

Internal Assessment and Evaluation Report

Outline

Kyoto University Graduate School of Management

Education Division

Management Major (Graduate Professional School)

Table of Contents

1) Evaluated educational program	1
2) History of the evaluated school	3
3) Strategy	4
4) Analysis of the internal assessment and evaluation	
Chapter 1 The purpose of education and research	
Criteria 1 : The purpose of education and research	5
Criteria 2 : The important factors of the purpose of education and research	6
Criteria 3 : Continuous verifications of the purpose of education and research	7
Criteria 4: Financial strategies required to achieve the purpose of education and research	8
Chapter 2 Curriculum and related issues	
Criteria 5 : Study goals and targets	8
Criteria 6 : Curriculum	9
Criteria 7 : Educational standards	10
Criteria 8 : Measures to the maintenance and improvements of the quality of education and research	10
Chapter 3 Students	
Criteria 9 : Targeted student image	11
Criteria 10 : Admission policy and the selection of new students	11
Criteria 11 : Student support	12
Criteria 12 : Academic encouragement for students	13
Chapter 4 Faculty organization	
Criteria 13 : Faculty organization	13
Criteria 14 : Qualifications of faculty members	14
Criteria 15 : Support for faculty members in education and research	15
Criteria 16 : The duty of faculty members	15
Chapter 5 Administration and management and the development of facilities	
Criteria 17 : Administration and management	16
Criteria 18: Development of facilities	16

5)	Issues to be addressed and solved	
Chapter 1	The purpose of education and research	17
Chapter 2	Curriculum and related issues	18
Chapter 3	Students	18
Chapter 4	Faculty organization	19
Chapter 5	Administration and management and the development of facilities	20
6)	The execution plan for solving issues	
Chapter 1	The purpose of education and research	20
Chapter 2	Curriculum and related issues	21
Chapter 3	Students	21
Chapter 4	Faculty organization	22
Chapter 5	Administration and management and the development of facilities	23

1) Evaluated educational program

Kyoto University Graduate School of Management was established in April 2006. It consisted of the research division to which faculty members belongs and the education division that includes students. (Including both it is hereafter called Kyoto University Graduate School of Management.)

The graduate school is summarizing the "the purpose (mission) of education and research" as its "mission." The mission states: "The Graduate School of Management develops 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 graduate school is a professional graduate school that combines the knowledge in humanities and sciences to develop advanced professionals. It utilizes the accumulated research and knowledge in the university, and aims to develop the leader in businesses and NPOs to educate them to highly advanced and specialized professional qualifications. At a completion of the program a student obtains the degree of Master of Business Administration and or MBA.

In order to respond to present-day complicated and advanced social requirements, the educational program should adapt to contemporary needs. The graduate school is equipped with five distinctive educational programs: The "Business Creation and Revitalization" program which raises the talented people who have business creation and revitalization management capability; the "Project Operations Management" program which nurtures project managers with international perspectives and diverse managerial capabilities; the "Service Value Creation" program which educates professionals who commits to a highly advanced service innovation; the "Financial Risk Management" program which trains professionals who learn finance skills and financial engineering capacities; and the "Finance and Accounting" program which develops the accounting professionals having finance-related skills and knowledge.

The "International Project Management Course" which educates students only in English is due to be established in 2011 as a new program that has been initiated by the Ministry of Education that has chosen Kyoto University within its Global 30 (G30) plan.

The feature of the graduate school is carrying out management education and research in the combination of humanities and sciences. In order to solve today's complicated management issues, it combines the lecture of economics and management disciplines with that in engineering and informatics science. This is the special feature of the school which is not found in other professional management schools. Moreover, the school offers courses not only of theory but many business practice subjects. For that purpose, it secures the

cooperation by practitioners of the external business world and arranges their extensive teaching.

In terms of faculty organization, the school has the 20 fulltime faculty members about the half of whom are practitioner faculty members. In addition, lectures are given by faculty members who are specially appointed and part-time teachers who mostly come from businesses to educate students with their practical knowledge as well as the professors from different graduate schools of Kyoto University and other universities. Through this arrangement students can nurture the business practice capabilities that are based on academic theory.

The curriculum has set up the gradual completion program so that a positive learning effect should be achieved. Students take basic subjects in the first semester of the first year, while in the second semester they will move on to the specialized subjects. In the second year, students take up both business practice subjects and advanced subjects so that they can utilize the theory they acquired in the first year to apply to the practical subjects. Each educational program adopts the different combination of basic, specialized, business practice and advanced subjects for students to graduate.

In order to provide the individual support and instruction for study, faculty members are assigned to all first-year students as the "supervisor." Through the supervisor system the school achieves a customized guidance in terms of the educational needs and requirements of students. Throughout the second year, the mandatory "workshop" tutoring gives students a practical guidance to students who can enjoy a personalized study opportunities with faculty members they choose. The carefully-organized instruction for the two years gives each student with the customized educational opportunities based on the goal and capacity of each student.

Furthermore, the student exchange agreement with international universities provides students with educational opportunities overseas. The students can earn credits from those international programs that can be counted for their graduation requirements. Those international universities send their students to the school that give the students for the mutual exchanges of international perspectives and opinions. The school also encourages students to participate actively into international internships.

