

**ABEST21 Accreditation**  
**“Quality Improvement Strategies”**  
**Program-based Accreditation System**

**Graduate School of Management**  
**Kyoto University, Japan**



2019

**ABEST21 International**  
**THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP FOR**  
**TOMORROW, a 21st century organization**

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# **I. Quality Improvement for past three years**

## **1. Action Plans programed in the last three years**

Please describe the Action Plans programed in the last SCR.

Action Plans for three years

1) Action Plans for 2016

1-(i) Doctoral courses will be established after prescribed procedures have been undertaken.

Education for doctoral courses will commence with the welcoming of students admitted for the 1st term.

1-(ii) Review regarding the permanent establishment of an advisory committee will take place.

1-(iii) Development for new research and educational projects based on

industry-government-academia collaboration will be attempted and acquisition of external funds will occur.

2-(i) Inspection of curriculums and class subjects from the perspective of business ethics will be undertaken. Projects to foster leaders engaging in social problems as well as female leaders will be conducted.

2-(ii) Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. Outcomes arising from such educational programs will be organized and reviewed.

2-(iii) Subjects provided in English in educational programs will be expanded. At the same time, in order to require students to learn the subjects provided in English in a standard fashion, revision of requirements for completion will be reviewed.

2-(iv) Adoption of the quarterly academic system will be reviewed.

3-(i) To foster global personnel, a comprehensive review as to whether or not requirements for admission policies and admission systems should be verified.

3-(ii) Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

3-(iii) Endeavors for establishment of a network of graduates and connection of such network to educational programs will be reviewed.

4-(i) In order to pursue contributions made by the School in the field of research, formulating and planning of joint projects based on an academic-industrial alliance will be promoted.

4-(ii) Even given restrictions on the number of faculty members, recruitment of female and foreign faculty members will be pursued.

5-(i) Enhancement of FD meetings for programs will be pursued and standardization will be reviewed.

5-(ii) The nature of meetings related to administrative operation organizations will be reviewed.

2) Action Plans for 2017

1-(i) Implementation of doctoral courses for the 2nd term will progress.

1-(ii) Institutionalization for the permanent establishment of an advisory committee will progress.

1-(iii) Development for new research and educational projects based on industry-government-academia collaboration will be attempted and acquisition of external funds will progress.

2-(i) Results based on inspection of curriculums and class subjects from the perspective of business ethics will be reviewed. Projects to cultivate leaders who can engage with social problems, as well as female leaders will progress.

2-(ii) Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. Feedback measures based on outcomes arising from such educational programs for professional degree programs will be reviewed.

2-(iii) Subjects provided in English in educational programs will be expanded. At the same time, in order to require students to learn the subjects provided in English in a standard fashion, revision of requirements for completion will be reviewed.

2-(iv) School-wide adjustment will be made regarding the quarterly academic system in educational curriculum.

3-(i) To foster future personnel, a proposal for review of admission policies and admission system will be organized.

3-(ii) Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

3-(iii) Endeavors for establishment of a network of graduates and approaches for connection of such a network to educational programs will be implemented.

4-(i) In order to pursue contributions made by the School in the field of research, formulation of plans and proposals regarding joint projects based on an academic-industrial alliance and application for subsidized projects, etc., will progress.

4-(ii) The restrictions on the number of faculty members and recruitment of female and foreign faculty members will be pursued.

5-(i) Enhancement of FD meetings for programs will be pursued and adjustment for standardization will be reviewed.

5-(ii) Plans for reorganization and rationalization for administrative operation organizations will be compiled.

### 3) Action Plans for 2018

1-(i) This is the third year since doctoral courses were established. The form of the doctoral program will be finalized, and relevant issues for improvement will be identified.

1-(ii) A permanent advisory committee will be established, and meetings of such committees will be held.

1-(iii) Development for new research and educational projects based on industry-government-academia collaboration will be attempted and acquisition of external funds will progress.

2-(i) Approaches to improve curriculums and class subjects from the perspective of business ethics

will be implemented. Programs to foster leaders handling social issues as well as female leaders will progress.

2-(ii) Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. Feedback measures based on outcomes arising from such educational programs for professional degree programs will be promoted.

2-(iii) Subjects conducted in English in educational programs will be expanded. At the same time, the status of participation in classes by students based on revision of requirements for completion will be understood and verified.

2-(iv) A quarterly academic system will be adopted.

3-(i) If necessary for fostering future personnel, review for admission policies and admission system will take place.

3-(ii) Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

3-(iii) Endeavors for establishment of a network of graduates will take place and approaches for connection of such network to educational programs will be expanded.

4-(i) In order to pursue contributions made by the School in the field of research, joint projects based on an academic-industrial alliance will be implemented and promoted.

4-(ii) The restrictions on the number of faculty members and recruitment of female and foreign faculty members will be pursued.

5-(i) For enhancement of FD meetings for programs, standard operation will be established.

5-(ii) Reorganization and rationalization related to administrative operation organizations will be implemented.

## 2. Performance of the Action Plans

Please describe the Performance of the Action Plans concretely.

### Action Plans1-(i)

Doctoral courses will be established after prescribed procedures have been undertaken. Education for doctoral courses will commence with the welcoming of students admitted for the 1st term in 2016. Implementation of doctoral courses for the 2nd term will progress in 2017. The form of the doctoral program will be finalized, and relevant issues for improvement will be identified in 2018.

### Performance

While doctoral courses per se are not included under the current School's Scope of Accreditation, as their related educational and research activities have a major impact on our professional graduate school in master's courses, they are important in terms of Action Plans.

A doctoral course started in April 2016 to train global business leaders with strong research skills and high-caliber business abilities, and eight students were welcomed onto the program. The education and research guidance in our mission statement has been carefully followed in the training of high-caliber specialist professionals ready for success in various fields. There was a social gathering for new entrants in July 2016, organized mainly as an opportunity to hear their views and requests.

There were 22 applicants for the 2017 program and, after the selection procedure, seven students started the program in April 2017.

There were 14 applicants for the 2018 program and, after the selection procedure, seven students started the program in April 2018.

There were 18 applicants for the 2019 program and, after the selection procedure, eight students started the program in April 2019. During 2018, details of dissertation evaluations were determined, with arrangement of related Regulation types, etc. In March 2019, five of the first-term students underwent the dissertation evaluations, passed, and were awarded our first doctoral degrees.

During this three-year period, while various procedures, etc., had been put in place for conferment of a degree, this was their first implementation. Therefore, at that time, the academic affairs committee made review to determine procedural, etc., revisions, and after obtaining approval from the faculty meeting, made improvements.

Outline of Doctor course (in Japanese)

[www.gsm.kyoto-u.ac.jp/ja/education/management-science/277-japanese-category/educational-activities/educational-structure/doctor-of-philosophy.html](http://www.gsm.kyoto-u.ac.jp/ja/education/management-science/277-japanese-category/educational-activities/educational-structure/doctor-of-philosophy.html)

application-guidelines for Doctor course (in Japanese)

<http://www.gsm.kyoto-u.ac.jp/ja/applicant/application-guidelines/application-guideline/2497-admission-information-12.html>

Supporting document 1-1 Lists of Ph.D. winner at March 2019

Supporting document 1-2 (example) revised procedure for evaluating Dr thesis

### 2016-2018 Self-Evaluation

Action progressed as planned.

### **Action Plans 1- (ii)**

Review regarding the permanent establishment of an advisory committee will take place in 2016. Institutionalization for the permanent establishment of an advisory committee will progress in 2017. A permanent advisory committee will be established, and meetings of such committees will be held in 2018.

### **Performance**

There was a review of how a permanent Graduate School of Management (GSM or the School) advisory committee would be organized and how it would meet. Specifically, a questionnaire was sent to 56 business schools, management graduate schools, and management professional graduate schools across the country in 2016. Replies were received from 18, and the results were collated.

In the 2017 academic year, we decided on the organizational structure of the committee and how it would meet, and began to select the committee's members.

On March 18, 2019, the first Advisory Committee meeting was held at the Yoshida campus. Three of the five members comprising the Committee attended. Here, meaningful advice was presented from diverse perspectives. The opinions of the members who did not attend were individually obtained thereafter (in April and July 2019).

Supporting document 1-3 Advisory Committee Regulation

Supporting document 1-4 Member List of Advisory Committee

Supporting document 1-5 Memorandum of 1<sup>st</sup> Adv.Com.

### **2016-2018 Self-Evaluation**

Action progressed as planned.

### **Action Plans 1-(iii)**

Development for new research and educational projects based on industry-government-academia collaboration will be attempted and acquisition of external funds will be continued in 2016 to 2018.

### **Performance**

Since its founding in 2006, the School has emphasized industry-government-academia collaboration, with a full system for cooperation with outside entities, including Endowed Chairs, etc. As of 2006, for example, there were four Endowed Chairs and that number increased to ten in 2019.

Table 1-1 shows the number of each of the following for each academic year from 2015 to 2018: Endowed Chairs, Joint Research Chairs, Visiting Chairs, Endowed Courses, and Research/Education Projects.

For further details, please see II-1 the School's History and Profile.

Table 1-1 Number of Endowed Chairs, Joint Research Chairs, Visiting Chairs, Endowed Courses, and Research/Education Projects

	2006		2015	2016	2017	2018
Endowed Chairs,	4		5	6	7	9
Joint Research Chairs	0		1	2	2	4
Visiting Chairs	3		3	3	3	3
Endowed Courses			2	2	5	9
Research/Education Projects			5	5	6	3

Endowed Chairs (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/ja/research/ended1.html>

Joint Research Chairs (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/ja/research/エグゼクティブ・エデュケーション/abl-2.html>

<https://www.gsm.kyoto-u.ac.jp/ja/research/エグゼクティブ・エデュケーション/se-2.html>

Visiting Chairs (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/ja/research/research/organizations-5.html>

Endowed Courses (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/ja/research/organizations-6.html>

Research/Education Projects (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/ja/research/research/organizations-7.html>

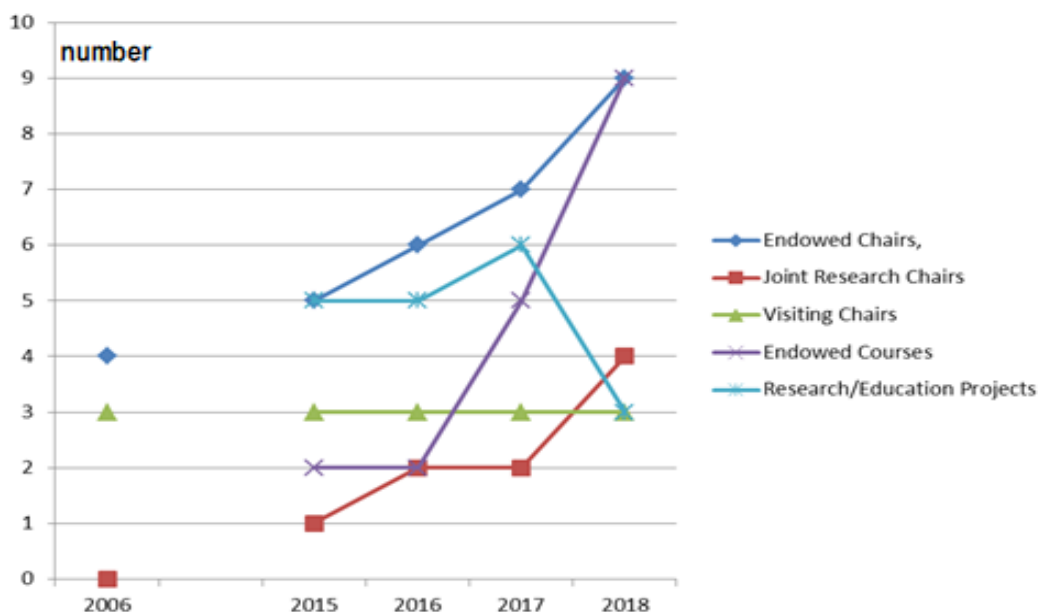


Figure 1-1 Number of Endowed Chairs, Joint Research Chairs, Visiting Chairs, Endowed Courses, and Research/Education Projects

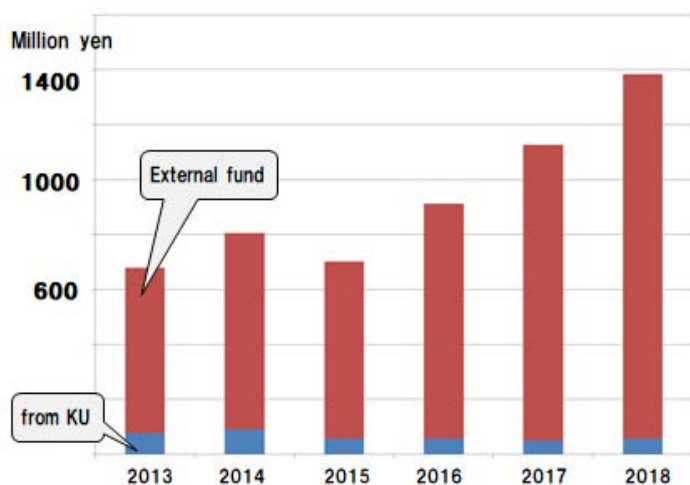


Figure 1-2 Fund from Kyoto University and External Fund



As a result, there was a substantial increase in external funds. Figure 1-1 shows the amounts for internal and external funding for each fiscal year of the last five-year period. Internal funding from Kyoto University has declined each year in accordance with directives from the Japan Ministry of Education, Culture, Sports, Science and Technology. External funding in 2006 was 80.0 million yen, with an increase to 1.3 billion yen in fiscal 2018. When calculated per teacher, this is an extremely high amount within Kyoto University.

