ABEST21 International Accreditation Review Report

Master of Business Administration Program
Graduate School of Management
Kyoto University, Japan

2021

ABEST21 International

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

Preface

ABEST21 (THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP FOR TOMORROW, a 21st century organization) was certified by the Japanese Minister of Education, Culture, Sports, Science and Technology (MEXT) as an accreditation institution for professional graduate school of business on October 12, 2007. Furthermore, on October 31, 2011, ABEST21 was also certified by MEXT as an accrediting agency for professional graduate school of intellectual property. All these years, we made a lot of efforts to accredit professional graduate schools in Japan. Then the promotion of student mobility that accompanies economic, social and cultural globalization in recent years became an urgent issue for the universities. Thus the quality assurance of education and research activities at foreign universities became an essential matter.

In response to the needs of the age of university globalization, ABEST21 started its international accreditation activities in 2011. The number of accreditation cases for the fiscal year ending March 2021 was 14 educational programs and 2 departments as follows:

A: Japanese university

1. Professional Graduate School in Business Administration

1) Graduate School of Management, Kyoto University, Japan

B: Non-Japanese university

1: APAS (ABEST21 Program-based Accreditation System)

(Master of Management)

1) School of Economics and Business, Universitas Telkom, Indonesia

2) PPM School of Management, Indonesia

3) Faculty of Economics and Business, Universitas Bengkulu, Indonesia

4) Faculty of Economics and Business, Universitas Jenderal Soedirman, Indonesia

5) Faculty of Economics and Business, Universitas Udayana, Indonesia

6) Faculty of Business and Economics, Universitas Islam Indonesia, Indonesia

7) MBA-Faculty of Accountancy and Management, Universiti Tunku Abdul Rahman, Malaysia

8) MBA-Corporate Governance, Faculty of Accountancy and Management, Universiti Tunku Abdul Rahman, Malaysia

9) MBA-Corporate Management, Faculty of Business and Finance, Universiti Tunku Abdul Rahman, Malaysia

(Master of Human Resource Development)

10) Postgraduate School, Universitas Airlangga, Indonesia

(Bachelor of Management)

11) Faculty of Economics, Universitas Islam Sultan Agung, Indonesia

12) Faculty of Business and Economics, Universitas Islam Indonesia, Indonesia

(Bachelor of Accounting)

13) Faculty of Economics, Universitas Islam Sultan Agung, Indonesia

2. AAAS (ABEST21 Academic Unit-based Accreditation System)

1) School of Business, Institut Perutanian Bogor University, Indonesia

2) Faculty of Business Management and Professionals Studies, Management and Science University, Malaysia

Traditionally, for accreditation activities ABEST21 formed an international Peer Review Team consisting mainly of representatives coming from the foreign universities, and the Team conducted a "Desk Review" and "Peer Review Visit". However, due to the COVID-19 pandemic

which started in January 2020, it became impossible to conduct face-to-face "Peer Review Visit" and other meetings including the "Peer Review Committee" and the "Accreditation Committee". Consequently, we were forced to conduct accreditation activities by setting up a virtual meeting venue that goes beyond place and space, using "online real time video conference system".

Through numerous Online Accreditation Seminars carried out in the first half of fiscal 2020, ABEST21 was given the opportunity to learn about online meetings, and gain valuable experience and knowledge. Online Peer Review Visit, Online Peer Review Committee and Online Accreditation Committee functioned effectively, and substantial reviews were conducted. Then the accreditation certificates were granted to the accredited schools thorough Online ABEST21 Accreditation Certificate-granting Ceremony.

For ABEST21 the COVID-19 pandemic was an opportunity to innovate the traditional accreditation methods. The angle of the compass which defines the extent of our activities was broadened, and the range of activities was expanded. Based on this extraordinary experience, ABEST21 will strive to shift to an advanced stage of accreditation activities in order to contribute to quality improvement of university education and research in the Asian region.

This Review Report includes the result of the reviews that were done through innovative review methods, carried out without being intimidated by the COVID-19 pandemic. The Report will assure the quality (i.e. accredit) the education and research activities at the accredited schools. At the same time, the Report was edited so that it can be utilized as a guide to enhance the education quality for the accredited schools to solve the issues spotted in the Self-Check/Evaluation analysis under the accelerating change of environment. We wish further advancement of education and research activities for the accredited schools in the future.

