

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

Graduate School of Project Design,
Course of Project Design



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2016	
Accreditation Status: Accredited (Accreditation Period: April.01.2017 – March.31.2022)	

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The Graduate School of Project Design, School of Project Design Course of Project Design (hereafter, the Program) defines its purpose as follows: “The Program aims to train ‘highly specialized professionals’ with a wide perspective and an extensive knowledge to fulfill their social responsibilities, while playing a new role as a higher educational institution. The cry for cultivating talented individuals with a strong wills, great intellect, and outstanding leadership qualities to help us find a way out of our sluggish society and open the way to the future is becoming clamorous. Taking this social need into consideration, the Program will foster persons with highly specialized talent in the field of management—project design in particular—of companies.” Therefore, a distinguishing feature of the Program is its intent to train talented individuals capable of shaping management from the viewpoint of “project design” and designing projects. Additional features of the Program, not found in other professional graduate schools of management, include: its clear focus on educational objectives by incorporating basic knowledge of project design into the necessary subjects; the consideration of the entire project, strategy, and implementation process in a consistent business implementation development of “idea creation,” “development,” “realistic designing (planning),” “master plan,” and “implementation plan” as the target for research and education; and the publication of a monthly journal, *Project Design*, to disseminate the importance and significance of project design in society. In addition, it is commendable that efficient communication has been established between the faculty and administrative staff members, and between the staff members and students, by taking advantage of the small size of the Program. Furthermore, the Program’s location in the center of Tokyo provides an advantage for studying. Lastly, the Program has consistently fulfilled its admission cap and enrollment cap since its foundation and student satisfaction has been high.

However, to further improve the quality of education, the Program should resolve the following issues and challenges.

First, the Program should standardize the expressions used in various materials for specific purposes, must clearly define “project design,” and should develop a new middle- and long-term vision to realize it. In so doing, it will be necessary to clarify the strategies to set the direction of resource allocation, organizational capacity, and value creation toward the medium- to long-term vision, while preserving the relationship between particular purposes and their medium- to long-term vision.

Next, although, the policy on degree award and the curriculum design policy were formulated in May 2016, it is necessary to reset the policy on degree award considering the purpose of the Program. In addition, the curriculum design policy should be also revised. In so doing, the Program is expected to further clarify the Program’s own idea of bridging theory and practice in education. Furthermore, it is expected that the following should be improved: setting a clear standard in the regulations to admit credits earned in other graduate schools before admission; further clarifying the language in the syllabus to facilitate students’ preparation for classes; establishing and sharing a consistent policy of handling student absences among faculty members; and further enhancing the quality of Faculty Development (FD) to help faculty members improve their skills in teaching and information gathering.

With regard to faculty organization and faculty members, the Program should consider a number of measures to achieve the Program’s purpose related to novelty, ideas, social change, and technological progress, as well as other aspects of project design. These include the appropriate placement and proportion of part-time faculty members, and the age balance and diversity of full-time faculty members. In addition, the proportion of research-based and business-based faculty members should be considered from the point of bridging theory and practice in education. The appropriate composition and assignment of full-time faculty should be adjusted to realize the medium- to long-term vision. To accomplish these goals, it is necessary that the Program set an appropriate policy for faculty organization and review the contract terms of full-time faculty members, taking the current advantages and disadvantages

into consideration. The Program should also clearly define “project design,” which is a distinctive purpose of the Program, in order to develop a faculty that can achieve stable implementation of its curriculum.

In addition, the use of a unified format for listing research achievements and the promotion of barrier-free access to facilities should also be embraced.

In an effort to address these issues, the Program is expected to work on systematic and continuous self-study, which needs to be conducted with objective analysis based on quantitative and qualitative data. The Program must also make effective use of the results of self-study, and accreditation to improve education and research activities.

Lastly, the Program is in only its fourth years after its foundation and still faces a number of basic problems and many challenges, as mentioned above. It has been confirmed in this accreditation review that the Program has sincerely addressed several of the problems and challenges noted here through trial and error to attain its own purposes. As it is certain that the Program will make continuous efforts to address these problems with self-study in place and that the issues mentioned in this accreditation will be improved, this accreditation brings up only one recommendation and a number of issues for consideration to be addressed.