As for education programs, the initial three programs in the founding year 2006 has increased to seven programs/courses in academic year 2019. (Details can be found in II-1.) Industry-government-academia collaboration activities have made major contributions to the restructure and reinforcement of this educational organization. Through these activities, new practical lectures and courses are now provided, together with an increase in occasional special lectures and courses, etc. There are thus more opportunities for students to learn and study. Thanks to funding increases, it has also become possible to hire more faculty members and support staff, leading to improvements in the quantity and quality of education at the School.

### **2016-2018 Self-Evaluation**

In our opinion, smooth progress is being made.

### **Action Plans 2-(i)**

Inspection of curriculums and class subjects from the perspective of business ethics will be undertaken and be reviewed. Projects to foster leaders engaging in social problems as well as female leaders will be conducted and continued.

### **Performance**

Curriculums and class subjects were inspected so that they addressed very important ethical decisions in the field of business ethics, and "Business Ethics" and "Human Resource Management" were introduced as new subjects in 2016. And two more subjects "Governance and Ethics" and "Public Relations" were added later.

Commemorative lectures were made, which formed part of the celebrations in October 2016 for the tenth anniversary of the foundation of the School, delivered by two women, namely Dean Anna Lee Saxenian, professor at University of California, Berkeley, and Ms. Tomoko Namba, Chair of the board of DeNA Co., Ltd.

Event report for 10th Anniversary

<https://www.gsm.kyoto-u.ac.jp/ja/news-event/news/1553-20161022-report.html>

Additionally, during the academic year 2017–2018, several women entrepreneurs were invited to the School, and they presented lectures based on their own business careers.

Examples: Lecture by Sachiko Kuno (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/ja/news-event/news/1867-201710.html>

Lecture by Yukiko Hashitera (in Japanese)

<http://www.gsm.kyoto-u.ac.jp/ja/news-event/news/2287-20181129.html>

Supporting documents 2-1 syllabus related Ethics

## **2016-2018 Self-Evaluation**

Broadly speaking, smooth progress is being made.

### **Action Plans 2-(ii)**

Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. Outcomes arising from such educational programs will be organized and reviewed in 2016.

Feedback measures based on outcomes arising from such educational programs for professional degree programs will be reviewed in 2017 and 2018.

### **Performance**

Since the 2014 academic year, the School has been part of a program to reeducate working people promoted by the Ministry of Education, Culture, Sports, Science and Technology to nurture high-caliber business professionals and, for three years, has been developing a project involving courses for managers working in the services industry, in collaboration with relevant businesses. This has allowed improvement in the range of Services Management subjects offered, development of business case study teaching resources such as videos, and development of e-learning systems, with 20 students attending in-service courses annually and an increased number of students taking in-service MBA courses. Thereafter, since academic year 2017, this has been continued as an autonomous project, with 20 students completing the course each year.

<https://www.gsm.kyoto-u.ac.jp/ja/news-event/news/1526-20161001-2.html>

<https://www.gsm.kyoto-u.ac.jp/ja/application-guidelines/application-guideline/2142-smba-5.html>

In a similar collaboration between business and academia, the School has also been entrusted by the city of Kyoto with the delivery of tourism business studies lectures relating to Kyoto. Additionally, practical experience gained from running real courses for those working in the tourism industry allowed continual improvements to our basic and applied tourism management studies subjects and to our tourism-related adult education. As a result of this, in 2016, we began to work on a tourism MBA education program development research project for the Japan Tourism Agency. This program is to be implemented during the period 2016 through 2020.

The Human Resource Development for Asian Business Endowed Chair was established in July 2012, and the Asian Business Leader Development Project was set up in April 2013, with the aim of engaging in research and development relating to the educational methods required to nurture Asian business leaders and of applying any findings to practice.

Thereafter, in April 2014, to deepen the research results attributable to the activities of the above Endowed Chair, the Collaborative Research Chair for Asian Business Leader Development was established in collaboration with private companies. In the four years since the project began, in tie-ups with leading business schools in seven Asian countries (China, India, Thailand, the Philippines, Malaysia, Vietnam, and Indonesia), Asian business leader projects targeting executives has been pursued. Institutions in Laos and Cambodia were added in the 2016 academic year, and a consortium covering nine nations is now being developed. Every year, around 25 lecturers from the business schools involved are invited to the School to offer lectures on different Asian cultures and business practices. Field research is also conducted in companies and institutions in different Asian countries. To date, we have trained 106 Asian business leader candidates (from total 77 companies).

In addition, some book projects to record the results of the above initiative have been launched. The book titled "Economic Integration and Regional Development-The ASEAN Economic Community" was published in 2018 and one more book written in Japanese also published in 2018. Faculty members from the nine countries involved have begun to write contributions to a "Textbook for Developing Global Human Resources," by Asians for Asians, which should be published in 2017.

As a part of Japan's road strategy, the Road Asset Management Policy Chair was established in April 2013, aimed at research and education relating to more efficient and effective road asset management planning and to practical strategies. The Japan Bridge Engineering Center took over the funding of the Chair in April 2016. This Policy Chair contributes to improvement in the quality of road asset management in Japan by developing systematic teaching materials relating to asset management that comply with the ISO 55000 series of international standards for physical asset management. And in order to disseminate ISO 55000-compliant practice it has held seminars, symposia, and lecture meetings at the School and elsewhere, using the materials developed in 2017 and 2018.

As globalization progresses, there are more restraints on managerial resources, making business management skills more important than ever, with managerial accounting as the core. In 2017, the "High-level managerial accounting program for professionals," an Executive Education Program, was launched, with the special goal of fostering accounting professionals who can support the management of small and medium-sized companies, etc. Implementation of this program was performed with the cooperation of multiple private companies and associations. The lectures have been designed for certified public accountants and qualified tax accountants, etc., who have practical experience in the business world.

The Center for Research in Business Administration engages in cooperation agreements with local municipalities, organizations, and cooperative groups and promotes training and education, new initiatives, joint projects and joint research, aimed at sustainable regional development via the creation of new businesses. In the 2016 academic year, the Center formed cooperation agreements with, among others, Ama-biZ (a foundation that works to create new businesses and support small businesses in Amakusa City), Daigo-ji Temple, Miyazu City, Kyoto Prefecture, Kyoto Tourism Federation (a public interest incorporated association), Kyoto University American Football Club (a foundation), and the Kyoto Association of Corporate Executives.

Mini-MBA Certificate Program for Service Management in Kyoto University (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/smba/>

Kyoto tourism business studies lecture program (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/ja/news-event/news/1114-20151002.html>

The Asian business leader projects

<http://asia-gsm-ku.com/abl/ja/>

<http://asia-gsm-ku.com/abl/en/>

Road Asset Management Policy Chair symposia and seminars (in Japanese)

<https://www.gsm.kyoto-u.ac.jp/ja/news-event/event/2234-20181005.html>

## **2016-2018 Self-Evaluation**

Action progressed as planned.

### **Action Plans 2-(iii)**

Subjects provided in English in educational programs will be expanded. At the same time, in order to require students to learn the subjects provided in English in a standard fashion, revision of requirements for completion will be reviewed in 2016 and 2017. The status of participation in classes by students based on revision of requirements for completion will be understood and verified in 2018.

### **Performance**

In 2016 academic year, in response to recently increasing internationalization, of 145 subjects on offer, 46 subjects (or around one third) began to be taught in English. Additionally, from the current academic year, course completion requirements started to include a stipulation that from the specialized or business practice subjects, two subjects worth four credits must be taken in English (this does not include international courses).

Supporting document 2-2 List of subjects

Supporting document 2-3 The School's internal regulations regarding studies (two English subjects required)

### **2016-2018 Self-Evaluation**

Action progressed as planned.

### **Action Plans 2-(iv)**

Adoption of the quarterly academic system will be reviewed in 2016. School-wide adjustment will be made regarding the quarterly academic system in educational curriculum in 2017. A quarterly academic system will be adopted.

### **Performance**

In January 2017, faculty members on the academic affairs committee and the chief clerk from the School visited Hitotsubashi University ICS and the Institute of Business and Accounting at Kansei Gakuin University, which have already introduced a quarterly academic system, and conducted interviews with relevant parties.

Both the institutions visited confirmed significant differences between the two and four semester systems, and the School's deputation was left with the impression that the introduction of a quarterly academic system will be difficult under the current circumstances, in which the School is linked to an academic calendar for the entire Kyoto-university. The deputation reported their findings to the faculty meeting.

Further, from academic year 2019, with expanded international courses and a double-degree collaboration with Cornell University, it was determined that it would be extremely difficult to introduce the quarterly academic system in such a short period.

Supporting document 2-4 Information on the quarterly academic system

### **2016-2018 Self-Evaluation**

With the results in from academic year 2016, it was decided to postpone introduction of the quarterly academic system at the present time. Considering the reorganization activities being

implemented throughout the GSM, and the fact that a two-term year is maintained at Kyoto University overall, it is believed that this postponement was the correct decision.

### Action Plans 3- (i)

To foster global personnel, a comprehensive review of the requirements for admission policies and admission systems should be verified in 2016.

To foster future personnel, a proposal for review of admission policies and admission system will be organized in 2017.

If necessary for fostering future personnel, review for admission policies and admission system will take place in 2018.

### Performance

The academic affairs committee discussed the admission policy in 2016. It was concluded that, with the admission of a wide range of gifted students in mind, changes to the current admissions policy with the intention of actively recruiting graduates of different disciplines, students with work experience, people currently working, and overseas students, are not required.

Additionally, the decision was made to include a TOEIC test in 2016 fall's application procedure general selection with the intention of increasing the number of applicants by broadening the admissions procedure to applicants from different fields with a variety of experience.

The admissions committee analyzed the admission data for the past two years and was proud to note that the countries of origin of international students applying had expanded to over 10 different countries. Given this situation, a working group was established to discuss further internationalization of the School.

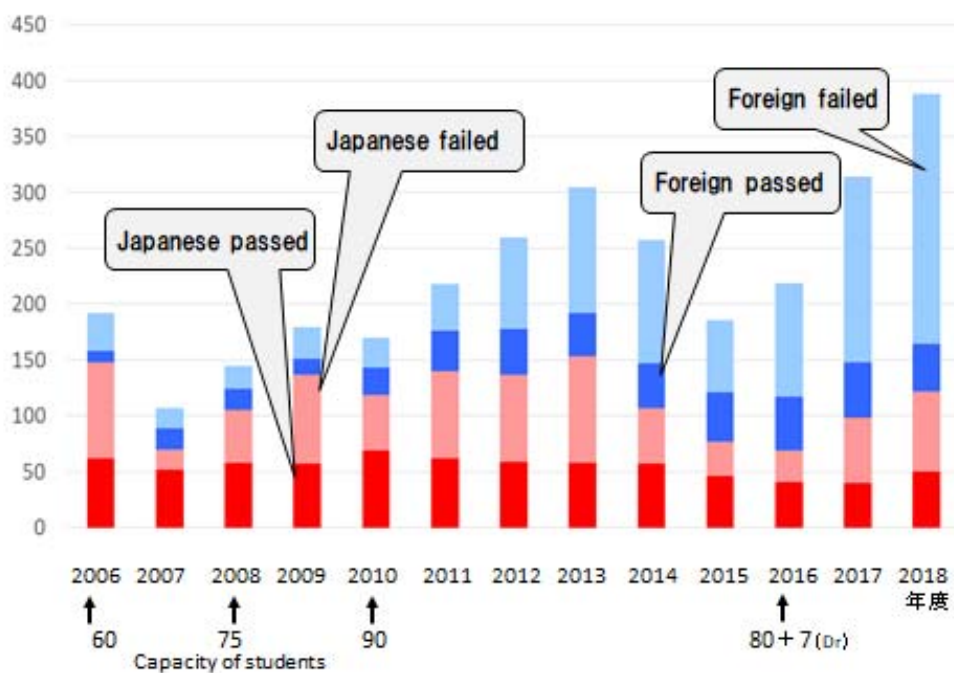


Figure 1-3 numbers of examinees and successful applicants

Figure 1-3 shows changes in the numbers of examinees and successful applicants. While the number of applicants has gone up or down each year, the overall number of overseas applicants is increasing. Numerous applicants from many countries have applied to IPROMAC over the last few years. For this reason, we considered an expansion of our international courses in academic year 2017.