On this occasion, I would like to express my deepest appreciation and gratitude to our ABEST21 staff members, Manager NAKAGAWA Yuka, TOBE Kayo, TANABE Yuuka, NAGAOKA Hiroko, UMINO Katsuhiro, OKAWA Mao, KAWATSU Shion, and TERASAWA Emi for their unending support in editing the ABEST21 Accreditation Review Report and for their efforts related to publishing this report.

I hope that this report provides the school with some insights into the significance of management education in business schools.

September 15, 2021

Professor Emeritus ITOH Fumio, Ph.D.
President & CEO
ABEST21 (THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP FOR TOMORROW, a 21st century organization)

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Part One
ABEST21 Management Accreditation System

I. The ABEST21 Accreditation System
1. Purpose of the ABEST21 Accreditation

The mission of a business school is to nurture world-class management professionals who can compete in the age of advanced technology, social, economic, and cultural globalization, and accelerated information communication technology. To achieve the mission, it is indispensable to develop an education system at an internationally recognized level, accompanied by educational quality assurance. Accreditation by a third party must ensure not only the educational quality expected for the school to achieve, but also ensure educational quality enhancement to the stakeholders of the school.

ABEST21 was founded on July 1, 2005, as an accreditation institution aiming to nurture world-class management professionals and enhance the quality of management education at business schools in the age of globalization. Business schools are responsible for nurturing capable management professionals who can contribute to world peace and prosperity, and the quality of business education is indispensable for achieving this aim. In accrediting business schools, ABEST21 is involved in not only the quality assurance of education but in building the education system which will be the base for enhancement of education quality in response to the change of environment.

Accreditation institution will assess the quality of educational research activities of the business schools in a fair and objective manner. In addition, it is responsible for supporting the establishment of education system which provides enhancement of educational quality through promotion of PDCA cycle operation toward the future.

Thus, ABEST21 Quality Assurance System aims to assess the system of management education quality enhancement in response to the changes of educational research environment, in addition to education quality assurance.

2. Scope of Accreditation

The accreditation unit – an academic unit of the university which is seeking to earn or maintain quality assurance – must define the "scope of accreditation", which is a statement of educational programs for which accreditation is granted. The academic unit is an organization (e.g. a faculty or school) through which educational programs are authorized, supplied with resources and overseen.

In different countries there can be different accreditation units: for example, in Japan it is typically a Professional Graduate School, in Malaysia – a Graduate School of Business or a Graduate School of Management, in Indonesia - Magister Manajemen program in a Faculty of Economics and Business.

Generally, ABEST21 focuses on the management education in a broad sense, covering areas such as Business Administration, Management of Technology, Accounting, Finance, Intellectual Property and Management Information, and also Business Economics in relation to management education, as delivered by the Faculties of Economics and Business.

Different degree-granting management programs (e.g. Bachelor's, Master's, MBA, etc.) which

cover these areas are welcomed to apply for accreditation by ABEST21. But, in determining the "scope of accreditation," the applicant academic unit needs to negotiate with ABEST21 to determine the inclusion or exclusion of departments or educational programs for the purposes of our review.

3. The ABEST21 Accreditation System

The School has an opportunity to choose one of the two types of the ABEST21 Accreditation System according to the scope of accreditation. The first type is the Program-based Accreditation System which applies to a specific degree program (undergraduate or graduate). The second type is the Academic Unit-based Accreditation System which applies to a unit that provides both undergraduate and graduate programs.

1) ABEST21 Program-based Accreditation System (APAS)

The APAS is applicable for undergraduate or postgraduate degree programs. For example, it is possible for the school to apply for Master's programs and Doctoral Programs in Applied Economics, Management and Accounting, or Bachelor's programs in Applied Economics, Management and Accounting.

2) ABEST21 Academic Unit-based Accreditation System (AAAS)

The AAAS is applicable to a school as a unit that provides both undergraduate and graduate programs. It will contribute to shape an academic unit as "a gathering place of students from all parts and regions."

4. Main Accreditation Viewpoints

ABEST21 conducts accreditation on educational and research activities based on the following viewpoints, in order to achieve the aim of accreditation as above.

1) Positive reviews which enhance the distinctive features of management education at the School: ABEST21 reviews the educational and research activities of the applicant school from the perspective that recognizes its distinctive features and aims to enhance the uniqueness of the school through utilizing its original educational and research resources.

