

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

**Program for Leadership Development,  
Graduate School of Business Administration,  
Prefectural University of Hiroshima**



Basic Information of the Institution	
Ownership: Public	Location: Hiroshima, 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 Program for Leadership Development, Graduate School of  
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Based on the graduate school objective, “Rooted regionally while working to create elite researchers and highly specialized professionals with a global perspective,” the Program for Leadership Development in the Prefectural University of Hiroshima, Graduate School of Business Administration follows a unique objective of “aiming to bridge the gap between managerial theory and practice while developing highly specialized and professional business leaders with exceptional skills and extensive knowledge to guide businesses that require high levels of specialization.”

Founded in 2016, this program works to develop “business leaders rooted in the region” in order to develop business leaders that will improve productivity in the fields of SMEs, social welfare, nursing, medicine, local agriculture, forestry, fisheries, and other regional issues with a focus on Hiroshima Prefecture. Additionally, in recent years Hiroshima Prefecture has sought “Shared values (common values) for the region and society,” so this program offers education geared towards leaders who understand “common value” as well as “individual value”. Specifically, a distinctive feature of this program is the inclusion of the courses Regional Resources and Healthcare as specialized courses corresponding to these fields. Another distinctive feature of the educational method is the offering of guidance for taking courses to assist students in gradually determining their research project, such as creating individual advisory periods with faculty, etc. after an omnibus format lecture from faculty during the freshmen year. Additionally, by utilizing the faculty network both inside the Prefecture and beyond, faculty provide guidance geared towards creating practical business plans within research projects. On the research end, the “Project Center of Regional Health Policy, Business and Management Studies” was established as an engine to drive the development of healthcare management human resources. The center is held in high regard as a home to specialized researchers and for its strong history of seminars, thesis preparation, and more.

However, the residual issues below should be addressed.

First, while the program promotes the development of leaders that understand this new “common value,” the common value is not always clearly defined on campus and so adequate investigations should be conducted and concrete measures clarified to do so. To expand this idea into the curriculum, the entire faculty must share this

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philosophy and the department must utilize opportunities like faculty development workshops, etc.

Second, since a large number of courses were consolidated in the AY 2018 curricula revision, it is difficult to perceive how some courses relate to each other and so each curriculum should be organized systematically because their system and grouping is unclear. And because many courses are biased towards practical content, we hope to see improvements in courses that cultivate prerequisite knowledge. Additionally, because many compulsory subjects have been changed to electives since AY 2020, the student body requires assistance in understanding the system for the entire curricula through recommended course lists, etc. so that students can study while keeping track of the careers of alumni. As some courses in the syllabus supplied inadequate descriptions of prerequisite courses and course requirements, the syllabus inspection system should be strengthened so that students can create adequate course plans to progress procedurally through courses.

Third, regarding faculty organization, there are no full-time faculty members in the SME field, which is the primary focus of this program. There are also no academic faculty members for some courses that apply core courses and theory. To adequately bridge the gap between theory and practice in educational programs, full-time faculty in the primary courses of this program must be hired while additional efforts are made to hire academic faculty.

The first Certified Evaluation and Accreditation for Professional Graduate Business School clarified the events of this program from its establishment up to the present day and the distinctive features of this professional graduate school that responds to the needs of the region. However, because the above issues are now known, moving forward, this program should conduct continuous checks and reviews based on these results. The University should implement reforms and improvements and clarify the mission of this program so those outside the program can better understand it. We hope that the university will use this opportunity effectively to further expand the features of this program and lead to the further development and enhancement of educational and research activities.