At that time, we also considered a new educational program with Cornell University in the United States.

In academic year 2018, we decided to divide IPROMAC into two programs, i-BA and i-PM, and determined the respective curriculums and the admission system. Similarly, with the tie-up with Cornell University, we established concrete curriculums and the admission system so that we can accept new students from academic year 2019 onward.

Inasmuch as major revisions were made to the program/course configuration in 2019, we also revised the admission policy, curriculum policy, and diploma policy.

Admission Guidelines: International MBA Programs (i-BA & i-PM)

<https://www.gsm.kyoto-u.ac.jp/ja/news-event/news/2208-20180809.html>

<https://www.gsm.kyoto-u.ac.jp/en/admission-information/admission-guidelines.html>

Admission: Kyoto Cornell International Collaborative Degree Opportunity

<https://www.gsm.kyoto-u.ac.jp/ja/news-event/2162-20180614.html>

[https://www.gsm.kyoto-u.ac.jp/en/cornell.html#A01\\_EN](https://www.gsm.kyoto-u.ac.jp/en/cornell.html#A01_EN)

### **2016-2018 Self-Evaluation**

Action progressed as planned.

### **Action Plans 3-(ii)**

Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

### **Performance**

The academic affairs committee made progress with a review of the strengthening of the commendation system for superior students and the implementation of a study incentive system for new students and decided upon the School's internal criteria for commending superior students in 2016.

With the decisions made as described above, we have implemented the commendation system since academic year 2017. One (1) person each in 2017 and 2018 was awarded with the Graduate School of Management Dean's Award.

Relevant links:

<https://www.gsm.kyoto-u.ac.jp/ja/news-event/news/2468-20190507-2.html>

Supporting document 3-1 Student commendation document

### **2016-2018 Self-Evaluation**

Action progressed as planned.

### **Action Plans 3-(iii)**

Endeavors for the establishment of a network of graduates and connecting such a network to educational programs will be reviewed, implemented and expanded.

### **Performance**

The School's alumni association was established by its first cohort of graduates, but in recent years, activities have effectively stopped as a result of structural weakness. To establish a network of GSM graduates and strengthen links between alumni and the School, efforts were made by the School in the 2016 academic year to reactivate the alumni association.

Contact was made with existing members and a general meeting of the alumni association was held to begin the revitalization as a part of the tenth anniversary celebrations. Similarly, all graduates received information about the alumni association general meeting, and about how to join the association, along with a notification about the tenth anniversary celebrations in 2016 October. At the general meeting of the alumni association held in 2016 October, new policies and a new executive structure were established, and three members of the School's faculty members were also elected as alumni association officials. After the general meeting, the alumni association's website was improved, and a link to it was put on the School's website. Additionally, progress was made with establishing procedures for membership administration and the collection of fees.

<https://www.gsm.kyoto-u.ac.jp/ja/alumni/alumni.html>

In Autumn 2017, a general meeting and a lecture were held at Kyoto University. A GSM graduate, now working as a consultant, explained the working world to current GSM students. In 2018, new officers were selected for the alumni association. That autumn again a general meeting and lecture were held, this time in Tokyo. In addition, a "Get Together Party" (GTP) was held in March 2019 in tandem with the graduation degree awards ceremony held for graduating completing students.

From academic year 2018, we have planned and held Get Together Parties (GTPs) for training and exchanges between current students, professors, former graduates (alumni), and companies and organizations, so as to deepen relationships and friendships between all concerned persons. Such interpersonal exchanges, including revitalization of the alumni association, are held once every month or two. In the future, we will continue to hold GTPs as a forum for ready and friendly communications between all GSM-concerned persons, and we also intend to realize meetings under the key phrase "Professional Career" as a means of strengthening bonds between persons who seek to apply to GSM, current students, alumni, and our friends and affiliates in the private industry. To do so, we will also establish a GTP committee.

### **2016-2018 Self-Evaluation**

Initial moves have been made towards putting in place an alumni network that will allow links between graduates and the School, and this can be viewed as positive, with improvement progressing as planned. Action progressed as planned.

### **Action Plans 4-(i)**

To pursue contributions made by the School in the field of research, formulating and planning of joint projects based on an academic-industrial alliance will be promoted and progress.

### **Performance**

The City and Town Management by Public-Private Partnerships program established in April 2014 that ran for three years has been extended further by another three years from April 1, 2017, to March 31, 2020. The program will continue to conduct research into urban regeneration through collaboration between industry, academia, and government, using real cases of regeneration in Japan and overseas and seeking urban regeneration methods able to make our towns and cities more compact in a way that is suitable for our times, in which the population is aging as the birthrate falls. The program also fosters students' interest in regeneration by providing a wide range of students with fieldwork placements.

Further, the Integrated Port Logistics Chair, established in July 2014, has also been extended further by another three years from July 2017 and, based on recent changes in international container logistics, in economic and industrial trends in Japan, and in international container shipping routes in and out of regional ports, it will continue with its research into initiatives and strategies aimed at improving and deepening policy relating to strategic international container ports.

In April 2016, the Managerial Accounting endowed chair was established. This chair aims at contributing to the healthy development of business and society in Japan by promoting research on business management systems, with managerial accounting as the core, and by developing training programs for managerial accounting professionals who can support management. As shown in Action Plans 2-(ii), from 2017, the "High-level managerial accounting program for professionals," an Executive Education Program, was launched.

Moreover, a new Endowed Chair in Research and Promotion of "Kyoto Manufacturing Valley" has been funded by the Johnan Corporation for the period from April 2017 to the end of March 2020. The aim is to promote research and education relating to developing the capability of the Kyoto region to provide world-class integrated support for manufacturing, from developing prototypes of new products to mass production.

Following its participation in the 2016 academic year, the School has again successfully applied to be a part of the Ministry of Economy Trade and Industry's 2017 academic year government-industry collaborative services manager training program (the development of education programs in universities to nurture future services managers). The Integrated Hospitality Program aims to improve productivity in the integrated services field and to train high-caliber hospitality managers (able to utilize skills that make the most of the advent of the IoT) with all-round abilities (strength in practice, in understanding theory, in management, and in finance). In 2017 academic term, following the establishment, on March 14, of the comprehensive collaboration agreement with Cornell University College of Business (US), we started the collaboration from 2019 April toward specific initiatives such as executive education, student exchange, and faculty member exchange. Additionally, industry-academia-government consortia formed by collaboration with private companies will continue to form the basis of research activities.

In April 2016, the Service Excellence Industry-Academia endowed chair was established. This chair aims at improving competency in the service industry, which accounts for 70% of Japan's gross



domestic product and is expected to serve as the key to future economic growth. Progress is being made on the design of a framework for the joint creation of social value via industry-academic tie-ups, and activities aimed at fostering human resources able to create service values.

In the period from April 2017 through March 2019, a Hospital Management research endowed chair was established. Here the goal was the realization of mechanisms whereby the entire community can become involved in helping and protecting aged persons via integrated proposals involving medical care, nursing, and caregiving. To accomplish these goals, deeper research is being pursued regarding such matters as the training of leaders, methods for the active utilization of the internet of Things (IoT), etc.

In April 2018, a Global Social Entrepreneurship endowed chair began for a planned three-year period. The target is two-fold: deeper reflection regarding global issues through stimulating to the maximum level the possibilities inherent in each individual student, such that creativity and proactive impulses are in command, and the communication of concrete plans and proposals aimed at resolving global issues.

Further, in 2017, the following lectures began, each slated for a three-year period: Plutus Consulting endowed lectures, ABeam Consulting endowed lectures, Japan Federation of Certified Public Tax Accountants' Associations endowed lectures (with the titles "Society and Taxes" and "Citizens and Taxes"), and Société Générale Asia Pacific endowed lectures. In 2019, the Plutus Consulting endowed lectures became an endowed chair. In 2018, two other lectures started; the Sansyu Paint endowed lectures and Overseas M&A Strategy endowed lectures.

Relevant links:

<http://www.gsm.kyoto-u.ac.jp/ja/news-event/news/1768-20170405.html>

<http://www.gsm.kyoto-u.ac.jp/ja/news-event/news/1761-20170403.html>

## **2016-2018 Self-Evaluation**

Action progressed as planned.

## **Action Plans 4-(ii)**

Even given restrictions on the number of faculty members, recruitment of female and foreign faculty members will actively be pursued.

## **Performance**

In the 2016 academic year, two female faculty members (one of them from overseas) and two young faculty members were hired, and two young faculty members' contracts were renewed. In 2018 one young female member from overseas were hired. As for the endowed chairs, one young female member was hired in 2017 and two female members in 2018. We promoted the hiring of overseas faculty members and utilized government programs to promote female faculty members and young researchers.

IPROMAC and Asian Business Leader Development Project meetings were conducted in English when they involved education and research activities by overseas researchers. We deployed specialist workers to help overseas faculty members and strengthened support with education and research and with discussions required in everyday life.

## **2016-2018 Self-Evaluation**

Efforts have been made to hire externally funded faculty members amid restrictions on the numbers of faculty members, and this can be viewed as positive, with improvements progressing as planned.

### **Action Plans 5-(i)**

Enhancement of FD meetings for programs will be pursued and standardization will be reviewed, and adjustment for the standardization will be reviewed. Then standard operation will be established.

### **2016 Performance**

As part of our faculty development efforts, we sent faculty members to train at Harvard Business summer School; Associate Professor William Baber in 2016 and Associate Professor Kwangmoon Kim in 2016.

In principle, each program holds a monthly meeting, the content of which is reported to the faculty meeting.

### **2016-2018 Self-Evaluation**

Action progressed as planned.

Standardization of faculty development meetings is currently being reviewed.

### **Action Plans 5-(ii)**

The nature of meetings related to administrative operation of the organizations will be reviewed in 2016. Plans for reorganization and rationalization for administrative operation organizations will be compiled in 2017. Reorganization and rationalization related to administrative operation organizations will be implemented in 2018.

### **Performance**

Regarding the current administrative operation of the organization, we evaluated the grouping (general affairs and academic affairs) after intensive review and investigation as effective in terms of lightening the load of faculty members, and so the status quo has been maintained.

As the receipt of external funds has expanded, in the 2016 academic year, following the realization that oversight and operation of Endowed Chairs, etc., should be strengthened, regulations were reviewed, and a new committee to oversee and operate Endowed Chairs, etc., were established, and it was decided to carry out regular governance checks of Endowed Chairs, etc.

During academic year 2018 factors such as organization (integration and separation) of internal committees, etc. were investigated, since in 2019 new programs and courses were planned to increase and would bring more load.

### **2016-2018 Self-Evaluation**

Broadly speaking, progress is being made.

The lack of an administrative organization to support an administrative operational organization needs to be tackled, especially one that relates to international exchange.

### **3. Quality Improvement performed during the last three years**

Please describe the Quality Improvement achieved by the Action Plans concretely.

Regarding the next three-year plan shown in the Self-Evaluating-Report in the previous accreditation as expected, progress was seen in virtually all items, in several of which there was actually great advancement. Especially noteworthy is the expansion of educational programs, specifically the new establishment of a Tourism Management Course, and investigation aimed at the expansion of international programs. Extremely smooth progress was also observed in the strengthening of collaborative systems with outside entities, and in the inflow of external funding.

## II. The School's Educational System

### 1. The School's History and Profile

Please provide the School's History and Profile concisely.

#### 1.1 History and profile of Kyoto University

The forerunner to Kyoto University was the Chemistry School (*Seimi-kyoku*), which was founded in 1869. In 1870, the science school merged with a Western school and became a *Kaiseijo* (a school for foreign studies set up by the Shogunate during the Edo period). After the Middle School Order was promulgated in 1886, the school was renamed as the Third Higher School (following a change in location from Osaka to Kyoto). The status of the Third Higher School was then upgraded, and in 1897, it became the Kyoto Imperial University.

In the same year, the Kyoto Imperial University College of Science and Technology was established, followed by the Kyoto Imperial University College of Law and Kyoto Imperial University College of Medicine in 1899 and the Kyoto Imperial University College of Letters in 1906. In 1919, the colleges were reorganized into faculties, and the Faculty of Economics was added, followed by the Faculty of Agriculture in 1923.

In 1947, the name Kyoto University was adopted, and two years later, the Third Higher School (*Dai San Kou*) was integrated into the university. In 1949, the Faculty of Education was established, followed by the Faculty of Medicine in 1960, and then the College of Medical Technology in 1975.