2) Active reviews which promote globalization of the School: ABEST21 reviews the educational and research activities of the School with the aim to promote globalization of the educational programs so that the School's educational programs meet the needs of the globalized society.

3) Active reviews which enhance the quality of educational and research activities of the School: ABEST21 reviews the educational and research activities of the School with the aim to enhance the quality of educational programs so that the School can provide world-class management education.

4) Social reviews to meet the needs of the School's stakeholders: ABEST21 reviews the educational and research activities of the School to meet the needs of the stakeholders in order to nurture world-class management professionals.

5. Assessment of the Self-Check/Self-Evaluation Result

After examining the coordinated Draft Recommendation, the Peer Review Committee and the Accreditation Committee ranks the School based on the extent of meeting the accreditation standards and the perspectives for enhancing the education quality.

So, ABEST21 will assess the self-check/self-evaluation result based on the accreditation criteria

and judge if the school is "accredited" or "not accredited." Furthermore, the quality of education will be assessed as "Excellent," "Good," or "Fair." There are three ranks from A to C, as below.

Excellent:
 "The School's educational and research activities satisfy all or most accreditation standards. The School's Kaizen plans are excellent, and quality maintenance and improvement of education and research are very promising and excellent."

Good:
"The School's educational and research activities generally satisfy accreditation standards. The School's Kaizen plans are good and quality maintenance and prospects for the improvement of education and research are promising and good."

Fair:
"The School's educational and research activities satisfy more than half of accreditation standards. However, there is room for KAIZEN in quality maintenance and prospects for the improvement of education and research."

Failure:
"The School's educational and research activities fail to satisfy many of the accreditation standards and leave many kaizen issues in quality maintenance and improvement. The School will be reviewed again after examining the result of one-year kaizen report."

6. The Peer Review System

The ABEST21 Peer Review is conducted in three steps by the three components, or bodies of the Peer Review System.

1) "The Accreditation Committee (AC)"

The first component is the "Accreditation Committee (AC)" which conducts assessment of management education based on industry-academia collaboration and reviews the draft of the recommendation provided by the Peer Review Committee based on the global viewpoint of stakeholders. Moreover, as the accelerating globalization of the economy requires the cultivation of global management professionals, and evaluation based on the global stakeholder perspective becomes indispensable, AC will conduct assessment based on the global stakeholder perspective on the needs for cultivating management professionals.

2) "The Peer Review Committee (PRC)"

The "Peer Review Committee (PRC)" consists of members who are academic experts in management education and persons with considerable business experience. The PRC will conduct substantial assessment on "Quality Improvement Strategies (QIS)," "Self-Check/Self-Evaluation Report (SCR)," and "KAIZEN Report" prepared by the school. For this purpose, "Peer Review Teams" are organized.

3) "The Peer Review Team (PRT)"

The PRT consists of three to five members who are appointed by the PRC. The PRT conducts the "Desk Review" and the "Peer Review Visit," and then prepares the PRT Review Report.

7. The Accreditation Process

The ABEST21 Accreditation Process is shown below.

Step A: Accreditation Application
・Step A1: Application for the "ABEST21 Accreditation Eligibility"

When the School applies for ABEST21 Accreditation, it has to obtain a qualification for the ABEST21 Accreditation Application. The School submits the completed Accreditation Eligibility Application to the ABEST21.

・Step A2: Submission of the "ABEST21 Accreditation Application"

The School submits the ABEST21 Accreditation Application to the ABEST21. Upon receiving the application, the School has to prepare to submit the "Quality Improvement Strategies" immediately.

Step B: "Quality Improvement Strategies (QIS)"

・Step B1: Submission of the QIS

The School submits its QIS. If the QIS is successful, the School will proceed to preparation of Self-Check/Self-Evaluation Report, and the unsuccessful School will resubmit the QIS.

Step C: "Self-Check/Self-Evaluation Report (SCR)"

・Step C1: Submission of the SCR

The School submits its SCR. In preparing the Report, the School conducts the self-check based on the basic and detailed perspectives of the accreditation standards with the support of the advisory team.

・Step C2: "Desk Review" and "Peer Review Visit"

The Peer Review Committee entrusts the Peer Review Team (PRT) of the School with the review of the Self-Check/Self-Evaluation Report. The PRT conducts the Desk Review and the Peer Review Visit.