About the half of the students currently in the program come to the school with a job experience and actually many of them work for companies. For the benefit of this student body the school gives classes on Saturdays. While all the classes are conducted on the Yoshida Main Campus of Kyoto University, the school equipped with study rooms, group-work rooms, program experiment rooms and discussion rooms in addition to lecture rooms and seminar rooms for the benefit of students. Under these educational programs and systems, students can acquire broad knowledge and specialized capacities. Ultimately, they can nurture adequate capabilities that earn them the MBA degree

As selection methods to choose new students the school adopts two different ways. New university graduates have to take a competitive paper examination. For potential students with work experiences, however, the school gives a special examination that values their specialized skills and experiences. Through the combination of these two entrance examinations the school secures the balance and diversity of the student body.

2) History of the evaluated school

Differing from the conventional graduate schools which carry the chief aim on academic and scholarly training, the graduate school was established in April 2006 as a professional graduate school whose goal is to nurture advanced professionals. The 5th year in its existence the school has already sent a large number of 185 completed students to the business world. The graduate school had 60 students at the beginning with three educational programs. Starting in 2008 the Finance and Accounting program got introduced in response to the social needs for advanced accounting professionals, and the number of students reached 75 annually. Further, in 2010 the school establishes the “Service Value Creation” program in developing professional leaders in rapidly growing service industries, and the number of students now is 90 annually. In 2011 the “International Project Management” courses is expected to be launched. These developments amply illustrate the appropriate and speedy response that the graduate school, in spite of its short history, has exhibited the enhancement of educational programs that reflect the latest needs in society.

After two initial years of solid foundation and implementation based on the original school plan, the school successfully achieved the external review and evaluation in March 2009. In those years, the school started the funded chairs that had been donated by private businesses. The school further got chosen for the special educational programs by the Ministry of Education, which symbolizes the active educational commitment and resultant recognition of the programs.

The school has then concluded the cooperation agreement of two programs with the Ministry of Land, Infrastructure and Transport, through which two visiting chairs got initiated. In terms of international exchanges the school has established collaboration agreements with six universities overseas. In December 2009 the "Statement of Mutual Agreement" is signed with Kobe University and Keio University, and this arrangement should result in the cooperative long-terms development of human resources between the three universities.

The Management Research Center was established as an associated educational and research institution in July 2009. This Center does management research that combines humanities and sciences, aiming at cooperation with researchers in Japan and overseas. Through the collaboration the center attempts to analyze complicated management issues and to solve diverse managerial tasks and problems. In achieving this goal the Center integrates the academic knowledge in economics and management disciplines and engineering and

informatics sciences with professional knowledge in diverse fields. In identifying social issues and needs and coming up with the mechanism to solve the contemporary problems, the school has founded the Low Carbon Urban Policy Unit and the Green innovation Management Education Unit that are both a collaborative project with other graduate programs of Kyoto University.

3) Strategy

The graduate school carries the mission that states: The Graduate School of Management develops 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 field. Following the mission statement and recognizing contemporary needs the school has singled out five different areas that are urgently needed and developed five responding educational programs. Further, the “International Project Management” course is in its preparatory phase.

The most important stakeholder of the graduate school is both the graduate students enrolled into the program and the business and economic society in which the students are expected to actively participate after graduation. Thus, the school always attempts to comprehend the needs of the business world through a periodical survey with the questionnaire to a company, the collaborative research with industry, a government and academia research projects, and other opportunities. In order to raise professionals who responds to social needs the school encourages graduate students to come up with a clear career plan. Since students with work experiences tend to have an original opinion about their career plans, the feedback from them is respected. The Assessment and Evaluation Committee integrates these opinions and ultimately at faculty meetings and the entire school carefully examines them so that the ideas and preferences of the students can be reflected into the school’s purpose of education and research.

A setup of the educational program domain in the graduate school assumes the training of specialized professionals who respond to social needs and thus results in educational activities that possess clear goals within faculty members. The educational goal of the graduate school, nurturing highly-advanced professionals tacking on the practical tasks of the global society, is an immediate challenge for faculty members who should feel satisfaction in educating these highly-motivated students. These educational challenges should lead the faculty members to the academic research on the most advanced management subjects in specific and specialized fields. These educational commitments often necessitate the collaboration with business leaders and practitioners, which understandably results in the positive spillover into research activities in business and management.

The graduate school carries the clear goal of management education and research that combine the humanities and sciences, and that is openly given on the occasion of student recruitments. Incoming students are from diverse background in terms of humanities and sciences, male and female, Japanese and international, newly-graduated from colleges and with lengthy work experiences. These characteristics are the features of the graduate school and educational strength, and thus the school will keep this policy of student diversity.

Because the graduate school is one of the national university corporations and as such minimum financial foundation for the basic purpose of education and research guaranteed with public funding such as allocated operational budget. Beyond this minimum, however, the school has been participating in external competitive funding to ask for the funding of new educational programs with the Ministry of Education, the Ministry of Economy, Trade and Industry and other ministries. The school has also actively involved in contract and collaborative research with businesses, the acquisition of various external funds, funded chairs and visiting chairs, collaborative projects with other departments and schools, and research budget and subsidies for scientific purposes.

Last year, the school started to set up an independent administrative and office organization that had been shared with other graduate programs. In the future, the school continues to secure the independent administrative and office organization and space.

