

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

The Department of Business and Technology Management
(i.e., Kyushu University Business School;),
Graduate School of Economics,
Kyushu University



Basic Information of the Institution	
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for the Department of Business and Technology Management
(i.e., Kyushu University Business School;),
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The Department of Business and Technology Management (i.e., Kyushu University Business School; hereafter, the QBS, as Kyushu University Business School is commonly called) in the Graduate School of Economics at Kyushu University states that it has three unique purposes: “fostering excellent business leaders” as the foundation, “cultivating persons of talent who understand management and industry technologies” based on that foundation, and “educating students to earn Master of Business Administration (MBA) and participate actively in Asia.”

For the above purposes, the QBS has developed and offered a curriculum that follows its policy of responding to various needs of students in general, and students who have jobs in particular. For example, it has created a series of “MBA Basics Subjects” that aim at fostering students with the good knowledge and skills to be “excellent business leaders.” In addition to these are “subjects concerning business strategy management” and “subjects concerning industry and technology management.” Through these, the QBS has offered students the opportunity not only to learn the basics for a MBA but also to acquire knowledge in the area of “management of technology (MOT)” and “Asian business.” It disseminates information about this curriculum organization not only among its students but also to the public through mass media such as radio outlets. The satisfaction and recognition rates among the students are high, and it can be said that the QBS has met the various needs of students.

The QBS has also arranged its course offerings in a sensible manner so that students can learn in systematic and phased ways, and it has actively promoted the improvements in English proficiency and the acquisition of various kinds of management knowledge. For example, the requirements for program completion stipulate that students need to take, in addition to twelve required credits from “MBA Basic Subjects,” more than twenty-four credits from “subjects concerning business strategy management,” “subjects concerning industry and technology management,” “Project Seminars,” “Internship,” and/or subjects offered in other departments. Furthermore, it stipulates that students need to take two courses from elective English classes (excepting the class “Cross Cultural Communications”) in addition to the required class “Business Communication in English.”

In addition, the QBS has promoted education to foster persons of talent who have global perspectives. In particular, it has developed a system of study abroad by way of exchanging students with major business schools in Asia. It has also taken the initiative of offering a “study tour” as an extra-curricular activity.

The QBS has unique characteristics besides the area of curriculum. For example, it offers classes in the evenings on weekdays at a satellite site located in the Japan Railway Hakata Station, a very convenient location for students who have jobs. Moreover, it offers classes at the Hakozaki campus on Saturdays.

In addition, the QBS offers fine-tuned registration guidance. At the beginning of each semester, it offers “Counseling to Check and Measure Students’ Learning,” which utilizes cards listing students’ progress in classes and coursework in order to allow students to choose classes in a well-balanced manner. It also provides opportunities such as “Round Table Meetings” for students to discuss and share the information with faculty members and the “Homeroom Teacher System” to meet the educational needs of

individual students. There is also a notable educational measure that has resulted in positive outcomes—more than eighty percent of students in the QBS elect to take “Project Seminars” and write project reports by the time of program completion. In addition, the QBS evaluates the educational effects of its program in relation to its educational purposes by conducting “the QBS’s Faculty Meetings” and reporting its progress and achievements in meeting its mid-term plan to the “External Evaluation Committee.”

It is also highly commendable that the QBS has made efforts for self-studies and evaluations. For example, the QBS reports its progress in meeting goals stated in its future visions document to the “External Evaluation Committee,” which is then evaluated by third party committees. It uses such evaluations to improve teaching and research activities.

Considering that the QBS aims at offering MBA education at the international level as the first professional graduate school for business in the region of Kyushu, Japan University Accreditation Association (JUAA) would like to make three points below, hoping that the QBS will continue to improve and develop its education.

First, the QBS should put its diploma policies in a clearly written form. Although it has provided its requirements for program completion, it has not clearly defined the kinds of talented persons it hopes to foster. Moreover, the QBS should clearly indicate the knowledge and skills it asks students to master and the learning outcomes and standards it asks them to achieve by the time of program completion. The diploma policies should be formulated to include these items. In particular, it is expected that the QBS will formulate a policy that can connect the knowledge and skills learned in the program to the production of innovations and creativity, as these connections are currently in high demand in Japan.

Second, it is necessary to enrich the program’s curriculum content. The QBS requires only six classes of “MBA Basic Subjects” as a basis for the students to learn business management. However, if the QBS truly hopes to offer a MBA education at the international level, it is desirable to increase the number of required subjects. Moreover, it is necessary to further enrich subjects concerning “Asian business” in line with the purposes of its program.

Third, it is necessary to further expand the QBS’s faculty development activities. Currently, various professional development opportunities and systems are available to faculty. In the future, it will be necessary to establish and implement more initiatives to improve faculty’s teaching abilities. In addition, the QBS needs to implement its own faculty development activities in order to share the purpose of the program and the images of talented persons it fosters with the faculty. It should allow faculty members to be conscious of these.

In summary, it is necessary for the QBS to continue to make earnest efforts for self-studies and evaluations, to improve its education based on these, and to further develop its unique characteristics. JUAA expects that the QBS will engage at the international level to provide coherent education and research based on a solid educational mission and firm policies, and that it will develop into a professional business school that will thrive in the international arena.