・Step C3: Informal announcement of the Draft of the PRT Review Report

The PRT informally announces the Draft of the PRT Review Report to the School, providing an opportunity for the School to give its comments or objections. If any objection is raised by the School, the Peer Review Team shall conduct a factual survey and coordinate the statement.

・Step C4: Ratification by the PRT Review Report

Based on the coordination of opinions between the School and the PRT, the PRT reports the Draft to the Peer Review Committee. The Committee reviews it and decides on the recommendation to the Accreditation Committee.

・Step C5: Ratification of the ABEST21 Accreditation

The Accreditation Committee shall examine the Draft Recommendation for accreditation submitted by the Peer Review Committee and decide by vote whether to submit it to the Board of Trustees.

Based on the recommendation of the Accreditation Committee, the Board of Trustees reviews the recommendation and finalizes the accreditation. The accreditation result is reported to the stakeholders after the ratification by the Board of Trustees.

Step D: KAIZEN Report

・Step D1: Submission of the KAIZEN Report

The accredited School submits the KAIZEN Report for the previous school year by the end of June of the third year after being accredited. The Report clarifies the progress achieved in resolving the KAIZEN issues based on the action plans presented in the SCR.

・Step D2: Reviewing the KAIZEN Report

ABEST21 Peer Review Committee entrusts the School's Peer Review Team (PRT) to review the KAIZEN Report and its correspondence with the action plan, and prepare the KAIZEN Review Report. PRT conducts document review and peer review visit and informally

announces the draft of the recommendation to the School, providing an opportunity for the School to give its comments or objections. If any objection is raised by the School, the Peer Review Team shall conduct a factual survey and coordinate the statement.

・Step D3: Informal Announcement of the Draft of the KAIZEN Review Report to the School
The PRT submits the KAIZEN Review Report to the Peer Review Committee. The Peer Review Committee examines the coordinated Draft Recommendation based on the feasibility of the action plan and the effectiveness of the quality maintenance and improvement of education. The result is reported to the stakeholders.

・Step D4: Ratification of the KAIZEN Report
The PRT submits the KAIZEN Review Report to the Peer Review Committee. The Peer Review Committee examines the coordinated Draft Recommendation based on the feasibility of the action plan and the effectiveness of the quality maintenance and improvement of education. The result is reported to the Accreditation Committee.

Accreditation Committee shall examine the Draft Recommendation for accreditation submitted by the Peer Review Committee and decide by vote whether to submit it to the Board of Trustees. And, based on the recommendation of the Accreditation Committee, the Board of Trustees reviews the recommendation and finalizes the accreditation. The accreditation result is reported to the stakeholders after the ratification by the Board of Trustees.

8. Effective Period of Quality Assurance

The effective period of quality assurance is 5 years. The first quality assurance is "Initial Accreditation." The subsequent accreditation to continue with quality assurance is "Re-accreditation." As the effective period of quality assurance is 5 years, before its expiry the School has to apply to another quality assurance by ABEST21, or "Re-accreditation." In Re-accreditation, the Schools are expected to exceed the level of education quality enhancement achieved at the initial accreditation stage.

9. Reports to be reviewed

1) "The Quality Improvement Strategies (QIS)"

The QIS may be seen as a preparation for the SCR which the school must conduct to reach the goal of accreditation. If the school overcomes the hurdle of the QIS properly, the future path for the school to analyzing the SCR will become clear, and enhancement of educational quality toward "how the school should be" will be assured. The QIS functions as a base to form the framework of the SCR.

2) "The Self-Check/Self-Evaluation Report (SCR)"

As soon as the School passed the first step of the QIS, it should carry out an extensive Self-Check/Self-Evaluation analysis covering the 26 Standards and 142 Criteria, and write "the Self-Check/Self-Evaluation Report." It is aimed to help the School gain a clear understanding of organized improvement in its management education and to find out more detailed issues to be improved. Through improving these issues, the School has an opportunity to enhance the quality of management education and take an advanced step as a going concern.

3) "The KAIZEN Report (KZR)"

KZR is submitted by the accredited schools only. It implies that the school has been accredited

in the full confidence that its Action Plans to improve the KAIZEN issues found in the analysis of the SCR are promising. Since one of the aims of ABEST21 accreditation is to assure a substantial improvement of the educational quality to the stakeholders, we need to check the progress of the accredited schools on their Action Plans found in the analysis of the SCR, and provide a status report to the stakeholders. The School is responsible for assuring its stakeholders of the quality of education.