4) The analysis of internal assessment and evaluation

Chapter 1 The purpose of education and research

Criteria 1 : The purpose of education and research

1) Internal assessment

Following the mission of the graduate school that has been carried above, it sets a basic goal of nurturing characteristic advanced professionals who can take up the leadership roles in the wide variety of areas and functions. Further, the graduate school attempts to develop advanced professionals who can be internationally active in the globalizing world.

The school adopts the three principal approaches to realize the mission. First, while following the tradition of Kyoto University that values the autonomous and independent spirit and critical discussions, the school 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 government. Second, the school will accept individuals with diverse backgrounds, and will provide highly specialized professionals in various fields by utilizing our education system. Third, as a university in the global society, the school will fulfill the role of becoming a base for research and education with originality.

In order to respond to present-day complicated and advanced social requirements, as has been summarized above, the graduate school is equipped with five distinctive educational

programs: The "Business Creation and Revitalization" program which raises the talented people who have business creation and revitalization management capability; the "Project Operations Management" program which nurtures project managers with international perspectives and diverse managerial capabilities; the "Service Value Creation" program which educates professionals who commits to a highly advanced service innovation; the "Financial Risk Management" program which trains professionals who learn finance skills and financial engineering capacities; and the "Finance and Accounting" program which develops the accounting professionals having finance-related skills and knowledge.

The school also opens the one and half year course that is for finance and accounting professionals who are currently in practice. In 2011, then, a new course, the "International Project Management Course," will start with its instructions provided all in the English language.

The school identifies the current and former students of the graduate school and the business community as its two major stakeholders. Through the questionnaire surveys distributed to various business organizations and practitioners, the school collects the needs of the business community and integrates its opinions into the purpose of education and research and the curriculum of the school. Needless to say, graduate students, current and former, have also provided their assessment of the curriculum and educational programs in general. Their opinions are also reflected in the school's purpose of education and research.

The graduate school carries its purpose of education and research on the printed matters, school bulletins, publicity DVDs, YouTube and English-language as well as Japanese-language homepages of the graduate school. The school publicizes the purpose of education and research on different occasions such as recruitment gatherings for students.

2) Internal evaluation

The graduate school specifies the purpose of education and research as its own mission and carries out that mission as the goal to nurture advanced professionals who can be active in the global world. The contents of the statement naturally reflect the opinions of various stakeholders. Further, the purpose of education and research of the graduate school has been widely publicized through various media outlets. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 2 : The important factors of the purpose of education and research

1) Internal assessment

Kyoto University sets comprehensive basic ideals and mid-term objectives for professional graduate schools. It identifies the education at professional graduate schools should nurture advanced professionals who can make practical contributions based on diverse yet serious academic knowledge and outstanding capabilities accumulated in Kyoto University.

Following these guiding principles the graduate school incorporates the policies such as the curriculum that integrates advanced management research and specialized business practices, characteristic human resources, the contribution to the advancement of the diversity and harmony of global society, the self-assuring and independent spirit as the heritage of Kyoto University, and the university that is open to the world. As such the graduate school remains a good citizen within the Kyoto University community.

2) Internal evaluation

The purpose of education and research of the graduate school fits into the basic academic goal of the entire Kyoto University. That purpose also comprehends the ideals for the professional graduate school of the university. Further, the purpose of education and research of the graduate school exhibits a clear organization for highly-specialized knowledge and skills that students can learn for future managerial success. It further clarifies the objective of contributing to the career formation of students and also aims to be instrumentally useful through the arrangement of five distinctive educational programs that cater to the individualized needs of students. The purpose of education and research of the graduate school finally integrates advanced academic research in management and real business practices that will encourage faculty members towards their educational and research activities. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 3 : the purpose of education and research

1) Internal assessment

The graduate school constantly reevaluates its purpose of education and research through internal assessment, external evaluation and middle-term objectives and plans within the process of Kyoto University planning. This process for reevaluation is instrumental in meeting the needs of education and research in the changing social environment.

The graduate school has introduced the procedure of questionnaire surveys for the business community that stands as one of the most important stakeholders. In addition to having access to the opinions expressed in the surveys, the school also maintains the external evaluation system in which business executive directly express their opinions in front of faculty members. Graduate students as another critical body of stakeholders have their own opportunities to express themselves about various aspects of educational programs before they graduate from the school. Combining the opinions of the two major stakeholders the graduate school continuously scrutinizes its own principles in terms of the purpose of education and research.

2) Internal evaluation

The graduate school continuously reevaluates its purpose of education and research through internal assessment, external evaluation processes and medium-term planning and goals. In this process the basic purpose gets constantly scrutinized in the light of changing business, social and educational environments. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 4 : Financial strategies required to achieve the purpose of education and research

1) Internal assessment

The graduate school is founded within the institutional framework of national university corporations and as such minimum funding for the achievement of its purpose of education and research is secured. The school yet actively formulates and implements aggressive financial strategies to attract external funding. Consequently, necessary financial resources to maintain the educational program are adequately covered. Yet, in recent years national government has been consistently decreased the operational budget allocation. The graduate school has thus faced the difficult situation to reevaluate even its basic expenses.

In order to overcome these difficulties of research and educational funding the graduate school founded the Management Research Center in July 2009. The center aims to support the funding of faculty members for education and research and as such collaborative research as well as the provision of information regarding research projects will be promoted.

