can register for each year, substantial improvements have been made. Namely, the Graduate School instructs students to take their study hours into consideration when registering for courses. However, as school documents state that students can register for up to 30 credits each year, they should be revised to reflect the actual situation.

In addition to the issues mentioned above, the current evaluation identified further areas where improvement is required. The Graduate School needs to better ensure objectivity and impartiality in evaluations during second round interviews when selecting applicants, given the fact that these interviews are currently conducted by a single examiner. In addition, although the English and Japanese programs offer two types of Master of Business Administration (MBA) degrees, the programs share the same degree award policy and curriculum design and implementation policy. This should be corrected.

The fundamental issue underlying both the first and second issue is the

Graduate School's attitude to theory and research. Namely, the Graduate School aims to distance itself from other professional graduate business schools by intentionally focusing on practical education, regarding practical framework as theory and practical case study analysis as research. While this kind of practice-oriented education meets student needs and represents a unique value of the Graduate School, theories based on academic research must be incorporated to develop the framework itself if students are to learn the skills needed to adapt to an ever-changing business environment. Furthermore, as the Graduate School's approach to research through practical case study analysis is an important aspect of business education, the Graduate School should capitalize on its considerable 1,880-person admission capacity (as of AY2020) to give back to society by sharing the research findings obtained from business education in academic conferences, etc., and take the research even further by building on academic feedback and critique.

This Certified Evaluation and Accreditation for Professional Graduate Business School has found that the Graduate School is actively engaged in reforms that reflect the needs of students and society to become the "No. 1 business school in Asia", and its ability to quickly incorporate such new initiatives is remarkable. Furthermore, in terms of education, it is apparent that the Graduate School strives to improve student satisfaction and maintain an environment suitable for group discussions involving case studies. To enable features like these to be built upon further and develop an even better education, the Graduate School should work on creating a faculty capable of bridging the educational gap between theory and practice and promoting research activities, among other areas. We hope the Graduate School capitalizes on this opportunity to address these issues and develop even further toward gaining domestic and global recognition as a "visionary leader who creates and innovates society".