10. The PRT's Peer Review

The PRT conducts the "Desk Review" of the Report (QIS, SCR or KZR) submitted by the School and the "Peer Review Visit" for confirming unclear issues found in the Report.

1) The Desk Review

The Desk Review aims to review the Report for quality assurance based on the spirit of the peer review as follows:
- To confirm and/or challenge the main findings of the Report
- To make an assessment of the School's conformance to the ABEST21 Standards and Criteria
- To provide recommendations for future development and quality improvement
- To write a report presenting the findings, assessment and recommendations of the Peer Review Team for the use of the School.

Therefore, the PRT should review the Report (QIS, SCR or KZR) objectively following the objectives of ABEST21 accreditation, and suggest a course of action to improve the quality of the School's management education in the future. So, the PRT shall make the PRT Comments on the "**appropriateness**" or "**reasonableness**" of analysis of the School's Report.

2) The Peer Review Visit

The Peer Review Visit (PRV) aims to confirm unclear issues found in a SCR or KZR. Basically, the aims of the PRV are:
- To clarify the unclear issues found in the School's SCR or KZR
- To seek additional information in order to gain a comprehensive understanding of the School
- To engage in a constructive dialogue with the School.

The Peer Review Visit includes the following steps.
(1) Interview with University management
(2) Interview with the School management
(3) Interview with the School's Faculty members
(4) Interview with the School's Staff members
(5) Interview with the School's Students
(6) Interview with the School's Alumni
(7) Review of the educational and research facilities
(8) After the interviews, the PRT will check the educational and research infrastructure as stated in the School's Report.
(9) Suggestions to the School by the PRT. As a final step, PRT gives some suggestions to the School for improving the quality of management education.

3) The online Peer Review Visit

Normally, PRV includes on-site interviews with University management, School's management, Faculty members, Staff members, Students and Alumni. Then the PRT checks the educational and research infrastructure as stated in the School's Report. Finally, the PRT gives feedback to the School and makes suggestions on improving the quality of management education. However, in 2020 due to spread of the COVID-19 pandemic, we had to conduct the Interviews online, in real time and using the teleconference system. The Peer Review Process will include 11 steps as follows:

1) Conducting the Desk Review
2) Submitting the PRT questions
3) Holding the "online PRT meeting-I" to arrange the questions
4) Informing the School of the PRT questions
5) Holding the "online PRT meeting-II" to examine the answers from the School
6) Conducting the "online PRV-I" with the School
7) Holding the "online PRT meeting-III" to evaluate the online Interview
8) Submitting the "PRT Comments Report" and the "PRT Comprehensive Review Report"
9) Informing the school of the draft of the "PRT Review Report"
10) Coordinating different opinions between the PRT and the School with the "online PRV-II"
11) Submitting the "PRT Review Report" and the "PRT Comprehensive Review Report" to ABEST21

11. Main Viewpoints of the Peer Review

ABEST21 conducts accreditation based on educational and research activities based on the following viewpoints, in order to achieve the aim of accreditation as above.

1) Positive reviews which enhance the distinctive features of management education at the school:

ABEST21 reviews the educational and research activities of the applicant school from the perspective that recognizes its distinctive features and aims to enhance the uniqueness of the school through utilizing its original educational and research resources.

2) Active reviews which promote globalization of the school:

ABEST21 reviews the educational and research activities of the school with the aim to promote globalization of the educational programs so that the school's programs meet the needs of the globalized society.

3) Active reviews which enhance the quality of educational and research activities of the school:

ABEST21 reviews the educational and research activities of the School with the aim to enhance the quality of educational programs so that the school can provide world-class management education.

4) Social reviews to meet the needs of the school's stakeholders:

ABEST21 reviews the educational and research activities of the school to meet the needs of the stakeholders in order to nurture world-class management professionals.

12. The ABEST21 Accreditation Standards

ABEST21 Management Accreditation Standards consist of six areas:
1) Internal Quality Assurance and Management,
2) Mission Statement,
3) Educational Programs,
4) Students,
5) Faculty, and
6) Educational Infrastructure.

Each area includes a number of standards, and under these standards there are Criteria which are detailed standards for the self-check. In the analysis of the SCR, the school has to conduct Self-Check on education and research activities based on all the 23. The Self-Check must be self-critical, and analytical as well as descriptive. The data indicated in the analysis should be as of May of the year when self-check is conducted.