Additional faculties continued to be established. The Faculty of Integrated Human Studies was established in 1992, but in the following year, the Faculty of Liberal Arts was closed. Meanwhile, Kyoto University became a graduate school university in 1993. Since 2004, following the enactment of the National University Corporation Law, Kyoto University has been incorporated as a national university corporation.

In 2006, two professional graduate schools were established, namely, School of Government (Government Cooperative Research and Government Education Departments) and Graduate School of Management (Management Research and Management Education Departments). In 2013, the Institute for Liberal Arts and Sciences was established with the following objectives: to bring under uniform jurisdiction the planning, coordination, and implementation of a common educational mission throughout the University; to enhance the wide range of basic educational programs; to promote students' proficiency in many languages; and to engender vitality in the formation of educational facilities.

At present, Kyoto University has approximately 5,500 members in its teaching and other staff and 22,600 students. There are 10 faculties, 18 graduate school research courses, 14 research institutes, and 24 educational research institutes.

## **1.2 History of Graduate School of Management (GSM), Kyoto University**

GSM was established in April 2006 as a professional graduate school. It differs from other graduate schools, as its goal is to train its students to become highly skilled professionals.

The GSM's Management Research Department and Education Department, which comprise a research department to which the instructors belong and an educational department to which the students belong, (subsequently, "GSM") was inaugurated in April 2006. GSM brought together its "educational and research objectives (mission)" into its "mission statement," which is to "develop an educational system that bridges the gap between the latest research in management and highly specialized business practices." The mission statement further states, "This school aims to contribute to the diverse yet harmonious development of society through nurturing of originality and decision-making capabilities in professionals, who could lead in a wide area of fields."

### *(Curriculum)*

Initially, GSM offered three educational programs, namely, Business Creation and Revitalization Management, Project Operations Management, and Financial Risk Management, and it had a student capacity of 60 students per academic year. From academic year 2008, based on the demand for highly skilled accounting professionals, GSM established the Finance and Accounting Program as well as increased its student capacity to 75 students per academic year. In academic year 2010, to train leaders in the service field, the demand for whom is expected to grow in the future, GSM established the Service Value Creation Program, and then further increased its student capacity to 90 students. In the following academic year, the Financial Risk Management and Finance and Accounting programs were reorganized under the newly established Finance and Accounting program. Moreover, as part of the Kyoto University G30 Project that was launched in response to the Global 30 Plan promoted by the Japanese government, GSM established the International Project Management Course, an educational course offered solely in English. In future, GSM aims to respond actively to new changes in the economic and social environment. As such, based on its awareness that the role and significance of the Business Creation and Revitalization Program had been declining, it reorganized this program into the Business Leadership Program in academic year 2014. Despite its short history, the GSM is actively striving to enhance its program offerings to ensure that they constantly reflect the needs of society. In 2016, a Tourism Management Course was newly established. At the same time, a doctoral program was launched, and the number of students in the Master's course declined to 80. In 2019, the International Course was expanded into two areas: i-Business Administration (iBA), and i-Project Management (iPM). Further, the Kyoto Cornell International Collaborative Degree Opportunity (KC-CDO) was established, and the number of students in the Master's course rose to 100 students.

## GSM History at glance

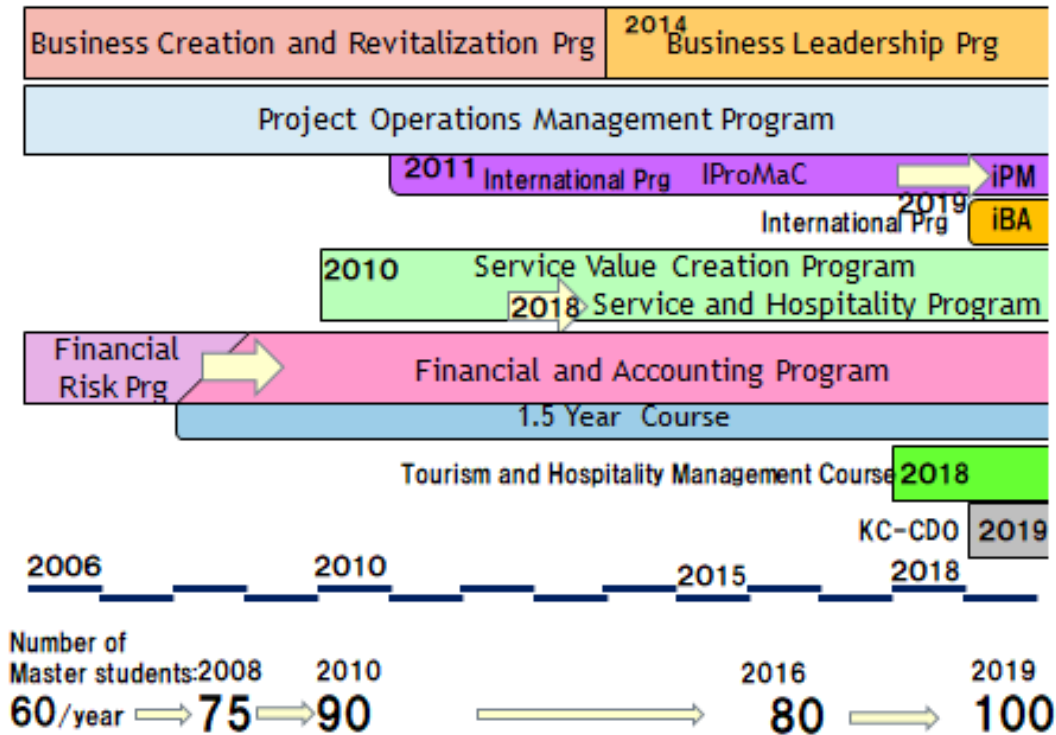


Figure 2-1 History of GSM structure

### (Certified Accreditation)

In the first two years of its establishment, GSM worked to implement the plan it submitted when it applied to be established. Apart from setting up an Inspection and Evaluation Committee, it conducted self-Check and evaluation activities. In March 2009, GSM was evaluated by an external evaluator. In academic years 2009 and 2010, it earned its certified accreditation as a professional graduate school from ABEST21, THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP FOR TOMORROW, a 21st century organization, a general incorporated association recognized by MEXT. ABEST21 also awarded GSM its Excellence in Accreditation Award. Subsequently, based on the implementation plan it compiled, GSM has been submitting an annual report to ABEST21 on the progress it has made, including continuous efforts in applying improvement measures. Five years thereafter, in March 2016, the second accreditation from ABEST 21 was obtained. At this time, too, GSM received the Excellence award. In 2017, a Kaizen Report was submitted to ABEST21.

As a national university corporation, Kyoto University has promulgated medium-term targets and a medium-term plan. Each year, GSM carries out an evaluation based on these, such as a survey of current conditions. In conjunction with the final academic year of the medium-term plan, GSM compiles a self-Check and evaluation report. It has compiled the Certified Accreditation Self Evaluation Report by Institution, Academic Year 2013 and 20XX, which comprise reports on Kyoto University's educational activities. In such ways, GSM is implementing a systematic approach to verifying its activities that match the academic thrust of Kyoto University.

In academic year 2013, an evaluation was carried out by an external evaluator. To maintain its certified accreditation in academic year 2020, GSM has scheduled the measures to apply that will be evaluated by ABEST21.

(Endowed chairs, etc.)

Details on the endowed chairs, various consignment education projects, and other matters are described below. In April 2006, GSM established the Corporate Finance (Mizuho Securities) endowed chair and UFJ Capital chair (up to March 2009), followed by the Kyocera Management Philosophy endowed chair (up to March 2014) and Kansai Economy (Kansai Urban Banking Corporation) endowed chair (up to March 2010) in April 2007. In April 2013, it launched the Human Resource Development for Asia Business chair (up to June 2014), Finance chair (Asuka Asset), Road Asset Management Policy chair (Japan Institute of Country-ology and Engineering), City and Town Management by Public-Private Partnerships chair, and Integrated Port Logistics chair. Further, GSM has established visiting-chair courses in urban/regional management, national land management, and project finance. As for joint-research courses, it offered the Smart Incubation Program (SIP) and Training Leaders for Asian Business in 2011 and 2014, respectively.

In terms of its development of educational programs, "Re-challenge for Career Women: Intensive Short-term Program to Support the Startup of Businesses" was commissioned in August 2007 as part of the MEXT project "Education Promotion Program for the Needs to Reeducate Working People." The following month, the "Service Value Creation Management" educational program was appointed as the MEXT's "Service/Innovation Personnel Training Program." In October 2008, GSM's "Intensive Short-term Program to Support the Reeducation of Accounting Specialists" was commissioned, again as part of the MEXT project "Education Promotion Program for the Needs to Reeducate Working People." In addition, its "Training for Finance and Accounting Personnel with International Competitiveness" was commissioned as part of the MEXT project "Educational Reform Support Program for Universities and Graduate Schools." Since academic year 2010, Kyoto University has been implementing a special research project called "Human Resource Development on the Global Enhancement of Japanese High Quality Services," the results of which are being fed back into GSM's Service Value Creation Program. The problem solving-type service science research and development program "Applied Research for Theoretical Analysis and Global Development of Japanese Creative Services," which is recommended by the Japan Research Institute of Science and Technology for Society (JST-RISTEX), has also been in progress since being commissioned in 2011. In such ways, Kyoto University is working extremely actively to develop educational programs. In addition, for fiscal year 2009, MEXT Special Coordination Funds for the Promotion of Science and Technology Center of Community (COC) program, called "Training of Urban Traffic Policy Engineers who will be Responsible for the Construction of Low Carbon Metropolitan Areas" (up to academic year 2013), was commissioned. In November of the same year, the Low Carbon Metropolitan Area Policy Unit was set up in cooperation with the Engineering Research Course. Further, the Urban Traffic Policy Engineer Training Course, Senior Urban Traffic Policy Engineer Training Course, and Top Management Course were provided (to run until academic year 2014).

In July 2010, GSM became a representative department, and the Green Innovation Management Education Unit was established within the Kyoto University Center for the Promotion of Interdisciplinary Education and Research (C-PIER). Through this initiative, the training of human resources to be highly skilled in green innovation, which was stressed in the New Growth Strategy (Cabinet decision of December 2009), is being promoted through three graduate school courses at GSs of Energy Science, Informatics, and Economics. Further, in academic year 2012, the Collaborative Graduate Program in Design, a specialized interdisciplinary educational program with "design studies" as the shared language, was established by GSM with the collaboration of GSs of Informatics and Engineering as well as the Department of Architecture and Architectural Engineering. The program was commissioned by MEXT for its leading graduate schools project. In academic year 2013, the Design School began offering a uniform five-year doctoral course.

Trends from 2014 on are described in Action Plans 4-(i) of I-2, and thus are omitted here.

In such ways, GSM has been endeavoring to establish and maintain a system for identifying social problems and then addressing them.

*(International exchanges)*

Kyoto University has an extensive track record in international exchanges. It has concluded international agreements for educational and/or research cooperation as follow:

2008; in May 2008, with the Asian Institute of Technology (Thailand); in September of the same year, with the National Taiwan University.

2009; in June, with the National Chengchi University (Taiwan); in October, with the University of Transport and Communications Hanoi (Vietnam).

2010; in January, with the International Islamic University, Malaysia; and in March, with Koc University (Turkey); in October, with KAIST College of Business (South Korea).

2011; in October 2011, with Konkuk University (South Korea).

2012; in August, with the Asian Institute of Management (the Philippines); in October, with the Indian Institute of Management Calcutta (India); in November, with the Ewha Woman's University (South Korea).

2013; in April, with the Technical University of Munich (Germany) and Vietnam National University (Vietnam); in May, with Ryerson University (Canada) and the University of New South Wales (Australia); in July, with Ateneo de Manila University (the Philippines) and Institute Technology Bandung (Indonesia); in September, with the Bucharest University of Economic Studies (Romania); in November, with Chulalongkorn University (Thailand).

2014; in March, with Sungkyunkwan University and Pusan National University (South Korea) and the Izmir University of Economics (Turkey); in April with Indian Institute of Management Ahmedabad (India), in May with the Foreign Trade University (Vietnam); and in June, with the Development Academy of the Philippines (the Philippines), EMLyon (France), IFSTTAR (France).

2015; in January, Indian Institute of Technology Kharagpur (India), in July, Faculty of Economics and Business Universitas Indonesia (Indonesia), in September, Seoul National University Business School (South Korea).

2016; in April, Guanghua School of Management Peking University (China), in June, Indian Institute of Technology Delhi (India), in August, West Bengal National University of Juridical Sciences (India), in September, Faculty of Economics and Business Management National University of Laos, Royal University of Phnom Penh (Cambodia), in November, Universität Hamburg Faculty of Business Administration (Germany), in December, Lee Kong Chian School of Business, Singapore Management University (Singapore).

