

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

The Engineering Management Course,
the Graduate School of Engineering Management,
the Shibaura Institute of Technology



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
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for the Engineering Management Course, the Graduate School of Engineering
Management, the Shibaura Institute of Technology**

The Engineering Management Course (EMC hereafter) in the Graduate School of Engineering Management at the Shibaura Institute of Technology defines its mission and purpose as allowing students “to conduct research in technological management, to go deeper in such research by practice, and to cultivate a high level of specialized knowledge and practical abilities that are needed in various professional occupations,” and “to take initiatives to develop and promote Japanese technology and economy and to make contributions for the further enrichment of cultures.”

The EMC clarifies its aims and purposes of research and education as follows: to implement “education and research for students to further develop and broaden basic abilities in specializations that were cultivated in their undergraduate education and expertise that they foster as professionals”; to foster “persons of talent who can make contributions to technological and economic developments”; to cultivate those taking part in innovations that are “embodied in the creation of new products and services utilizing new ideas” or that “actualize the evolution of existing production processes and business flows”; and “to offer generative knowledge and ways of thinking required of innovations that should be shared by every layer of organizations in order to integrate technology and management and to fuse theory and practice.” In short, the EMC has indicated specific purposes for education and research, in addition to its basic mission and purposes. It is commendable that the EMC is unique as an educational institution.

In order to achieve the purpose of education for the integration of technology and management, the EMC has established a “specialized engineering area” and a “specialized management area,” around which to construct its curriculum, including various subjects related to both areas in the curriculum. Moreover, in its curriculum, the EMC sets “Project Seminars” and “Research on Specific Problems” as requirements and other subjects as electives. Students are encouraged to register and take four subjects, through which they acquire knowledge and abilities concerning innovation, intellectual property, technological strategies, and data analysis.

There are commendable, unique measures in its education. In particular, it is a special feature of the EMC that it offers introductory lectures and internships for students entering the program right after their undergraduate education in order to level out the knowledge held by those students who already work and those who enter the graduate program straight from the undergraduate program. In particular, to implement the internship, the EMC offers thorough pre-internship instructions in various seminars as preparatory classes for the students to learn basic business manners, communication skills, and business research.

Having said the above, there are some areas of concern. In particular, when examining the ratio of enrolled students to the student enrollment cap between the school years of 2010 and 2012, there has been a constant, large number of under-enrollment. In the school year of 2013, there was some improvement, but it still did not solve the problem of filling the enrollment capacity. While there has been a great increase in competition among professional business schools in Japan, including technological management schools, societal interest in technological management has been stagnant. Therefore, the EMC needs to address the issue of under-enrollment, by making further efforts for meeting multiple challenges in order to improve its ability to appeal and attract potential and prospective applicants. For this purpose, JUAA would like to point out a few major issues below.

First, it is necessary for the EMC to formulate its own vision and strategies. It should investigate the root cause of under-enrollment. Based on the findings, it should clarify its own mid- and long-term vision, and formulate strategies to actualize such a vision. Currently, the EMC situates its action plans in the mid- and long-term vision of the entire institution; however, it cannot be said that the EMC's own vision is clearly defined. It is expected that the EMC will formulate its own mid- and long-term vision and strategies based on its current situations and challenges.

Second, based on such strategies, it is necessary for the EMC to shape up its curriculum organization and implementation policies (i.e., curriculum policy) and to put in place policies that clarify learning outcomes and attainments students are required to achieve in order to earn their degrees (i.e., diploma policy). Moreover, in terms of the formulation of curriculum and diploma policies, it is desirable that the EMC clearly indicates measures to foster persons of talent with global perspectives as cultivating such persons is one of the basic missions of professional business schools.

Third, it is necessary that the EMC enriches courses in the area of management, which is a concrete problem concerning curriculum policy. The EMC has allowed students to earn up to ten credits by taking classes in management offered through the Graduate School of Business Administration at Rikkyo University. This measure has helped the EMC supplement subjects and courses in the area of management. However, the EMC should develop its own curriculum and classes to teach specialized knowledge of organizational management and human resource administration, as such knowledge is needed to manage businesses and other kinds of institutions.

Fourth, the EMC needs to strengthen systematic efforts to give instructions for coursework and registration. As stated above, in its curriculum, the EMC designates "Project Seminars" and "Research on a Specific Problem" as requirements, and it offers guidance for coursework and registration in order to prevent an unhealthy course taking balance. However, in order to make course registration clear, it is expected that the EMC will offer course models that illustrates the images of persons to be fostered, in addition to the designation of the four classes it currently encourages students to take.

Fifth, it is necessary that the EMC assure the educational quality of a system of education offered through the series of "Hybrid Lectures®" that was introduced in the 2013 school year. This lecture-based education system is a combination of two means of education: "media classes," in which lectures given in the weekday evenings are videotaped

and delivered on-demand, on-line basis; and “schooling classes,” face-to-face traditional instruction offered by the institute on Saturdays. This system was introduced with the aim of alleviating the difficulties faced by students who commute in the evenings on weekdays. The findings of a survey of students indicated that this system meets the students’ needs. However, the students’ high satisfaction rate is not necessarily the same as the indication of educational effects and outcomes. In the future, it is necessary for the EMC to verify the educational effects of this system from multiple viewpoints.

Moreover, it is necessary for faculty members to recognize and share the purpose, meaning, and effects of the Hybrid Lectures® system. In addition, the EMC should make efforts for offering faculty development opportunities concerning the teaching methods that suit the system.

Sixth, the EMC should consider its prospective faculty organization. Among fifteen full-time faculty members, four (who are also work for the School of Engineering Design) are under contract until the end of school year 2013, recognized as such based on the statutory means. After this measure expires, the EMC will have only eleven full-time faculty members. This will still meet the statutory requirement, but it will cause a imbalance in faculty organization in some specialized areas. Therefore, the need to examine and address the issue of faculty organization after the school year of 2014 is urgent. To be sure, while the EMC is considering the increase of full-time faculty members, it is expected that it will strategically increase the number by clarifying the basic policy of faculty organization based on its own mid- and long-term vision mentioned above.

All of the issues stated above are closely related. In order to address them, the EMC will need to commit to and implement reforms of mid- and long- term reforms to enhance its competitiveness. Although such reforms may not be easy, JUAA is certain that the EMC will be able to find ways to refine and develop itself, since it is a program that has rich educational resources with a strong tradition.