2) Internal evaluation

The graduate school follows the founding principle of national university corporations and thus has secured the most basic funding to achieve its purpose of education and research. The school, however, constantly attempts various financial strategies to acquire external funding. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Chapter 2 Curriculum and related issues

Criteria 5 : Study goals and targets

1) Internal assessment

The graduate school clarifies its fundamental mission and the basic purpose of education and research that have been detailed above and publicizes them in the Kyoto University School of Management Bulletin and on its homepages. Details of its educational contents are determined by five distinctive educational programs, and they are also extensively available in those outlets and various meetings, conferences and guidance occasions.

In addition to the comprehensive tutoring at the orientation meetings after the commencement, seven to eight students on the average share a fulltime faculty member who

functions as their supervisor. In the second year faculty members in charge of individual workshops periodically give relevant assistance and guidance to member students. Each faculty member is required to set an office hour to facilitate the communication with students who take his or her classes.

2) Internal evaluation

In order to achieve the purpose of education and research of the graduate school it has formulated five different educational programs to nurture globally-active advanced professionals and set concrete study objectives by programs. After clarifying the purpose of education and research of the graduate school it publishes policies regarding admission, curriculum and diplomas through such diverse outlets as brochures, homepages, recruitment meetings and symposiums. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 6 : Curriculum

1) Internal assessment

The graduate school maintains the curriculum that contains five distinctive educational programs to achieve the targeted goals of the professional graduate school so that students can learn management-related knowledge on the step-by-step principle.

The graduate school offers basic subjects such as microeconomics, accounting, corporate strategy that introduce students to academic study of management. Based on the knowledge acquired in those basic subjects, students move on to specialized subjects in the second half of the first year. The school also provides business practice subjects that are usually given by real business executives and further equipped with advanced subjects or workshops in testing the academic and practical knowledge in actual business applications.

Enhancing the applicability of learned knowledge the graduate school facilitates various styles of classes other than conventional lectures. They include discussions, seminars, group work, case methods, field research and internships. Workshops in particular usually offers an opportunity for students to face the business enterprises in real life to solve their problems and come up with effective strategies.

2) Internal evaluation

The graduate school has equipped with five different programs that make students learn knowledge and theory in management and related subjects in a step-by-step manner. The school constantly scrutinizes its purpose of education and research in order to integrate social needs into the school's educational programs. It further opens access for its faculty members through collaborative research and funded chairs to the advanced academic spheres. The establishment of the programs in finance and accounting and service value creation is the outcome of these open attitudes of the school. The school further aspires to found the

International Project Management Course that nurtures professionals with international perspectives. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 7 : Educational standards

1) Internal assessment

The graduate school consistently reevaluates its curriculum and educational standards in order to achieve its purpose of education and research. The curriculum and educational issues can be examined systematically in a prearranged framework. The school also provides necessary physical facilities to implement these educational programs. All the facilities of the school are concentrated on the Yoshida Main Campus of Kyoto University since April 2007, which gives convenient arrangements to busy students. All the lecture rooms and seminar rooms are equipped with various AV facilities and video discussion systems that are conducive to innovative class settings. All the classrooms and student rooms have wireless LAN communication arranged for student and class use.

2) Internal evaluation

The graduate school arranges the comprehensive and systematic curriculum that includes credit allocation, class schedules, and achievement evaluation and graduation assessment. This is supplemented with work environments such as study rooms and other facilities. Introductory subjects utilizing E-learning materials and supplementary classes as well as the educational guidance given by supervisors all guarantee the sufficient educational standards for students. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 8 : Measures for the maintenance and improvements of the quality of education and research

1) Internal assessment

The graduate school adopts the principle of organizational management cycle for the maintenance, improvement and possibly alterations of its curriculum. The syllabus for each subject should go through internal peer review processes in which faculty members scrutinize the substance and styles for maintaining the quality of offered subjects. As a reference to students, then, the school openly exhibits the student evaluations of all the classes and the criteria for credit offering that should follow the preset general guidelines. Faculty members are further required to submit the report on classes to monitor their substance.

2) Internal evaluation

In order to achieve the purpose of education and research the graduate school through its

Faculty Development Committee has introduced various measures of internal assessment and evaluation to promote the systematic improvement of its curriculum. It further has established the Management Research Center in order to education and research in the medium and long term. Faculty members with the best teaching evaluations are publicly awarded with the Best Teachers Prize that give much positive incentives to teaching excellence. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Chapter 3 Students

Criteria 9 : Targeted student image

1) Internal assessment

The graduate school demands three characteristic features that are conducive to achieve the basic mission and educational goals that have been identified above. They are: First, motivations to tackle the complicated issues of contemporary management. Second, active interest in educational programs as well as the curriculum that should be useful to the career enhancement for highly-specialized professionals with advanced knowledge and skilled capabilities. Third, competitive aspirations to survive and succeed in the graduate school.

The admission policy stipulates that the graduate school accepts such diverse students as those who graduated from a variety of academic programs, those who have work and managerial experiences, actual business executives and international students coming from diverse countries. All of these pieces of information is provided in both Japanese and English and application documents can be easily downloaded from the homepage of the graduate school.