2017; in January, Nova School of Business and Economics-Faculdade de Economia Universidade Nova de Lisboa (Portugal), in March, Cornell University Cornell SC Johnson College of Business (USA), in June, Department of Management, Politics and Philosophy (Denmark), in August, Indian Institute of Management Bangalore (India), in October, University of South Carolina Darla Moore School of Business (USA), Copenhagen Business School, in October, Solvay Brussels School of Economics and Management at Université libre de Bruxelles (Belgium).

2018; in April, Eberhard Karls Universität Tübingen Faculty of Economics and Social Sciences (Germany) , in April, Albanian Development Fund (Albania), in May, Indian Institute of Technology Bombay (India), in September, Cornell University, Cornell SC Johnson College of Business, School of Hotel Administration (USA).

In such ways, the number of schools with which it has agreements has rapidly increased.



*(Inter-country exchanges)*

In December 2009, the three universities of Kyoto University, Kobe University, and Keio University signed the "Letter of Understanding between the Kobe University Graduate school of Business Administration, Keio Business School, and Kyoto University Graduate School of Management Education Department on the Training of Management Human Resources." Based on this agreement, the classes of Kobe University and GSM have been mutually opened to each other's students since academic year 2012, thereby providing an environment in which students can take the classes that are characteristic of each of the respective educational facilities.

*(Center for Research in Business Administration and regional support)*

In July 2009, in accordance with the "Regulations for the Organization of the Kyoto University Graduate School of Management, Research Department, and Education Department," the Center for Research in Business Administration was established as an education research and development facility attached to GSM. Apart from aiming for cooperation between researchers in Japan and abroad, this Center intends to clarify complex management phenomena and then offer solutions for various management-related issues by promoting management research that combines both science and the humanities. It was also established based on the concept of integrating and advancing specialized knowledge in a broad range of fields, including economics, management, engineering, and informatics. Full-time teacher and those of equivalent rank regularly submit reports on educational and research activities. Meanwhile, discussions on instructor's educational research activities are regularly held.

In July 2009, the Center for Research in Business Administration concluded a cooperative agreement with Nichinan Town in Tottori Prefecture, and then launched a joint research project in semi-mountainous areas. It is currently in cooperation with the General Incorporated Association SAVE IWATE and the General Incorporated Association Kyoto Business Research Center (since 2013, the Sanriku Mirai Suishin Center). In academic year 2012, its application to the Cabinet Office Earthquake Recovery-type Regional Society Job Creation Project was accepted, and it subsequently worked on advancing the Iwate Social Business School Project. From academic year 2012, it concluded an agreement with Amakusa City, Kumamoto Prefecture, for a labor project that would span over two areas, and then established the Amakusa Takarajima Business Start-up Cram School. In addition, it has been progressing measures to support regional recovery in other areas, such as in Asuka Village, Nara Prefecture.

Since the efforts made and trends from 2014 to 2018 are described in detail in Action Plans<sup>2</sup>-(ii) and Action Plans<sup>4</sup>-(i), their discussion is omitted here.

From academic year 2019, the new Polaris Capital Group Co., Ltd., endowed lectures began.

### **1.3 Profile of Graduate School of Management (GSM), Kyoto University**

The GSM's education system, which is structured solely around the Master's (Professional) degree, will be described in greater detail in the following;

GSM differs from graduate schools that aim to train researchers as it promotes management research that combines both the humanities and sciences with the goal of training its students to be highly skilled professionals. Further, it is a professional graduate school that utilizes the research and knowledge accumulated within the University toward training its students to be global leaders in companies, NPOs, and other organizations, as experts with advanced and specialized knowledge in a wide range of fields. Students who complete their studies are awarded a Master of Business Administration (MBA) degree. Educational programs must reflect the needs of the time and thus train professional who can meet the complex and high-level demands of modern society. As such, GSM has established the following educational programs.

The Business Leadership Program is newly established program launched in academic year 2014 following the discontinuance of the Business Creation and Revitalization Program. Aspiring leaders face the challenges of establishing a leadership position in the market and industry within a changing environment and in teams composed of various members, of setting a uniform philosophy in and supporting all of the team toward achieving objectives, and of demonstrating leadership that makes full use of the abilities of each person; such leaders are becoming increasingly important. GSM is aiming to train students to be human resources who can play active roles in the reorganization and regeneration of major companies and existing businesses and who can create the conditions necessary to meet the challenge of achieving cooperation and mutual happiness of people with diverse backgrounds within the context of corporate globalization.

The Service Value Creation Program was established in academic year 2010; it aimed to develop leaders in the service field, for whom demand is expected to increase rapidly in Japan in the future. To promote innovation in the service field, GSM is developing and teaching the latest analytical methods for services, such as ethnography; it is elucidating the qualities of Japanese-style services and collaborating in research projects, such as those on the possibility of international deployment. The aim is to develop professionals capable of being leaders in the recovery of Japan's competitiveness through the shift from the manufacturing industry to provision of services, globalization of Japanese-style services, and creation of new service businesses.

The Service Value Creation Program was reorganized in 2018 as the Service & Hospitality Program. This was done in response to a novel situation engendered by the fruits of research activities regarding Japan-style creative services, and also the results of educational activities in tourism management science. Obviously, the same goals as before continue to be pursued, namely, the fostering of human resources for productivity increases in service industries and for added value in manufacturing and production. New topics and issues were also added to make the program complete, including a clarification of the division of roles between artificial intelligence (AI) and humans in our age of digital disruption, and hospitality education aimed at stimulating even greater human abilities and skills.

The Project Operations Management Program is an educational program for project management and administration through collaborative organizations (business teams) formed on a continuing basis. Its specific objectives apply to international large-scale projects and the development of new technologies

and information systems. Modern businesses recognize that project managers who manage and administer these projects are extremely important human resources. In this program, the goal is to train project managers who have a range of management and administrative skills, such as for financial management, financing, strategic management, and organizational management, and who possess an international mindset.

The Finance and Accounting Program encompasses cutting-edge courses on finance, fund raising, managerial finance, and accounting, where students will acquire the knowledge and practical skills for advanced financial and management accounting. Moreover, from the perspectives of finance and accounting, they will be trained to be professionals who can manage and facilitate business recovery. In addition, in academic year 2008, a new short-term course, which could be completed in one year and a half, was established in the Finance and Accounting program. This shorter course is intended for those already active in society as professionals in the finance and accounting field, such as certificated public accountants, certified tax accountants, analysts, actuaries, and those with experience of working for a financial services agency or national tax-related work. By developing professionals with skills in both finance and accounting, GSM is training certified public accountants who are strong in finance and financial experts who are strong in accounting. In addition, the goal is for students to possess advanced knowledge in the accounting and finance fields. They are trained to be professionals who can play active roles in private-sector companies and NPOs.

The above programs comprise the two-year educational programs of GSM, but as described above, the University has also established a one-and-a-half-year course for the accounting profession.

Moreover, in academic year 2011, Kyoto University was selected by MEXT to be one of the university bases for its 2009 Internationalization Base Maintenance Project (Global 30, also known as G30), which ended in academic year 2013. For this project, GSM established the International Project Management Course (IPROMAC). All of the subjects in this course are provided in English, accommodating international students from all over the world. From April 2019 GSM increased a new "i-BA" program provided in English in its two-year programs. Then IPROMAC has been changed into "i-PM" program.

In 2018, a Tourism and Hospitality Management Course was newly established. Its aim is to allow students to learn about management methods, marketing, and innovations in the tourist industry, and to teach what makes an attractive tourist environment, a theme particularly relevant in Kyoto, one of the world's most unique cities. Target students are persons involved in tourism industry management, and those in local governments, etc. In this course, students learn the fundamental concepts of management and, from the perspectives of international sciences and the humanities, students study methods of creating novel tourist sites and regions, and how to manage a related enterprise. The focus is on-site, hands-on education and training.

In April 2019 GSM established a very unique education program "Kyoto-Cornell International Collaborative Degree Opportunity (KC-CDO)". It is a two-year program made by a collaboration of the Graduate School of Management at Kyoto University and the School of Hotel Administration, SC Johnson College of Business at Cornell University. This program offers an educational curriculum in management and hospitality for nurturing highly advanced global professionals. Upon completion of the program, students will be conferred an MBA from Kyoto University, and an MMH (Master of Management in Hospitality) from Cornell University. By obtaining both degrees, graduates will have earned credentials as highly skilled professionals who have hospitality mind to lead various industries.

GSM wants to recruit an extremely diverse student body; for example, graduates from a wide range of undergraduate faculties who have experience of working as members of society or who are currently working, and overseas students. In addition, it actively aims to recruit students who have a strong desire to study. To achieve this goal, it recruits students through general selection, such as administering entrance exams for specialist subjects, followed by a special selection that mainly involves interviews with working members of society. It has also established selection protocols for its international and one-and-a-half year course.

Through GSM's abovementioned educational programs and educational system, students can acquire a wide range of knowledge to increase their professionalism along with the skills that a professional with an MBA degree will be expected to possess.

A unique feature of GSM is that it carries out management research and education that combine both the humanities and sciences. To shed light on modern complex management phenomena, students must not only be knowledgeable in economics and management science; they must also have a background in engineering and informatics. Therefore, in addition to lectures on economics and management science, GSM also supplements its programs with lectures on engineering and informatics. This unique feature of GSM is also its advantage over other professional graduate schools in the management field. In addition to lectures on theory, it also offers many lectures on business practices. As such, apart from recruiting instructors with practical experience, it is also cooperating with practitioners from outside of GSM who are currently active on the frontline of the business world.

In terms of the teaching staff organization, GSM employs 20 full-time instructors, of whom nearly half have practical work experience. In addition to the full-time instructor, special professors, adjunct professors, part-time instructors, and instructors from research courses, most of whom have practical work experience, also provide lectures. This focus on instructors with practical work experience creates a structure for training students to be equipped with not only knowledge biased toward abstract theories but also theory-based practical skills.

The subjects in the curriculum are arranged in a gradually progressing manner. In the first semester in the first year, students mainly study basic subjects, and then specialized subjects in the subsequent semesters. In their second year, students study business practice subjects and advanced subjects, in which they learn how to apply and develop the theories learned in the basic and specialized subjects. The subjects that students must take to complete their respective educational program are separately categorized as basic, specialized, business practice, and advanced subjects.

To provide students with guidance for completing their course and to support their studies, each freshman student is assigned to a supervising instructor. Supervisors provide students with one-on-one guidance, which enables GSM to realize a detailed system of guidance to help students complete their courses. In the second year, students must attend workshops in both of the semesters, and instructors provide them with practical advice either in small groups or on a one-on-one basis. Through the guidance provided over the course of two years, GSM provides every student with a customized education in accordance with the fields they prefer and in which they excel.

In addition, GSM has concluded a number of exchange agreements with the faculties and departments of overseas universities as shown in Fig 2-2.

The mutual dispatch of students between GSM and its collaborating universities occurs in conjunction with the exchange programs and credit transfers. GSM actively encourages students to participate in international internships and similar programs.

Currently, around half of the student body has work experience, and there are also students who study while continuing to work. For these students, lectures are held on Saturdays. All classes are provided at Kyoto University's Yoshida Campus (Sakyo-ku, Kyoto City). For the convenience of students, a full range of facilities are also provided in addition to lecture rooms and study rooms, such as free-study rooms, group work rooms, and information materials practical study rooms.

