

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

**Department of Global and Community Management, the
Professional Graduate School of
Global and Community Management, University of Fukui**



Basic Information of the Institution	
Ownership: National	Location: Fukui, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2030)	

**Certified Evaluation and Accreditation Results for
the Department of Global and Community Management,
Professional Graduate School of Global and Community Management,
University of Fukui**

The Department of Global and Community Management, Professional Graduate School of Global and Community Management, University of Fukui, sets forth the unique purpose to “cultivate outstanding leaders of management who can tackle various challenges faced by local businesses and governments in an increasingly globalized world. On the basis of this purpose, we aim to equip students with global perspectives, specialized knowledge, business planning and management skills, and communication skills, including language proficiency, to prepare them to become versatile management leaders who will contribute to the future of their communities.” To achieve its purpose, the Business School has formulated the four medium- to long-term strategic goals of (a) Providing students with comprehensive knowledge of various challenges faced by the global environment and local communities; (b) Preparing students for leadership roles in driving self-innovation within organizations; (c) Promoting the building of broad networks of professionals; and (d) Assisting local communities with their globalization efforts and organizational innovation. It is commendable that the Business School has set its direction through the establishment of the clear aim to provide education that produces globally competent, skilled professionals who will contribute to the local community informed by the social and economic realities of the institution’s local context.

The educational program for achieving these goals provides a structured curriculum that supports progressive learning, with courses offered in the six categories of “Basic Courses” covering global, community, and management topics; “Advanced Courses” focusing on planning and negotiation skills and issues; “Language Courses”; “Workshops”; “Overseas Training”; and “The Graduate Thesis.” Lecture courses featuring guest speakers from globally active local companies and the overseas training program operated in collaboration with various organizations are two notable features of the curriculum, aligned to the unique purpose of the professional graduate program. Class structure and schedules are set up to meet the characteristics of individual students, such as their enrollment status, learning needs, and levels of progress. For example, virtual language courses are provided on weekdays and the overseas training program is offered on three different levels according to student aptitudes. The use of survey feedback from students’ employers, such as companies and local governments, to improve teaching and program delivery is a commendable approach.

There are several areas for improvement the Business School should address, however.

The first area for improvement concerns the educational program. The disciplines essential to business management, such as accounting, finance, and human resource management, are not offered as independent courses but integrated into an interdisciplinary course and offered as an elective. The topics in these disciplines are supposedly covered in the mandatory Business Management Workshop and the overseas training program, but this is not clear from how the curriculum is designed. Improvements should be made to ensure that students are provided with foundational management skills. Next, the cap on the number of credits a student may attempt in any given semester is set higher than the maximum number of credits that can actually be earned from the courses offered. The Business School is advised to review and establish a reasonable cap that reflects the actual situation. Furthermore, the Business School relies heavily on the personal connections of a number of faculty members for finding overseas training hosts and collaborative partner organizations. A more systematic approach should be taken to ensure the program's sustainability and development.

With respect to faculty organization, many full-time faculty members appear to put greater effort into teaching undergraduate classes than instructing graduate classes. This situation should be rectified by ensuring that teachers allocate more time and attention to teaching the Business School's courses for the improvement of educational standards and consistent growth of the graduate school. A significant discrepancy in the teaching load from teacher to teacher is another problem that needs to be addressed.

As for student enrollment, the ratio of student enrollment to the student enrollment cap is dropping. The Business School is advised to make substantial efforts to improve this situation by evaluating the effectiveness of the strategies in place, such as publicity and advertising, and by taking more extensive steps that include curriculum revisions.

To address the issues raised above, the Business School is advised to utilize the results of the certified evaluation and accreditation for professional graduate business schools and continue its self-study efforts for improvement. Going forward, the Business School is expected to assure and enhance the quality of its education as it strives to further develop its unique characteristics.