2) Internal evaluation

The graduate school on its homepage provides the mission statements and discloses the concrete image of students who can benefit from the school. There, prospective students should learn the study capacity and capabilities with basic intellectual skills that are required to study at the Graduate School of Management. Through the entrance examination the school further screens the incoming students in the light of its mission and the concrete image of students learning at the school. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 10 : Admission policy and the selection of new students

1) Internal assessment

The graduate school provides the clear statement on admission policies in school bulletins and on the school's homepage, as has been mentioned above. The entrance examination is instrumentally divided into two different selection approaches. In addition to a usual

entrance examination for general students, the graduate school offers a special examination for students who have work and managerial experiences. The special examination has an interview conducted by faculty members so that unique students with diverse backgrounds can be accepted. For accounting professionals the school gives the examination two times a year to accommodate their special needs.

2) Internal evaluation

The graduate school carries admission policies in the clearest form that fits into the purpose of education and research. Based on those policies the school makes an internal evaluation of candidates for their capabilities and appropriateness for the program. Through the systematic and objective screening of the candidates the school maintains an proper level of incoming students. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 11 : Student support

1) Internal assessment

As the graduate school actively seeks the diversity of the student body, standardized educational guidance does not fit to the individual needs of students. As such the arrangement of supervisors and workshop faculty members functions as a key factor to customize the tutoring that can be adjusted to the specific background and thus needs of particular students. This arrangement of supervisors and workshop faculty members is actually instrumental for students who seek effective guidance and possible recommendations in the context of job hunting in the second year.

The graduate school uniformly administers and provides information regarding scholarships. Many students of the graduate school receive financial assistance of one kind or the other. Opportunities for teaching assistants are widely available to the second-year students. Especially for international students the availability of financial assistance is critically important so that the graduate school collaborates with the international division of Kyoto University to facilitate university-wide services in economic and social services.

2) Internal evaluation

Faculty members provide the continuing academic support for students. In the first year supervisors take up this role, while in the second year faculty members of workshops respond to the needs of individual students. The graduate school as a whole also gives different opportunities for career formation in initiating open forums and arranging the websites for career support for students. The school further collects information regarding internal and external scholarships and tuition waivers for the collective benefit of students. The school is then instrumental in providing various economic supports to students. The

school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 12 : Academic encouragement for students

1) Internal assessment

The arrangement for students to achieve academic excellence has been widely institutionalized in the graduate school. For instance, workshop faculty members give an award to the students who excel in the workshop-related research. Or the two best graduate students in terms of grades have an honor to be formally announced and rewarded. Further, students with excellent academic records can claim the waiver of debt obligations resulted from financial assistance provided by the Japanese government.

The graduate school also single out students who successfully achieved all the basic subjects by giving them a certificate at the graduation ceremony. Towards this level of excellence the school conducts a systematic guidance for incoming students to comprehend the entire two years of academic and educational processes. Especially for those who have not taken adequate subjects in economics, mathematics and management some extra tutoring is provided before the formal start of the school in April so that they can prepare for the high level of educational substance at the graduate school.

2) Internal evaluation

The graduate school keeps the system in which students with academic excellence will be rewarded with various recognitions such as scholarships and tuition waivers. The graduate school nominates its representative for the graduation ceremony based on academic excellence. The school also arranges the organization and institutions for study support, additional academic help and economic assistance. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Chapter 4 Faculty organization

Criteria 13 : Faculty organization

1) Internal assessment

The graduate school requires its faculty members including practitioner faculty members to maintain excellent educational skills and research capabilities. Advanced levels of research activities should result in educational and leadership skills that are conducive to achieve the basic purpose of education and research of the graduate school. Among the twenty fulltime faculty members of the graduate school seven are faculty members with business and managerial expertise. They are formally recognized as a part of the necessary ingredient for professional graduate schools, according to the regulation set by the Ministry of Education.

While these members of the faculty who have work experiences tend to be older, the age

distribution of the graduate school is well balanced. Fulltime faculty members are all Japanese males, while specially-appointed faculty members for specific programs have three international citizens with one of them being a female. Including these faculty members almost all the regular faculty members hold the Ph.D. degree as the graduate school in spite of its practical nature always evaluates the research output and achievements, when the school recruits new members of the faculty.

2) Internal evaluation

The graduate school recognizes the significance of research activities for faculty members to offer meaningful classroom contents. As such the school has maintained faculty members with excellent research and educational capabilities. This policy also applies to faculty members who are involved in business practices. The number of faculty members significantly exceeds the minimum number set by the Ministry of Education. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 14 : Qualifications of faculty members

1) Internal assessment

The graduate school adopts the open and transparent criteria for hiring and promoting faculty members. Customarily new faculty members are recruited in a public process in which all the qualified people can apply, after the school posts an announcement for job opening. For both recruitment and promotion three faculty members who are chosen from fulltime faculty get in charge of the entire process. Ultimately, then, the entire faculty belonging to the research division of the school should vote for the final decision.

The regular faculty members also face peer reviews for their educational and research outputs that are conducted by the Faculty Development Committee. For this purpose each faculty member is required to submit the periodical self-assessment report to the graduate school. For those who get rewarded for academic excellence in obtaining some awards from academic and professional organizations and who are recognized for educational excellence by having the Best Teachers Award of the school will have some financial compensations provided by the school.