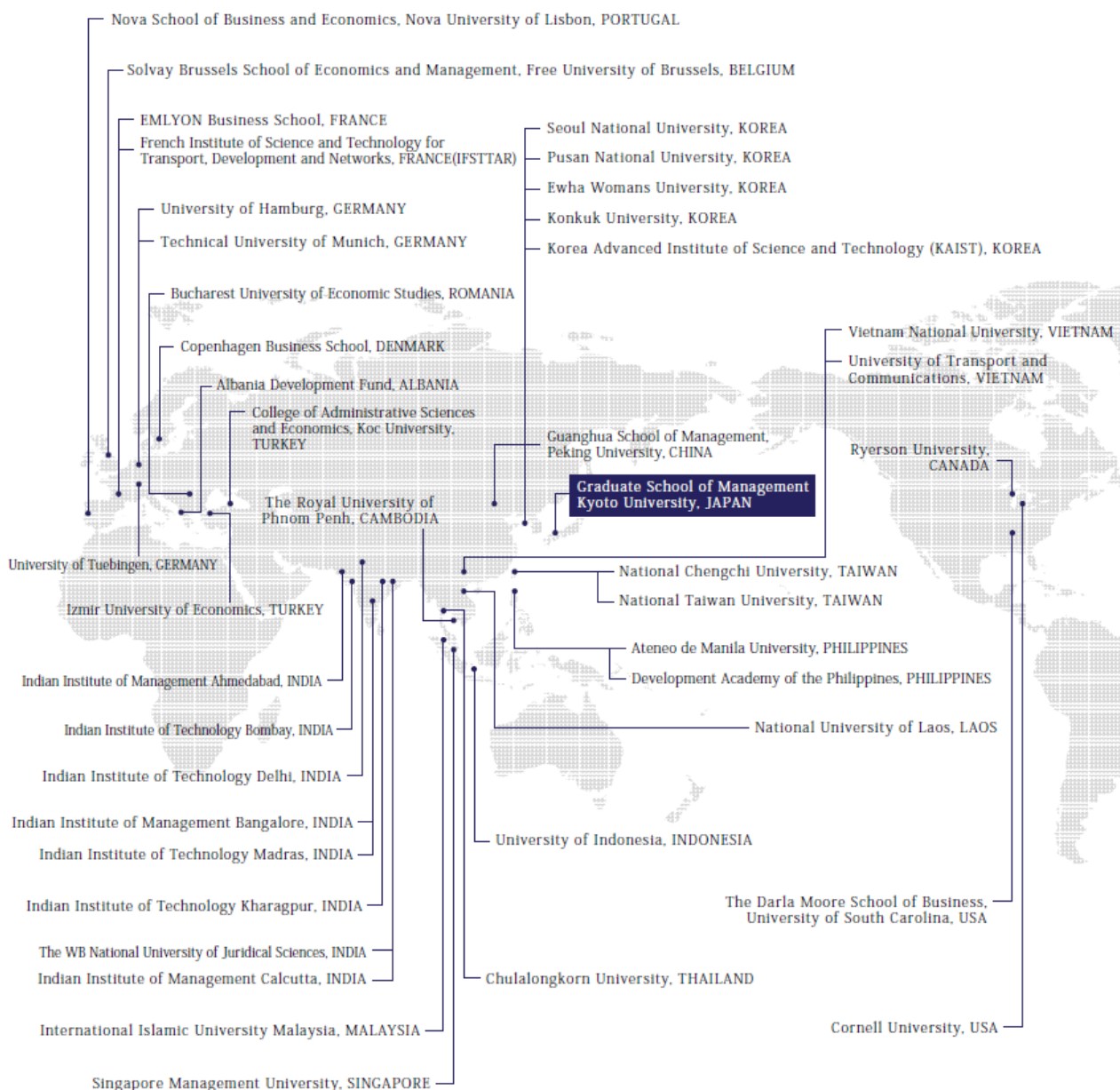


Figure 2-2 Internationally Collaborating Universities and Organizations

## 2. The School's Mission Statement

Please provide the School's Mission Statement clearly.

GSM has brought together its educational and research objectives into a "mission statement" that clearly states the following: "GSM develops an educational system that bridges the gap between the latest research in management and highly specialized business practices. This school aims to contribute to the diverse yet harmonious development of society through nurturing of originality and decision making capabilities in professionals so that they can give leadership in a wide area of fields." As expressed by the phrase "contribute to the diverse yet harmonious development of society," GSM has set itself the mission of training human resources capable of responding to the demands of globalization, social contribution, and environmental protection.

GSM's educational and research objective, as expressed in the abovementioned mission and its approach, is to train highly professional human resources in the management field in accordance with the provisions of Article 99.2 of the School Education Law, which states that educational facilities shall "cultivate people with deep academic attainment and excellent abilities in order that they may undertake professions that require high levels of professionalism."

GSM's basic education and research objective is to "contribute to the diverse yet harmonious development of society" and thus respond to problems in society in an age of globalization. It has also set as a basic goal "nurturing of originality and decision-making capabilities in professionals so that they can lead in a wide area of fields." It strives to train students to be leaders in a wide range of contemporary fields and to be highly professional in their work. Moreover, it has set itself the goal of "bridging the gap between the latest research in management and highly specialized business practices" to realize an educational curriculum that connects academic management research with professional business practices. In these ways, GSM's mission statement establishes its objective of "training students to be highly skilled professionals who can be active internationally."

The means by which it will achieve this mission are embodied in the following three "approaches."

1. Following the tradition of Kyoto University of placing importance on autonomy and independence when engaged in critical discussions, GSM will promote advanced research and develop an educational system that encompasses highly specialized business practices, by creating a research and educational environment in cooperation with industries and the government.
2. GSM will admit individuals with diverse backgrounds, and will produce highly specialized professionals in various fields.
3. As a university in a global society, GSM will fulfill the role of becoming a base for original research and education.

Kyoto University is a comprehensive university, and it has established a comprehensive mission as well as mid-term goals.

Kyoto University's mission is as follows:

Kyoto University aims to sustain and develop its historical commitment to academic freedom and to pursue harmonious coexistence between human and ecological communities on this planet.

### *Research*

- 1 Kyoto University will generate world-class knowledge through freedom and autonomy in research that conforms to high ethical standards.
- 2 As a university that comprises many graduate schools, faculties, research institutes and centers, Kyoto University will strive for diverse development in pure and applied research in the humanities, sciences, and technology, while seeking to integrate these various perspectives.

### *Education*

- 3 Within its broad and varied educational structure, Kyoto University will transmit high-quality knowledge and promote independent and interactive learning.
- 4 Kyoto University will educate outstanding and humane researchers and specialists, who will contribute responsibly to the world's human and ecological community.

### *Relationship with Society*

- 5 As a university committed to broad social engagement, Kyoto University will encourage cooperation with local and national communities, and will disseminate knowledge informed by the ideals of freedom and peaceful coexistence.
- 6 As an international institution, Kyoto University will promote foreign academic exchange and thereby strive to contribute to the welfare of the world.

### *Administration*

- 7 To enhance the unrestricted development of learning, Kyoto University will pay due respect to the administrative independence of each of its component institutions, while promoting cooperation among them.
- 8 Kyoto University will conduct its administration with regard for the environment and respect for human rights and will be accountable to society at large.

In addition, in its mid-term goals, Kyoto University has described "education in professional school courses" as follows: "Through courses of education in its professional schools, this university shall promote the development of profound scholarship and superior abilities against the backdrop of its diverse academic research, and it shall cultivate advanced professionals capable of rendering practical contributions to society."

Kyoto University has also agreed upon a statement entitled "On Professional Schools in Kyoto University" (acknowledged at the January 11, 2005 meeting of the heads of departments), in which it has proposed four points to consider, namely, clarification of the necessity of establishing professional schools, important points when considering educational contents, secure systems for implementation, and compliance with accreditation standards.

Based on these points, the graduate school of management has incorporated the following items into its principles and mission: "bridging the gap between the latest research in management and highly specialized business practices," "originality and decision-making capabilities in professionals," "contribut[ing] to the diverse and harmonious development of societies around the globe," "continuing this university's tradition of emphasizing critical discussion and spirit of self-sufficiency and independence," and "a university open to the world." Thus, it strives to be wholly consistent with the basic policies of the university.

In 2019, The Graduate School of Management revised three of its policies, as described below.

#### **【ADMISSION POLICY】**

The Graduate School of Management (GSM) aims at educating advanced professionals who can provide leadership in a wide range of fields. The admission policy establishes required experience, knowledge, learning skills and mindset for candidates who wish to study at GSM. This policy also describes evaluation criteria used in the admission process.

In our professional program, we have developed lectures and courses that bridge theory and practice based on our curriculum policy. We accept candidates of high caliber from a wide range of diverse backgrounds under this policy, such as undergraduate students from various disciplines, those with extensive work experience, and international students. Candidates are expected to have basic knowledge in management science and sound intellectual curiosity. In order to accept diverse students, GSM employs a variety of selection processes including those specifically designed for candidates with professional working experience and for English programs. We determine successful applicants based on the overall results of written examinations, essays, interviews, academic and work records and other relevant information. We specify details of evaluation on the admission guidelines. During evaluation, we give equal consideration to applicants from our university and from other universities. It does not discriminate against any applicant to this course for reasons such as race, religion, gender, age, nationality, political ideology, or physical disability.

Our mission and policies expect that eligible candidates possess the following characteristics.

1. Individuals who have a strong will to work on the complex issues that current management is facing with theoretically, practically and ethically.
2. Individuals who work hard and encourage each other in the classes of GSM. They should possess intellectual curiosity and social role consciousness.
3. Individuals who have basic knowledge in management science and broad knowledge in general and are able to apply knowledge and skills in reality.

#### **【CURRICULUM POLICY】**

The Graduate School of Management (GSM) establishes the following policy to achieve our "Mission" and "Basic Approach". The policy covers the curriculum of the professional program, the method of education/learning, and the evaluation of study result.

Firstly, the curriculum is organized to master broad foundational management knowledge as well as specialized knowledge and practical skills by learning from the basic subjects through the specialized and business practice subjects up to the advanced subjects.

Secondly, the method of education/learning is mainly the lecture-style classes at the stage of basic knowledge. However, the method changes to seminar-style classes at the stage of practical skills. To enable students to create their study plan easily, we provide a graphic curriculum tree. In addition, we guide students to achieve practical applied skills through academic seminars and/or symposiums.



Thirdly, the evaluation of students and their achievement is based on a relative performance evaluation method. However, we use other methods as well. For example, a descriptive examination is used to evaluate students' understanding of basic knowledge. We measure students' achievement of applied learning skills partly by their participation in class discussions. Furthermore, practical skills are evaluated through their actions in workshops and/or projects. The details for each class are explained in syllabi. GSM provides various educational programs that correspond to specific disciplinary/professional areas. Each program sets clear study goal(s) and a curriculum specifically designed for it. As management/business challenges have become global in nature, we require our students to take above a certain number of classes taught in English to master highly specialized knowledge.

The curricula of our professional programs reflect the latest developments in management theory and methods. GSM offers curricula that improve students' practical skills, that deepen student understanding and sense of responsibility of the importance of business, and that teach social aspects of business.

#### **【DIPLOMA POLICY】**

The Graduate School of Management (GSM) has determined its mission and policy under the unique school tradition of Kyoto University. GSM is eager to contribute to the diverse yet harmonious development of society. For that, we recognize our mission is to educate advanced professionals who can play important roles in a wide range of fields.

The Graduate School of Management, Kyoto University grants the MBA (Master of Business Administration) to students who have gained the knowledge and skills below. However, the students must meet the requirements of GSM regarding term of study, accepted classes, and the number of credits. They include those who have:

1. Mastered comprehensive basic knowledge of management as advanced professionals.
2. Obtained a high level of knowledge as professionals.
3. Developed theoretical thinking and practical skills to apply professional knowledge to business.
4. Shown a high ethics standard and strong sense of responsibility as professionals.

### **3. The School's Scope of Accreditation pursued to the Accreditation**

Please provide the School's Scope of Accreditation clearly.

GSM is offering a professional graduate school in master's courses. Therefore, all of its master courses are subject to certified accreditation.

Ph.D course is not a professional graduate school and is not subject to certified accreditation.

### III. The School's Strategies

#### 1. SWOT Analysis of the School's Education and Research Environment

Please describe the School's "Opportunities," "Threats," "Strengths," and "Weakness" by SWOT Analysis concretely.

GSM's "mission statement" states that it aims to "develop an educational system that draws upon the latest research in management, as well as advanced and specialized business practices. This school aims to contribute to the diverse yet harmonious development of society through nurturing of originality and decision making capabilities in professionals so that they can give leadership in a wide area of fields." The objective is "to train highly skilled professionals able to work internationally to meet the needs of a global age." With consideration for this mission statement as the basic goal of GSM, a SWOT analysis was created, as shown in Table 3-1. By always considering external environmental conditions as it has done up to the present time, GSM is utilizing its strengths, and is creating and implementing a strategy to achieve its "research and educational targets," which it will continue to implement in the future.

