

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

Kenichi Ohmae Graduate School of Business, Department of
Management, Master of Business Administration Program



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2014	
Accreditation Status: unaccredited	

**Certified Evaluation and Accreditation Results
for the Kenichi Ohmae Graduate School of Business, Department of Management,
Master of Business Administration Program**

The Business Administration Program in the Department of Management in the Kenichi Ohmae Graduate School of Business (hereafter, the Program) has the educational ideal of “achieving the creation of innovative knowledge at the world level by constantly offering free and open-minded intellectual exploration activities that embody a frontier spirit and a high level of professional ethics.” The Program engages in educational activities with the purpose of “cultivating world leaders who are equipped with the talent to make decisions and take action on their own initiative and helping them achieve advanced special competencies through the creation and inheritance of knowledge.”

The Program was founded in 2005. It applied to Japan University Accreditation Association (JUAA) for the Certified Evaluation and Accreditation for Professional Graduate Business School in 2009 and was accredited. This is the second accreditation review by JUAA. As an online university, the most notable feature of its educational efforts is to foster advanced specialist professionals through e-learning education via the internet. This venture provides an educational environment that reaches far beyond the geographical and temporal limitations of adults who want to study while keeping their jobs. Employing *AirCampus*[®], the Program’s own proprietary e-learning platform, students have access to Program lectures on their personal computers, smartphones, and tablets 24 hours a day. Most of the classes offer online discussion forums through *AirCampus*[®], ensuring numerous opportunities for interactive education.

The curriculum of the Program consists of three components: “thinking and analytical basis,” “management skills,” and “integration.” In the first component, students take subjects focused on problem-finding thinking in order to acquire the required competencies. In the second component, students take subjects in seven areas: management, entrepreneurship, marketing, accounting and finance, organization, technology strategy, and business communication. In the third component, students learn to develop the practical ability, including writing proposals, survey analysis reports, and business plans. In the final year, students are required to conduct their Graduation Research, in which they must formulate a feasible business plan or write a research report on a specific theme as a proposal. This learning sequence progresses with the purpose of training working adults in practical competencies and skills.

However, the Program overemphasizes practical education, and as a result theoretical education is not sufficient. Our evaluation indicates that the mission of professional graduate school education in the management field—that of bridging theory and practice—is not exercised sufficiently.

More precisely, the effort to bridge theory and practice may be insufficient due to the issues of the faculty organization. There are several reasons for this conclusion. First, education within the Program depends heavily on practitioner faculty. Second, the Program has not hired faculty who engage in theory or research. Third, most of the faculty are not assigned the roles or responsibilities of normal full-time faculty, including the required engaging hours in education, research and publication of its results, or school administration. Given this situation, the benefits of being a full-time faculty member are limited, and without social insurance and retirement payments, the treatment of full-time faculty is insufficient. It is necessary to make fundamental improvements in the status and role of full-time faculty by returning to the basic mission of professional graduate school in the field of management, bridging theory and practice in education, and reaffirming the basic importance of theoretical education and the improvement of research as the basis for education.

Considering these concerns seriously, JUAA has concluded that the Program

does not satisfy the Professional Graduate Business School Standards of JUAA. The online graduate school which the Program is aspiring to establish could be a disruptive innovation that can provide education that reaches far beyond the geographical and temporal limitations of working adults. In the future, it will hopefully provide stiff competition for traditional professional graduate schools in the field of management. While the insufficiency of the basic matters of the standards in the field of management was recognized compared to those of the traditional graduate school system in these beginning stages, JUAA expected the continuous innovation to meet the standards, and therefore accredited in the previous accreditation review. The focus of this time is to examine to what extent the Program satisfies the standard with regard to the anticipated progress of continuous innovation after ten years from the foundation of the Program and five years from the previous accreditation review, and to identify the issues for further improvement.

Hereafter, the Program must correct the points of serious concern among those deemed necessary for further improving the quality of education and research by developing a reform plan promptly. Furthermore, as for suggestions for improvement, the Program is expected to consider it as advices to maintain and improve the quality of education as well as to formulate a mid- and long-term vision.