

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

Kagawa University Graduate School of Management



Basic Information of the Institution	
Ownership: National	Location: Kagawa, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2024)	

## **Certified Evaluation and Accreditation Results for Kagawa University Graduate School of Management**

Kagawa University Graduate School of Management (hereafter, GSM) sets the educational purpose of “cultivating, through education and research that contribute to regional revitalization, leaders who possess high ethics, global perspectives, and the ability to deal with management and regional policies to support and manage the region with high aspirations.” Based on this purpose, GSM aims to foster three types of professionals: business leaders, public officials, and regional producers. In terms of equal focus on nurturing “public officials” and “regional producers” who contribute to regional governments and revitalization, GSM is distinctive from other professional business schools in that many set their chief purpose as fostering professionals and specialists in the area of business management, or in other words, “business leaders.”

In line with its purpose, GSM has taken great strides in establishing an advisory board consisting of regional experts in various fields, having staff members regularly visit regional companies that employ its graduates, offering “Economic Situation of Shikoku” and other courses sponsored by regional businesses and organizations, and exchanging information officially and unofficially with the Kagawa Association of Corporate Executives. It is commendable that through these initiatives GSM understands the demands and expectations of regional businesses and local communities, and incorporates them into its curriculum.

GSM’s internal organization, the “Executive Committee of Regional Business Conceptualization/Support Project,” also created and continues the annual “Kagawa Business and Public Plan Competition” in cooperation with supporting local businesses. The fifth competition was held in 2017 and hosted by the Committee. As part of this aggressive initiative, the Committee invites ideas and plans to revitalize Kagawa, grants awards to excellent competitors, and supports the implementation of their plans. GSM students enroll in the “Practical Regional Revitalization Exercise” course to create unique business plans and cultivate their practical skills in conjunction with coursework. GSM also organizes the “Business School Symposium at Kagawa University” as an opportunity for all first-year students to make practical use of what they learned in the first semester to formulate ideas on how to revitalize the region. The students are responsible for planning, research, management, and implementation of this event. As represented by these initiatives, GSM is providing unique education that is rooted in the region.

However, there are several issues that GSM needs to address, despite actively making the distinctive efforts described above.

First, there is the issue of formulating an effective strategy for realizing the above-mentioned purpose. It is true that GSM has set out its medium- and long-term visions and strategy for pursuing them. It was also selected as one of the graduate schools of management receiving support from the Ministry of Education, Culture, Sports, Science and Technology in 2017 to enhance its capabilities to foster highly specialized professionals. Accordingly, it created four educational programs: “Education Program for Media/ Content Developers,” “International Business Training Program,” “Shikoku-Type Regional Management Case Method Education Program” and “Post MBA Program.” It also carried out international business training in collaboration with the University of Florence. As described above, GSM has actively executed some of the plans included in its strategy. However, the school’s current visions and strategy are simply a mix of strategic and tactical issues that needs to be put in order from the perspective of priority and resource allocation.

Second is the issue of curriculum organization. GSM’s curriculum consists of five subject groups, namely the “Basic Analytical Subject Group,” “Basic Regional Subject Group,” “Basic Subject Group,” “Applied Subject Group and Special Lectures” and “Project Subjects” for which students are required to earn a specific number of credits to

complete the program. Taking into account the issues to be addressed noted in the previous Certified Evaluation and Accreditation Report for Professional Graduate Business Schools, GSM has increased the number of credits required for program completion from thirty-two to forty: from six to ten credits for the “Basic Subject Group” and from six to eight credits for “Project Subjects,” with an increase in the number of subjects from six to nine in “Basic Subject Group.” As a result, the ratio of students taking some basic business management subjects rose to over 80 percent while declining for other subjects because only “Project Subjects” is compulsory. It is expected that GSM will make additional efforts to design subject groups and curriculums that give students an opportunity to obtain the prerequisite knowledge required to take applied subject courses by studying subject matter that allows them to acquire the specialized knowledge necessary for the management of businesses and other organizations, which is the basic mission of professional business schools, or the basic subject matter necessary to pursue their objectives. It may be advisable to make some subjects compulsory for program completion. In addition, the role of faculty members as academic advisors (AA) is critical in assisting students with a high degree of freedom in choosing their elective subjects. As practitioner faculty members are employed on a fixed term basis and highly mobile, it is expected that GSM will make further efforts to ensure that faculty members as a whole share the understanding of their roles as AAs and the instructional content of their classes, and create a balanced coursework guidance system.

“Project Research” is an educational method unique to GSM, and is currently the only compulsory subject and positioned as a compilation of all program coursework. This subject is designed for students to conduct theoretical and practical research to find solutions for issues faced by local companies and governments, with its strength being the thorough coursework guidance provided by multiple faculty members. According to the survey of graduates for “Project Research,” however, nearly 40 percent were not satisfied with the subject. GSM is urged to investigate the reasons for their dissatisfaction as soon as possible and seek ways to implement improvements.

In addition, it is expected that GSM will take the initiative to improve the curriculum to allow all students to acquire broader and deeper knowledge to attain the program’s purposes of “cultivating a sense of social responsibility and ethics” and “fostering global perspectives” set out in its diploma award policy. In light of its claim to be a global educational institution, the school needs to expand the ratio of foreign faculty members.

In terms of procedures, GSM needs to establish a system to check the syllabi, set up procedures for filing a petition against the assessment of academic achievement, and prepare the documents necessary to fulfill non-disclosure obligations and confidentiality requirements.

Given that GSM has spent many years in developing talented persons who contribute to regional governments and revitalization with a focus on the Shikoku region, it is expected that the school will respond to these recommendations in an appropriate manner for further development as a professional business graduate school.