GSM has developed 5 programs/courses in Japanese and 4 international programs/courses in English that are important and urgently needed to meet the needs of the time, as shown in II 1-2, II 1-3:

Table 3-1: SWOT Analysis

	Opportunities	Threats
	<ul style="list-style-type: none"> <li>· Increasing opportunities for internationalization in the University</li> <li>· Demands and expectations from society</li> <li>· Diversification of the human resources being demanded (highly skilled professionals, human resources in services, highly skilled financial professionals, leading persons in tourism &amp; hospitality)</li> <li>· Increase in the number of students aiming for career advancement</li> <li>· Increase in the number of highly skilled business person aiming PhD</li> </ul>	<ul style="list-style-type: none"> <li>· Reduction in operational expense funding for national university corporations</li> <li>· Existence of a ceiling in the teaching staff framework</li> <li>· Intensified competition among professional graduate schools in the management field, both in Japan and abroad</li> </ul>

Strengths	<ul style="list-style-type: none"> <li>• Established in a comprehensive university (can utilize diverse and advanced research findings)</li> <li>• Network includes the industry, government, and local and international academe</li> <li>• Enhanced theoretical research</li> <li>• Deployment of engineering system instructors who support logical thinking</li> <li>• Ability to acquire external funding</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse curricula</li> <li>• Diverse educational courses</li> <li>• Development/reorganization of existing educational programs/courses</li> <li>• Establishment of a course that may be completed in one and a half years</li> <li>• increasing of an English-only programs/courses</li> <li>• Participation in the other school in Kyoto-U</li> <li>• Cooperative agreements with the government and the private sector; establishment of endowed courses</li> <li>• Hosting of domestic &amp; international seminars, research conferences, etc.</li> <li>• Introduction of double-degree programs</li> <li>• Offering of more educational programs through collaboration with overseas universities</li> <li>• Extending of the doctoral course</li> <li>• Continuing of the Asia Business Leaders Program</li> </ul>	<ul style="list-style-type: none"> <li>• Diversification of external fund raising</li> <li>• Cooperation among instructors from various departments, etc.</li> <li>• Enhancement of instructors' skills through collaboration with industry and the government</li> <li>• Increase in the number of cooperative agreements with overseas universities</li> <li>• Enhancement of appeal based on management research that combines both the humanities and sciences, a characteristic of the GSM</li> <li>• Investigation of the introduction of a quarterly academic system</li> </ul>
Weaknesses	<ul style="list-style-type: none"> <li>• Still short history, and consequently, poor name recognition</li> <li>• Lack of researchers with regard to experience in research/practice that values traditional theories</li> <li>• Lack of a complete operational organization</li> <li>• Constraints with regard to instructors and other staff</li> <li>• Located at a distance from Tokyo (Osaka)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilization of characteristic PR, alumni association</li> <li>• Employment of instructors with practical experience</li> <li>• Employment of non-full-time instructors</li> <li>• Active allocation of budget to enhance educational facilities</li> <li>• Expansion of distance-learning (remote lectures) facilities</li> <li>• Active use of a Tokyo office</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance from an educational support system through external funds</li> <li>• Demands to the University Head office</li> <li>• Reorganization toward a common Administrative Division</li> <li>• Conclusion of cooperative agreements with other universities</li> </ul>

Two of GSM's most important stakeholders are its graduate students, who take its courses, and the companies and economic society, where its graduates are expected to play active roles. GSM constantly ascertains the needs of the economic world through questionnaires conducted with companies, industry-government-academe joint research projects, and regular research conferences with practitioners and other participants. To mold the graduate students taking its courses into professionals who can meet the needs of society, GSM encourages them to construct their own career plans. In particular, students who are working members of society have their own unique insight into their career

plan, and thus, feedback from them is considered to be highly important. The Inspection and Evaluation Committee asks them for their opinions, and a system has been put in place to reflect such opinions in the education and research objectives, following discussions in departmental meetings.

As GSM has established educational programs in several areas, it envisages training professional human resources who can meet the needs of society. In turn, GSM's teaching staff could create educational plans that have clear objectives and promote effective educational activities. The education objective of GSM, which is to train highly professional human resources who can address the practical problems in our globalized society and demonstrate leadership, is both a new challenge for GSM's teaching staff and extremely worthwhile in terms of educational opportunities. Moreover, in terms of research activities, this challenge relates to the latest management research issues in the specializations of GSM's teaching staff, and also provides a strong impetus to the promotion of specialized research. From its educational requirements, GSM is actively conducting exchanges with leaders and professionals in the economic world as well as engaging in joint initiatives, which have rendered a positive effect on research in terms of setting themes and conducting investigative research.

GSM recruits its students based on its approach of promoting management research and education that combines both the humanities and sciences. Students who actually enter GSM have extremely diverse backgrounds, whether in terms of age, undergraduate major (reflecting the approach of management research that combines both the humanities and sciences), nationality (around 40% of students are from abroad), and work experience. This diversity is one of the features of GSM. As having a diverse student body is desirable in education, GSM will continue to recruit students from diverse backgrounds, which would enrich in-class interaction.

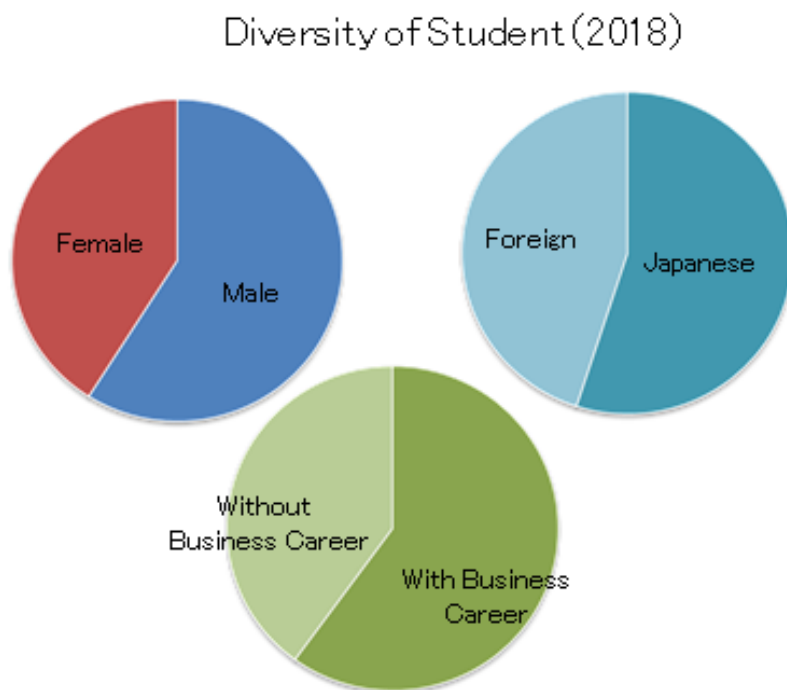


Figure 3-1 Diversity of Students

GSM was established as part of a national university corporation, and therefore, the minimum financial foundation necessary for it to achieve its "educational and research objectives" is guaranteed by public funding, such as grants for operating expenses. GSM is also working to strengthen its financial foundation further, and thereby meet the demand to establish new educational programs, by acquiring external competitive funds from government ministries and bodies, such as MEXT and the Ministry of Economy, Trade and Industry (METI); by accepting consignment research from and conducting joint research with companies; by acquiring donations; by establishing endowed, visiting-chair, and joint-research courses; by implementing joint projects, such as with other research courses; and by acquiring research funds, including Grants-in-aid for Scientific Research.

In terms of GSM's strategic challenges, foremost is its development and provision of educational programs outside of postgraduate education, based on its industry-government-academe collaborations. Within Japan, it is advancing initiatives founded on its cooperative agreements with local governments; these efforts aim to support the training of human resources to revitalize regions, with a focus on business start-ups (such as the Amakusa Takarajima Business Start-up Cram School, Miyazu city Business Start-up School). Through its joint-research course to train Asian entrepreneurs, GSM is utilizing the collaborations and network of Kyoto University that cover leading governmental institutions, leading universities, and leading companies in various countries in Asia. In future, Asian countries are expected to provide more than half of the world's GDP, and GSM is training Asian entrepreneurs to enable them to play active roles. GSM is developing the curricula and educational materials needed to implement the Asian Business Leadership Program.

Second, GSM is working with other graduate schools and preparing to introduce a double-degree system. As providing students with an international education and learning opportunities will help shape them into excellent human resources, adding an extra year to the period of study would greatly increase the possibility of establishing a double-degree system that allows students to acquire credits from two graduate schools. A necessary hurdle is the coordination between partner universities as regards program designs for the exchange of students; in relation to this process, GSM and its partners need to facilitate the coexistence of respective educational programs. Kyoto University is investigating the double-degree system for the University as a whole and preparing guidelines for it. GSM has introduced a double-degree system based on that in the National Taiwan University on Sept. 2014.

Third, GSM recognizes the current need for highly skilled professionals who could play active roles, and it has been aiming to establish a doctoral program, Doctor of Business Administration (DBA). This move would not only contribute to the enhancement of GSM's educational programs but is also important in that it would help train the successors to the current instructors in management-related professional graduate schools, such as GSM.

Regarding the establishment of the doctoral program, the recommendation arising out of discussions among the relevant departments in Kyoto University was to establish a management science major as a management science doctoral program, given the difficulty in applying for the establishment of a program such as a DBA. In academic year 2015, an organizational preparation plan was submitted to the University Head Office, then to the MEXT Establishment Committee. After the approval of the Committee, the doctoral program started in academic year 2016.

## 2. Globalizing the School's Research and Education

Please describe the School's efforts in globalizing its research and education concretely.

In modern management, because opportunities and challenges are now on a global stage, the mission of the GSM also includes the aim of cultivating human resource management, which will play an active role in that worldwide arena. To accomplish this, the School is moving forward with its "i-GSM" conception as it promotes increased globalization.

1. We are actively working to accommodate international students and create a multinational and multicultural teaching and learning space. This can be seen in particular in the course that started in 2011 (IPROMAC: International Project Operations Management Course) where all subjects are provided in English. In addition, from 2019, IPROMAC was extended into the i-BA (International Business Administration) and iPM programs. iBA is designed for application in business leadership, service and hospitality, finance, and accounting domains, while iPM is the successor to IPROMAC.
2. The "Kyoto-Cornell International Collaborative Degree Opportunity (KC-CDO)" started in 2019. This program will foster human resources for global leadership from those who have the "hospitality mind" essential for today's era of digital disruption. The fact that students can also obtain, in a two-year period, a degree from an American university makes this a very new and unique international collaboration program.
3. We have been expanding our exchange programs by building on our academic and student exchange agreements with universities overseas. The implementation of overseas summer classes and research exchanges has been enhanced, and a points system has been put in place that will allot points for participation (the points system allows students at the GSM to receive points for participation in symposiums sponsored by the university, overseas seminars, etc., and in order to complete any of the courses at the GSM, students must earn a certain number of points). Additionally, a double-degree system was initiated together with the National Taiwan University where students complete a program that spans two graduate schools. In 2018, students from the GSM were dispatched to those schools which have an exchange agreement with the GSM, while around 30 exchange students were accepted to GSM. This has contributed to the globalization of the GSM.
4. Since 2013, we have had education courses focused on collaboration with select corporate employees and corporate enterprises in cooperation with various Asian business schools, which also includes internship training with local leading companies.
5. In response to the increase in the number of inbound visitors to Japan, since 2019 the GSM has expanded the number of students who can take tourism management courses. The goal is to ensure the fostering of human resources who can promote tourism management from a global perspective.

Based on the above activities, a draft cost estimate with internationalization as its focal point was proposed in 2019, and this proposal was accepted. As a result, we were able to increase the number of students in the GSM (professional degree course) from 80 to 100 students. In tandem we were also able to increase the number of regular faculty personnel by two persons.

### 3. Humanizing the School's Research and Education

Please describe the School's efforts in humanizing its research and education concretely.

We must question how to handle the challenges faced by modern management in our society, and, in a world with so many cultures colliding with one another, question how we are to strike a balance. The school's mission is to seek to train professionals capable of providing expert, ethical leadership, who will "contribute to the diverse yet harmonious development of society." The following approaches represent the main efforts by the school to achieve these goals.

1. A place in which to learn and think is created through education that focuses on the individual, facilitated by means such as supervisors, workshops, and team projects, etc., conducted with small classes.
2. Recommended approaches to research and education regarding management philosophy have been put forward with the organization-endowed chairs as a base.
3. By taking advantage of what Kyoto has to offer, the encouragement of learning that understands and accepts various cultures has been recommended.

Moving forward, the three aforementioned approaches will continue to be developed, along with consideration of the following new challenges.

1. The inspection and improvement of the curriculum of each subject from the standpoint of business ethics will be promoted.
2. The GSM strives to train leaders who will contribute to solving global environmental issues, international issues, and social issues, and is also striving to enhance the education program directed towards the training of women leaders.
3. We take advantage of the resources of Kyoto University, which has strong bases in advanced natural science research and humanities and social science research, and develop opportunities that utilize liberal arts education for multifaceted business staff.

In recent years, we have been bolstering our education and research in fields aimed at solutions to social problems. We proactively take into consideration, and reflect within our educational and research activities, such things as sustainable development goals (SDGs) adopted at the United Nations Summit, and non-financial information, as represented in recent years by the emphasis on ESG (environment, society, governance). Concretely, efforts include curriculum development, including the establishment of the Global Social Entrepreneurship Endowed Chair, the Service Innovation and Credo Management Endowed Lectures, etc., and enhanced open courses. Advanced engagements such as these are the embodiment of the "humanizing" aspect of Kyoto University, as it strives to make contributions to global society. Such kinds of business management thinking are intimately related with the philosophy of traditional Omi merchants, Sanpo Yoshi ("three-way satisfaction" of self, customers and business partners, and general society), plus the multi-stakeholder management style typical in Japanese business practice. Thus, with active use of the special characteristics of a university based in the city of Kyoto, we are performing activities that will also have an impact outside of Japan.



## 4. Collaborating with Industries in the School's Research and Education

Please describe how the School collaborates with industries in its research and education concretely.