2) Internal evaluation

Most fulltime faculty members and practitioner faculty members hold Ph.D. degrees that fulfill qualifications for educational capabilities. For the purpose of the recruitment and promotion of faculty members the school has formulated a guideline and criteria. The evaluation process of faculty members is clear, transparent and objective. The faculty's research output has been provided to the society through various media outlets. The school

thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 15 Support for faculty members for education and research support

1) Internal assessment

The graduate school strongly believes in the significance of research activities conducted by faculty members. The school thus actively encourages the academic and practical research in terms of obtaining competitive funding and participating into diverse research activities. The Management Research Center facilitates research seminars and workshops so that the synergies among faculty members can be realized to commit to a large-scale collaborative project. As the result of the Management Research Center the graduate school has succeeded in obtaining highly-competitive research funding, funded chairs and public funding coming from the Japanese government and the fund has actually been useful in establishing new educational and research programs of the graduate school.

2) Internal evaluation

The graduate school signifies research activities for achieving its educational goals and thus actively supports various activities in education and research. As educational activities based on highly-advanced research enrich the students' experiences at the school, the school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 16 : The duty of faculty members

1) Internal assessment

Faculty members of the graduate school commits to acquiring the latest and most advanced knowledge that can be applied to teaching excellence. Many faculty members are working at the highest level of academic excellence, which often results in various international academic awards. Those recognitions are critical in attracting funded chairs and also in facilitating effective communications with various stakeholders. Constant contacts with the business community are the significant opportunities for faculty members in professional graduate schools, as they can have an access to highly-specialized knowledge and skills within the businesses.

In order to have our faculty members familiarized to the latest teaching techniques, the graduate school sends young or practitioner faculty members to Harvard Business School each summer. This is an effective way of faculty developments for those who aspire to excel in classroom settings.

2) Internal evaluation

The graduate school values research activities conducted by its faculty members. It further commits itself to various social and academic activities. Through the supervisor system, then, faculty members actively seek interactions with students and develop the education and research of the graduate school. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Chapter 5 Administration and management and the development of facilities

Criteria 17 : Administration and management

1) Internal assessment

The graduate school consists of the research division to which faculty members belong and the education division that include all the student body. As a result of a bureaucratic regulations introduced in 1999, the division has so far had little effect on the actual operation of the program of the graduate school.

For the reason of historical continuity the main part of the administration and management of the graduate school is still located in the facility of the Graduate School of Economics, although the education-related functions got separated to found its own independent office in 2009. In that office, as a preparation of the incoming International Project Management Course the graduate school hired an administrator who are fluent in English.

2) Internal evaluation

The graduate school has established various committees under the faculty council and operated the committees in appropriate and effective manners. It has further developed an independent administrative and office organization. Thanks to these arrangements the support system for realizing the purpose of education and research, thus, the school believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

Criteria 18 : Development of facilities

1) Internal assessment

The graduate school has committed to facility enlargements and enhancement that should keep pace with the increasing number of incoming students. The school has secured all the classrooms and related facilities that are now ready for the increased number of students. The school is equipped with classrooms that include 1 large lecture room, 1 multimedia lecture room, 3 large seminar rooms, 1 seminar room for case discussion purposes and several small seminar rooms. All the rooms have projectors, AV equipment, long-distance communication systems to accommodate different styles of classroom use. Students then can use their own study rooms that are open 24 hours a day and seven days a week. They also utilize the rooms for group work. All the study rooms and lecture rooms have internet

access for student and faculty use.

The only visible issue to be raised is the absence of independent library facilities. At the present moment, the graduate school shares the library of the Graduate School of Economics, which is instrumentally adequate for its abundant resources for management as well economics.

2) Internal evaluation

Corresponding to the increasing number of students the graduate school has expanded its classrooms, seminar rooms, student study rooms and other facilities. The school still does not have its own library, but the combined use of the Economics Library actually provide adequate services to students. Faculty members also enjoy abundant space for their own research. The school thus believes that our policy sufficiently meets the criteria set by the procedure of this assessment and evaluation.

5) Issues to be addressed and solved

Chapter 1 The purpose of education and research

The philosophical purpose and actual program of education and research of the graduate school should be positively and continuously assessed and revised in a timely fashion in order to respond to the changing basic environmental shifts of the society. The measure to improve the program reflecting the needs of the two major stakeholders, the business and the students, has already carried out based on the interviews and opinion surveys to those parties. The school should further carry out this revision and enhancement processes in three specific areas.

First, it is necessary to maintain verification and assessment procedures which should be conducted in anticipation of the continuous environmental change of the purpose of education and research. For that purpose, the school should promote vigorously the interviews and opinion surveys to the business world and then reflect the needs of the concerned parties. In that process, it is important to share the vision not only concerning the strategy of the existing industries but emerging businesses and newly-growing sectors. Further, based on the current and former students, the graduate school should commit to comprehensive revisions of the educational purposes, curriculum and educational environments. The assessment of the student body should shift from the time of active student day to after graduation so that the school should continuously ask for opinions of the students even after graduation.

Second, one of the urgent tasks of the school is to formulate the effective strategy to acquire external funding. While national university corporations such as Kyoto University are basically solid in terms of their financial foundation, the fund coming from national budget is restricted and actually difficult to employ for its oft-prohibited conditions. The graduate school should further examine its midterm and long-term financial strategies for the

secure source of funding as long as the school engages into challenging programs to improve graduate educational contents.