The ABEST21 Accreditation Standards

ABEST21 Management Accreditation Standards consist of six areas:

Chapter 1: "Internal Quality Assurance and Management"

Building of the governance system is required. The School must institute appropriate administrative systems in proportion to its size and status, and have a reasonable decision-making process. A systematic self-check/self-evaluation is required to spot the issues for improvement.
- Standard 1: "Administration and Governance"
- Standard 2: "Self-Check and Self-Evaluation"
- Standard 3: "Improvement of Education and Research Environment"

Chapter 2: Mission Statement

The "Mission Statement" is a key factor for quality assurance and enhancement of educational and research activities. A university must maintain its educational environment to achieve the "Mission Statement". To realize it, factors such as "Educational Programs", "Students", "Faculty", and "Staff and Infrastructure" must be combined organically. The "Mission Statement" needs to be developed in line with the changes in the environment. Thus the "Mission Statement" must correspond to the needs of the society.
- Standard 4: "Mission Statement"
- Standard 5: "Mission Imperatives"
- Standard 6: "Financial Strategies"

Chapter 3: "Educational Programs"

Educational Programs are important evaluation items because they are the key to assuring that the students gain the necessary expertise to acquire the qualities as outlined in the School's mission statement.
- Standard 7: "Learning Goals"
- Standard 8: "Curriculum Policy"
- Standard 9: "Management of Curriculum"
- Standard 10: "Improvement of Educational Quality"
- Standard 11: "Diploma Policy"
- Standard 12: "Learning Outcomes Review"
- Standard 13: "Globalization of Educational Programs"

Chapter 4: "Students"

Students are is the major players in achieving the Mission Statement. The institutions need to make sure that their students are equipped with the abilities required to achieve the mission statement. The Standards in this chapter are the guidelines to achieve this goal.
- Standard 14: "Student Profile"
- Standard 15: "Admission Policy"
- Standard 16: "Student Selection"
- Standard 17: "Student Support"
- Standard 18: "Student Incentive"
- Standard 19: "Student Diversity"

Chapter 5: "Faculty"

Faculty is a factor which has a direct impact on developing the students into the ideal professionals with the characteristics described in the Mission Statement. Thus the quality of faculty is a key assessment item. In assessment of faculty, two perspectives are required: assessment of faculty as an organization based on qualitative and quantitative viewpoint, and assessment of the educational and research abilities of the individual faculty members. In addition, dynamic assessment is necessary to assess the organizational abilities to respond to the changes in the educational and research environment.
- Standard 20: "Faculty Structure"
- Standard 21: "Faculty Qualifications"
- Standard 22: "Maintenance of Education and Research Environment"
- Standard 23: "Responsibilities of Faculty Members"
- Standard 24: "Faculty Diversity"

Chapter 6: "Educational Infrastructure"

The School is required to maintain a good infrastructure to achieve the Mission Statement. Infrastructure is one of the important contributors to the quality of the educational services provided by the School.
- Standard 25: "Educational Infrastructure"
- Standard 26: "Globalization of Educational Infrastructure"

13. Compliance Rules for PRT members

For neutral and fair evaluation, ABEST21 prohibits involvement of the Peer Review Team members in any documentary and on-site evaluations conducted by the Peer Review Team which are directly related to the accreditation process of the applicant in the following cases:

1) Elimination of interested parties, etc.

PRT members having a direct interest in the case do not make documentary or on-site evaluations. Cases of having direct interest in the process include:
･the member is employed as an academic of the professional graduate school, full-time or in conjunction with other institutions
･the member serves as a member of the board of the university
･other cases in which it is difficult for the member to make a fair and correct evaluation.

2) Confidentiality

PRT members are prohibited from leaking information obtained through the process of accreditation and the contents of evaluations for schools which are being evaluated. Any information obtained as a PRT member must be kept separate from other information and kept

under strict control.

3) Disclosure of members' names

During the process of accreditation, the names of the members of the PRT are not disclosed, so that fair and appropriate evaluations can be conducted. The names are disclosed only after the accreditation result is finalized.

Part Two
ABEST21 Management Accreditation Assessment

ABEST21 assessed the School's ABEST21 Management Accreditation by conducting substantial assessment on "Self-Check/Self-Evaluation Report (SCR)" by the Desk Review and the Peer Review Visit according to the Review Schedule below.