In order to train staff who will contribute to the future of companies, the ongoing development of an education program that works in collaboration with companies is sought. The GSM sees education provision on the challenges companies currently face as a core challenge, and seeks both to understand how companies operate and learn to develop a vision for the future. The following approaches are the main efforts by the GSM to achieve these goals.

1. The Center for Research in Business Administration was established with the aim of working in close cooperation with companies and public organizations in order to promote management research into solving problems, and is connected to the improvement and development of education programs.
2. Endowed chairs for organizations are proactively established, and together with the contributors, research groups and course subjects are provided. Additionally, the "Collaborative Research Chair for Asian Business Leader Development" was established with corporations to progress in the development of staff who will be active in Asia.
3. A consortium has been formed with corporations, and work is conducted in collaboration with those corporations to plan, manage, and implement projects such as the "Education Promotion Program for the Need to Reeducate Working People" (MEXT) and the service excellence business lecture (Ministry of Economy, Trade and Industry) .

In consideration of the requirements of our contemporary age, with the following two points as our key themes for emphasis, we have established new education and research programs for industry-academia collaboration and are pursuing related activities.

1. Education necessary for entrepreneurs in our era of digital disruptions, and the education and training of human resources who have leadership skills and a mind cognizant of hospitality.  
Technological innovations in artificial intelligence (AI), the Internet of Things (IoT), big data, robotics, etc., have changed the roles and lifestyles of businesspersons. To fully draw out the skills of persons in such an environment, entrepreneurs must be trained and educated as someone who can spark creativity and who is imbued with the importance of hospitality. This makes leadership-related education a must. In relation to these themes, endowed chairs, endowed lectures, etc., are being strengthened and expanded via industry-academia collaboration. Concretely, this includes promotion of research related to the Kyoto Valley for Manufacturing and Industry endeavor, teaching and research in integrated hospitality, and more.
2. Human resources education and training is based on leading-edge approaches in order to contribute to the continuation and development of private enterprises  
MBA education is conducted by incorporating leading-edge approaches concerning companies and investors, corporate value assessments and their improvement, mergers and acquisitions (M&A), etc. In addition, MBA education is performed in ways which are appropriate for contemporary social environments, management philosophies and ethical concerns traditionally emphasized by Japanese businesspersons, including education and research on such things as multi-stakeholder management, leadership styles, etc.

Moving forward, the three aforementioned approaches will continue to be developed, along with consideration of the following new challenges.

1. In collaboration with the industrial world, a permanent advisory committee has been established that will work to further the mission of the GSM. And it reviews questions concerning the curriculum.
2. There is a thriving alumni network of those who have completed GSM courses and are active in society. Their vision and the challenges they face are tied to GSM education.

## **5. The School's Strategies for Quality Improvement**

Please describe the School's Strategies for Quality Improvement in its changing environment concretely.

We will perform strategic MBA education with active use of the special benefits of education in Japan, and especially in Kyoto. Concretely, with a blend of tradition and innovation, through the culture and routines and practices of Japanese life, we will carry out MBA education such that it will contribute to sustainable societies. Also noteworthy is that approximately 10% of the population of Kyoto city is comprised of students. It is a global city, with large numbers of visitors from within Japan and abroad. Utilizing these advantages of location in a global city, we will proactively proceed with industry-government-academia collaboration, tie-ups with other universities, and international collaboration.

Kyoto University is also an exceptional university in terms of fundamental research, boasting ten Nobel Prize winners in its history. In a recent Times Higher Education assessment of Japanese universities, Kyoto University was ranked number one. On the basis of its superior record in basic research, the Graduate School of Management also collaborates with other faculty and divisions, etc., performing activities which provide solutions that contribute to society at large. We also foster human resources who can build and integrate visions such as these, along with management, execution, and management of our plans and programs.

### **5.1 Improvement-Related Issues**

#### **1) Chapter One: Mission Statement**

(i) Continuous verification for educational research purposes is an important issue for professional graduate schools, which gain sustainable development as valuable educational institutions for changing social environments. Since its foundation, the School has been implementing systematic measures in all respects by giving sufficient consideration to relevant matters.

However, it is dangerous to be complacent and settle for current measures and situations. Changes in the contemporary economic sector and students are increasingly becoming larger and more significant. Needs and expectations for graduate schools of management that foster advanced specialized professionals will grow, and their social missions will become more significant. Therefore, it is necessary to verify educational research purposes from the viewpoint of stakeholders in a more comprehensive manner.

Therefore, it will be an important task to obtain information on the needs and opinions of students, graduates, corporations, and the economic sector, and to make progress with proactive responses to changes in the economic sector and student needs. It is necessary to create new strategic approaches for the same.

(ii) Organizational approaches for acquisition of external funds have been strengthened. Certain outcomes have been attained thus far, and improvement and fulfillment of education in graduate schools have taken place. However, in order to respond to social changes and make progress with the provision and development of advanced educational programs, the establishment of a financial base with a central focus on acquisition of external funds will be continuously an issue.

(i) After admission, working adult students learning at the School have developed the desire to become personnel specialized in a combination of advanced sciences and practices. In recent years, many such students have expressed the desire to proceed in doctoral courses at the Graduate School of Economics. Moreover, the field of practice and industry is wide open to highly advanced, specialized personnel with Ph.Ds.

Corporations and relevant bodies expect such personnel to lead the future. Therefore, in order to embody the mission of the School, it is necessary to expand and improve the doctoral course, which started in 2016, to fostering more advanced management professionals to serve as workers.

## **2) Chapter Two: Educational Programs**

(i) Questions about how the difficulties faced by our society in terms of contemporary management should be handled and how harmony should be maintained in the face of possible conflicts that emerge when people from different cultures work together are raised. Improvement is necessary so that highly ethical decision making can be realized in the educational programs at the School.

(ii) Proactive new establishment, restructuring, and reorganization of educational programs of the School have progressed in response to social changes and the emergence of a new era. It can be said that the School has made progress with development and provision of educational programs at a certain level that can respond to the needs of students and society. In response to the further broad needs of society for education to foster practical specialists and to create opportunities for experience and learning by students in a practical manner, the development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration must be strategically promoted. Such outcomes must be incorporated into the educational programs of the School.

(iii) It is a basic requirement for Japanese students to learn English communication and relevant matters in English in order to foster global personnel. English programs (iBA and iPM) mainly targeting foreigners have been developed, and provision of English subjects for 2 year-courses has increased.

Japanese students are required to complete four English-language credits. Further efforts must be made to ensure that students have practical abilities and skills in English.

(iv) To secure superior students from Japan and abroad, strategic and effective advertising and public relations activities must be implemented, with the School's website as the showpiece.

(v) Participation in MBA fairs, etc., should be pursued, with feedback to potential and actual applicants to our MBA program, as efforts to secure even better students.

(vi) Verification of the effects of the acquisition of international accreditation from North America and Europe is required, especially as one method of securing exceptional students from abroad.

## **3) Chapter Three: Students**

(i) To foster global personnel, it is necessary to verify anew whether or not requirements for students, admission policies, and admission systems should be reviewed.

(ii) Commendations for superior students have been established for all graduate schools and programs as a measure to encourage students to become more erudite. Further, it is necessary to examine measures to improve learning outside of lecture hours.

(iii) A network of graduates who act proactively in society after completion of their education at the School must be utilized. Connections among graduates and current students are tenuous.

## **4) Chapter Four: Faculty**

(i) The mission of the School is to foster professional personnel.

The School has focused upon evaluation and improvement of the educational abilities of the faculty members. At the same time, in order to accommodate the needs of a changing society in a creative manner, the School believes that the research abilities of the faculty members and the outcomes of research in different fields are important.

(ii) The School would like to pursue diversity of faculty members. However, the percentages of female and foreign faculty members are still low. Strategic enhancement regarding this matter will be required.

## **5) Chapter Five: Supporting Staff And Infrastructure**

(i) In regards to the programs that are the basic units for supporting administrative operations for education, program FD meetings are held, and fulfillment and improvement of the programs are attempted on a program basis. Adjustment and standardization among the programs is an issue to be improved.

(ii) With the increase in international programs and courses with education in English language, more staff who can provide support in English are needed.

(iii) Excessive burdens resulting from participation in meetings are imposed upon the faculty members because there are very few personnel in educational administrative operation organizations. Thus, it is necessary to review more efficient ways to alleviate such burdens. In addition to the administration, a faculty council holds general meetings once a month, and other meetings including program meetings three times or more a month. For the administration, four or more meetings of the Planning Committee take place each month.

(iv) With the increase of student numbers from academic year 2019, as well as the number of endowed chairs, etc., classroom/office-room numbers are insufficient. Efforts must be made to secure more space.

(v) Facilities and equipment are becoming outdated every year, and all must strive to make appropriate renewals and updates as and when required.

### **5.2 PDCA Cycle for Quality Improvement**

It is important to incorporate a Quality Improvement System within the organization in order to engage in uninterrupted improvements and reforms for achievement of the mission of the School in response to changing environments. The first important element of the Quality Improvement System in the School is institutionalization of the inspection and evaluation system. Kyoto University as a national university corporation has earned a high reputation with the central government in relation to its medium-term goals and plans. Inspection and evaluation have been implemented regarding progress with medium-term plans in departments within the School. Based on the mandatory accreditation that was imposed on professional graduate schools, the School acquires the ABEST21 accreditation, submits improvement plans, and receives reports and evaluations on progress with such plans. As such, an institutional inspection and evaluation framework comprises the basis of the Quality Improvement System.

The second important element for the Quality Improvement System corresponds to approaches for multilayered faculty development within graduate school organizations. Based on plans made by the Faculty Development Committee for all postgraduate programs, class evaluations by students, as well as self-checks and mutual evaluation regarding classes by the faculty members, have been implemented. Through faculty development activities for programs, approaches for reviewing of classes on a program-unit basis and improvement of guidance for students have been applied. The Faculty Development Committee regularly reviews the entire curriculum based on surveys on evaluation of the School by students upon completion of their courses and corporate evaluation.

The Quality Improvement System comprising the aforementioned two elements has been functioning sufficiently.

Since its foundation, the School has been encouraged to accommodate changes in environments proactively. In order to further deepen collaboration with entities in different industrial fields in the future, the necessity exists for a permanent advisory committee to be established and for a network of graduates playing active roles in relevant fields within society to be used.

## **5.3 Improvement Initiatives**

### **1) Chapter One: Mission Statement**

(i) Running of doctoral courses for management science in the School depends on mainly through the efforts of faculty members responsible for educational guidance in doctoral courses for economics and engineering.

(ii) A permanent advisory committee has been established. The mission of the School will be questioned again, and a symposium for asserting the uniqueness of the School will be held.

(iii) Various projects will be implemented through collaboration with governmental and public institutions, corporations, relevant bodies, and the like. External funds will be continuously acquired.

### **2) Chapter Two: Educational Programs**

(i) Curriculums and class subjects will be inspected and improved for guidance in highly ethical decision making in relation to business. By using resources retained by Kyoto University as research bases for cutting-edge natural science, humanities, and social science, opportunities for liberal arts education that provides multifaceted, highly stimulated business personnel will be maintained. Programs to foster leaders handling social issues as well as female leaders will be enhanced.

(ii) Development and provision of educational programs beyond the scope of graduate school education based on industry-government-academia collaboration will be implemented. At the same time, feedback on outcomes arising from such educational programs will be made available for educational curriculums for students undertaking professional degree programs. In this way, synergy will be pursued.

(iii) Subjects provided in English in educational programs will be expanded. At the same time, in order to require students to learn the subjects provided in English in a standard fashion, revision of requirements for completion will progress.

### **3) Chapter Three: Students**

(i) To foster global personnel, it is necessary to verify anew whether or not requirements for students, admission policies, and admission systems should be reviewed.

(ii) Strengthening of the commendation system for superior students and implementation of a study incentive system for new students will be reviewed.

(iii) Endeavors for establishment of a network of graduates and connection of such network to educational programs will take place.

### **4) Chapter Four: Faculty**

(i) In order to pursue contributions made by the School in the field of research, joint projects based on an academic-industrial alliance will be promoted.

(ii) Even given restrictions on the number of faculty members, recruitment of female and foreign faculty members will be pursued.

(iii) It is also necessary to investigate bringing in younger faculty personnel, and this applies to Kyoto University as a whole. Nevertheless, as the School requires faculty who also have practical experience in the non-academic world, this may be somewhat more difficult to achieve than for research-based departments, etc.

### **5) Chapter Five: Supporting Staff and Infrastructure**

(i) Standardization and enhancement of FD meetings for four educational programs will be promoted. Organizational measures for students will be implemented by SV or WS faculty members for program faculty meetings and the graduate school as a whole (Academic Affairs Committee and faculty council of

the Education Department). It is important to enhance operations on a program basis in order to strengthen collective and organizational responses for student guidance.

(ii) In order to mitigate burdens for graduate school operation services by the faculty members, meetings relating to administrative organizations will be reasonably reorganized.