Third, as a long-term plan, the graduate school should reexamine its own grand scheme that will be instrumental to achieve the purpose of education and research of the school. Executive MBA programs and a new course for DBA can be effective plans in this direction.

Chapter 2 Curriculum and related issues

The school has already arranged basic institutional infrastructure to achieve basic educational goals such as curriculum, student evaluation, syllabus and other aspects. Students are generally satisfied with study environment and the system of study guidance given by faculty members. In three areas, however, the school is facing problems that should be solved.

First, fulltime faculty members as the core of the supervisor system usually take seven to eight students each year. For 2009 they took nine students on the average. Those supervisors often become advisors in not only academic matters but various issues related to student life. As such the resultant obligations have sometimes become heavy to bear as long as the faculty members should take their tasks in a serious way. Lessening these obligations on the part of fulltime faculty members who have been consecutively assigned to this role seems urgent.

Second, as the school has accepted diverse students and developed different educational programs, the curriculum is eventually flooded with many classes that are often conducted by outside support faculty members. One consequence of this oversupply of classes is many classes with the minimum number of students attending. An overhaul of the entire curriculum may be needed to maintain the educational commitment of fulltime faculty members and to keep the effective minimum in terms of the student size of classes.

Third, in responding to the social needs for financial expertise, the school founded both the Financial Risk Management program and the Finance and Accounting program. Because their educational substance has turned out to be similar and overlapping, the integration or at least the revision of the programs seems appropriate and timely.

Chapter 3 Students

Here, the four points should be singled out for improvements. First, since the school adopted an admission policy only recently, publicity of the policy has not been adequate. Further publicity in terms of targeted students of the school as well as admission policy should be necessary in addition to the current approach according to which both are exhibited on the website page of the graduate school.

Second, although new student selection is carried out objectively and strictly, it is necessary to reexamine and improve continuously. While diverse students are accepted

corresponding to globalizing trends, various aspects of incoming students such as accepting philosophy, selection methods and other related issues should be continuously reevaluated.

Third, while the school has already completed the designing and development for job recruitment for students, it should encourage the effective utilization of the carried information for better recruitment opportunities.

Fourth, the school should seriously enlarge and publicize the system to encourage and reward students with excellent academic records. The school should reexamine such aspects as the role, publicity and possible enlargement of that system. This process should lead to the internal assessment procedures from the perspective of students.

Chapter 4 Faculty organization

The graduate school with its twenty faculty members meets the criteria for the adequate number of the fulltime faculty that has been set by the Ministry of Education for professional graduate schools. Even when the number of students increases to 180 next year the school faces no problems in terms of the faculty-student ratios. The graduate school, however, faces five issues that should be addressed.

First, especially the composition of fulltime faculty members inclines toward the Japanese males. In order to maintain the diversity of the faculty, female and international faculty members should be actively recruited. Even if the graduate school keeps a few international members in teaching capacities they hold special and temporary positions, whose status and composition should be improved for the sake of faculty diversity. Especially when the school aims to increase the number of classes conducted in the English language, this reform should be urgent.

Second, the disclosure of updated academic and research outcome of individual faculty members should be more comprehensive through a database inaugurated in 2010. Kyoto University has conventionally respected the freedom of individual faculty members who voluntarily maintained their own websites and homepages as well as gave necessary data to government-sponsored surveys. Yet, a more systematic approach should be conducive to respond to the requirement of accountability.

Third, the administrative and office organization of the research division is still mostly handled in a combined fashion with the economics graduate school. As this arrangement may contain several potential and real problems for the research of faculty members the school should reexamine the possibility of establishing a separate office.

Fourth, as the graduate school demands its faculty members to keep holding advanced academic skills, the faculty members have continuously kept committing to the tutorial doctoral students. Although this arrangement is a temporary one that is supposed to end in 2013, it should be extended beyond that year, because the capacity of fulltime faculty members should be held at the highest possible level of academic excellence. The graduate

school should thus continue to press for the renewed arrangement.

Fifth, and last, while faculty members with ample business experiences and analytical academic skills should teach classes for practical business subjects, the current standard that is required by the Ministry of Education seems to casual in identifying the years of business experiences only. The school should reexamine the real implication for education of those business careers in a more systematic fashion.

Chapter 5 Administration and management and facility improvements

The graduate school faces two major challenges in terms of administrative and office organization. First, the present administrative and office organization consists of temporary employees who do not hold regular appointments. This naturally causes the trouble of stability of office administration. Depending on the Economics Department for accounting procedures is another issue that should be addressed in near future.

Second, the school maintains an adequate standard of classrooms, seminar rooms, study rooms and other related facilities. The expected cost for the maintenance and renewal of those facilities should come from the present budgeting system that does not quite cover these expenses. Naturally, this budgeting issue concerns not only the school but also national university corporations in general, but the issue should still be addressed in case the construction and maintenance new facilities become necessary as educational environments shifts in future.

6) Implementation plan for addressing and solving issues

Chapter 1 The purpose of education and research

The most critical issues regarding the purpose of education and research are the ones that have been singled out above: Keeping contacts with the two major stakeholders, former students and the business community; securing external funding for more flexible allocation of financial resources; and founding a graduate program at the doctoral level. They both should be addressed in continuous manners.

