

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

**Graduate School of Leadership and Innovation, Shizenkan University**



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| <b>Basic Information of the Institution</b>                                             |                        |
| Ownership: Private                                                                      | Location: Tokyo, Japan |
| <b>Accreditation Status</b>                                                             |                        |
| Year of the Review: 2022                                                                |                        |
| Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2028) |                        |

## **Certified Evaluation and Accreditation Results for the Graduate School of Leadership and Innovation, Shizenkan University**

The Graduate School of Leadership and Innovation, Shizenkan University, a single-major graduate school established in AY2018, defines three institution-wide goals: (a) Develop professionals who possess (i) a sense of mission contributing to steady and sustainable world development by leading social innovation as a whole, (ii) a vision of organizational and business management for the 22nd century, and (iii) the skills to turn this vision into reality through leadership that inspires people and organizations, and builds connections and trust; (b) Promote innovation in global leadership education by establishing an education program for training whole-person management leaders; and (c) Help build a prosperous and peaceful human society through research activities that aim to bridge and integrate Western rationalism and Asian spirituality, while exploring more inclusive and sustainable socio-economic, corporate, and organizational ideals. The specific objectives of the Graduate School, adopted based on the above institution-wide goals, are to conduct research on whole-person management leadership and to train and produce whole-person management leaders.

An education program dedicated to training and producing “whole-person management leaders” for the 22nd century, a uniquely desired graduate profile, is an unprecedented endeavor for a higher education institution. With an emphasis on liberal arts education, the graduate program strives to cultivate the four competencies defined in the degree award policy (diploma policy), namely, “personal will power,” “ability to envision as a management professional,” “ability to mobilize as a leader,” and “abilities to be grounded as a whole person.” A notable feature of the program is that it provides students with an opportunity to develop a concrete career vision and work towards its achievement through courses that begin with self-reflection as they learn about career development and leadership, along with the individual project course in which students undertake field research and prepare project proposals in the role of a business owner or entrepreneur.

However, there are areas for improvement that the Graduate School needs to address. First, as a professional graduate school placing an emphasis on education that integrates theory and practice, the institution needs to keep improving the content and methods of teaching in line with its stated mission and purpose, and based on the

continuous evaluation of student learning outcomes. Second, considering the nature of the program operation, the Graduate School should implement systematic and consistent faculty development (FD) activities with the participation of instructors who hold positions outside of teaching as well as full-time teachers to ensure that issues pertaining to education and research are shared and discussed among the faculty members. Furthermore, while it is appreciated that all courses offered are essential for achieving the Graduate School's unique goals, and that students benefit greatly from being taught by both regular full-time teachers and professionals working in various fields who serve as specially-appointed or adjunct professors, the distinctiveness of the curriculum makes teaching consistency a challenge in the event of a change in course instructors. There needs to be a suitable faculty organization for strengthening the Graduate School's education that bridges theory and practice.

As for the education and research environment, there are many advantages to being located in the Nihonbashi district, a business and commercial center of Tokyo. While the Graduate School faces various unavoidable operational restrictions, efforts should be made to rectify such issues as improving the environment for full-time teachers to focus on research. During the on-site visit, all teachers interviewed responded to having no problems with the present education and research environment, being experienced researchers and practitioners who work autonomously as professionals. Nevertheless, to promote the graduate program's ideal of "intellectual circulation of theory and practice" as well as expand its education that integrates theory and practice, which is a mainstay of professional graduate school education, the creation of an environment supportive of the continuous research activities of faculty members needs to be a priority. It should be noted that a personal research funding program was launched during the time between the filing of the certified evaluation and accreditation application and the site visit. It is hoped that further improvements and additional support schemes will be seen going forward.

Since its inception, the Graduate School has operated in compliance with the law, working towards its goal of training and producing "whole-person management leaders" through the development of resources, systems, and structures such as curricula, student admissions process, and faculty organization. To implement an education program aimed at achieving its original, unparalleled objectives, the institution needs to further strengthen its professional graduate school education that integrates theory and practice by establishing an effective quality assurance system, building up its teaching staff, enhancing the education and research environment, and

facilitating the research activities of its faculty. Another suggestion for improvement concerns the Graduate School's desired graduate profile of an "whole-person management leader," which is communicated in the mission statement and the message of the founder and president. A more creative means of communication should be sought to widely disseminate the unique attributes and characteristics the institution aspires to develop, and to more effectively promote the social significance of the Graduate School across society. Going forward, the Graduate School should explore the ideals of a new business school for the 22nd century, formulate a medium- and long-term vision as required by JUAA's Professional Graduate Business School Standards, and begin to devise and implement strategies to deliver those visions. The Graduate School is expected to continue its self-study and improvement efforts beyond those required by law in order to elevate the institution's prominence in Japan and abroad and achieve further growth.