For the former issue, the school tackles on the three fronts. First, in order to have a systematic access to the needs of business communities, the school should develop and maintain the external evaluation committee. Second, even after graduation, the school should keep contacting former students for their opinions for the improvement of the educational programs. Third, the school will construct a collaborative program in which professional graduate schools examine their own standing in terms of the commitment to research and its disclosure. Actually, the school will conduct a revision of former-student questionnaires that should be applied to the extensive survey that is planned in 2011. On the other hand, the school will also revise the way how the school has feedbacks from the business community.

For the second issue of securing the stable external funding, the school attempts to combine financial resources originating in various ministries, to establish funded chairs, to acquiring external funds for collaborative research and educational purposes. The Management Research Center should be fully utilized for gathering relevant information on newly-opened funding and also for applying to that opportunity. For securing financial resources in the long-run the center will develop an educational program that targets business executives.

The final issue of the establishment of a DBA program should be handled as a long-term goal, because the Ministry of Education still does not allow professional graduate schools such as the school to found that research-oriented educational program. As such, the school will collaborate with other professional graduate school and concerned organizations toward achieving this goal.

Chapter 2 Curriculum and related issues

As the graduate school has already had a history of more than fifty years since its foundation, the project of internal assessment and evaluation was formally introduced in 2008. Starting the following year the school started disclosing the outcome of the assessment and evaluation. Furthermore, based on the internal assessment and evaluation, the improvement plan of curriculum got initiated in the same year.

As the school has already established a framework of faculty developments and internal assessment and evaluation, it continues to utilize those frameworks for the improvement of the curriculum. The Management Research Center will incorporate the depository and repository function through which that center will function as the archives of teaching materials, internal assessment and evaluations, external assessment and evaluations. Those materials will be full utilized for the improvement of the curriculum.

For the heavy burden carried out by fulltime faculty members who function as student supervisors the school will introduce a revised tutoring system in which other faculty members will take up the task of being supervisors as a preliminary workshop arrangement. The entire curriculum should be reexamined, anyway, in order to lessen that burden while keeping the detailed educational guidance for students. This reexamination will result in the reassessment of required subjects and credits that should be carried out to enhance the educational effectiveness for students.

Based on the comprehensive reexamination of the curriculum in 2010 the school now plans to integrate the Financial Risk Management program with the Finance and Accounting program for the academic year of 2011. This integration will naturally result in the revision and reorganization of related subjects.

Chapter 3 Students

In terms of the publicity, the school will continue to inform the public and prospective students for an admission policy in printed matters, on the homepages and through other venues. The information should also be translated into English. The English information will then be distributed through open campuses and international student fairs.

On the second issue of monitoring the appropriateness of the curriculum, the school examines the outcome of the questionnaire surveys that have been conducted for former students and the business community and reexamine the possible gap between the targeted student goal that the school sets and the effective target of students that the society now seeks and the business community needs. Based on the reexamination of the educational programs above both the Entrance Examination Committee and the Internal Assessment and Evaluation Committee will further scrutinize the admission policy for incoming students and their selection and screening methods.

In terms of providing useful and instrumental information for job hunting among the students, the school starts examining and collecting the actual contents that should be posted up at the school's recruitment support site. In 2011, then, that site will effectively function to provide students with useful information.

As far as the way how the school recognizes and rewards students with academic excellence is concerned, in 2011 the school will single out all the issues related to that rewarding system. In 2012, then, the resultant system will be extensively publicized and implemented. Simultaneously, the school will commit to the improvement plan in order to actively seek the input by the students through their internal evaluation.

Chapter 4 Faculty organization

As far as the first task of recruiting international faculty members is concerned, the establishment of the International Project Management Course has facilitated the increase of faculty members from overseas, and the number of classes conducted in English significantly increased. In future the school further increases international faculty members and also improves the male-female ratio of the faculty.

The school will be actively and systematically involved in the disclosure of research outcomes of faculty members. The Management Research Center will be instrumental in this regard in that the center after 2011 will open educational as well as research output of the faculty. That way the link between educational and research outcomes will be effectively facilitated.

In terms of increasing and enhancing administrative and office personnel the school will continuously negotiate with the university administration for improvements, as regular employees with permanent posts should be the key to the smooth administrative procedure. The school also seeks financial stability that should be a necessary factor to continue to secure the service of excellent staff members.

Lastly, the foundation of a DBA program is deeply enrooted to the educational institution of professional graduate schools and, as such, the school will actively involve into the discussion and negotiation with the Ministry of Education and other educational organizations.

Chapter 5 Administration and management and facility improvements

In terms of administration and management, the school commits to the increase in efficiency, internationalization and skill-orientation of the administration and management that supports graduate education. As early as 2010 the school demands that Kyoto University allocates permanent employees who can handle international communications and businesses. In the following year the school targets the enhancement of the English-language homepages and further aims to establish communication networks with international students. Naturally, the school continues to ask for more administrative positions that are permanently funded by the university. In 2012, then, those employees will have an opportunity to enhance the communication skills in English.

As far as the development of facilities is concerned, the general improvement and internationalization of facilities in specific terms will be an immediate goal for existing classrooms, seminar rooms and study rooms. In 2011 all the facilities related to education will be equipped with instructions and displays in English as well as Japanese. A management library will be the next target to achieve in order to improve the books and other materials in business and management.