1) Sep. 30, 2019   : Acceptance of the "QIS"
2) Nov. 18 and 19, 2019 : Ratification of the "QIS" by the Peer Review Committee
3) Jul. 31, 2020   : Acceptance of the "SCR"
4) Oct. 8 and 9, 2020   : Online Peer Review Visit
5) Nov. 9, 2020   : Informal Announcement of the Draft of the PRT Review Report
6) Nov. 9-Dec. 15, 2020 : Coordination of opinions between the PRT and the School
7) Feb. 25-26, 2021   : Ratification of the "PRT Review Report"
8) Mar. 11, 2021   : Recommendation of the Accreditation Committee
9) Mar. 16, 2021   : Ratification of the ABEST21 Accreditation by the Board of Trustees

I. ABEST21 Accreditation Review Result

1. Comprehensive Review

ABEST21 Accreditation Result of Master of Business Administration Program, Graduate School of Management, Kyoto University, Kyoto, Japan is as follows:

"ABEST21 certifies that the School's educational and research activities satisfy all or most accreditation standards. The School's Kaizen plans are excellent, and quality maintenance and improvement of education and research are very promising and excellent.
Accreditation commences April 1, 2021 for a five-year period"

1) Comprehensively, what GSM Kyoto has delivered is very good and adequate. As an international standard business school, both the qualifications of students who enter the MBA program, and the lecturers, have a good reputation. Research collaborations and exchanges for both students and lecturers are also carried out in the context of globalization of education. Proper facilities to support teaching and learning are available.

2) Financial support is obtained from MEXT, industry partners and student tuition, ensuring the sustainability of this program well in the future.

3) To ensure the future progress of the GSM, it is recommended to review the Mission statement. GSM is a part of a famous university, but it is not easy to specify its features that could differentiate it in the market as a professional graduate school. It is advisable that the School considers how it can define and promote its uniqueness. This uniqueness needs to relate not just to the program offerings, but also to the School's mission and philosophy.

4) In terms of strength & uniqueness, GSM Kyoto has been quite aggressive in offering international program with many foreign students and international academic collaborations, which is commendable.

5) To meet the needs of the industry, GSM is recommended to ensure systematic curriculum revision or design by taking into consideration feedback from various stakeholders.

6) The School meets most Standards. However, there is surprising lack of specific issues to be improved in the SCR. This may mean a shallow analysis or a sign that there is an obstacle to

the School's ability to analyze its operations, and hence to future development.

7) Overall, good initiatives have been taken to ensure the successful implementation of the GSM's programs, including strong support given by top management, academic staff and supporting staff. Generally, GSM Kyoto has a quite good internal quality assurance system and an integrated quality improvement process.

8) The School's Action Plans for three years are quite clear and objective. The school targets for each action plans may be described along the following:

A. Refinement and improvement of infrastructural and other facilities towards addressing the Covid-19 issues.

B. Ensuring systematic curriculum revision or design based on the feedback from various stakeholders in order to meet the needs of the industry.

C. Further promote research collaborations with industries.

2. Good Practice in the Program Management Education

1) Title of Good Practice in Management Education

"International sustainable MBA program"

2) Reason for selecting the title sated above.

Internationalization is evident since GSM Kyoto has both students and lecturers who come from various countries. The School's programs in English are an asset that helps to ensure this diversity. The MBA program is supported by good funding, coming from the government (MEXT), industry partners, and students. This will ensure the sustainability of the program going forward. Besides, GSM Kyoto also focuses its research on sustainability issues, both in industry and society, and is very concerned about environmental issues.

3. Matters to be noted

1) To facilitate monitoring and evaluation of the implementation of the Action Plan that has been prepared, it should be equipped with a Person in Charge (PIC) who is responsible for the realization of the program.

2) To help lecturers make reports on teaching and learning process activities, and so that students can also monitor the progress of lectures and the process of mentoring or writing a thesis, GSM Kyoto should implement a dashboard or academic platform.

3) With the increasing number of international students from various countries, with various cultural and religious backgrounds, GSM Kyoto should provide prayer rooms for Muslim students, as well as provide a canteen with halal food.

4) Research collaboration between GSM Kyoto lecturers and partner university lecturers abroad needs to be improved, related to various global issues in business, as well as seeing different business practices in various countries in the world.

5) It appears that it is popular with the School's MBA students to proceed to the PhD program, which is not very conventional, because MBA is a professional degree for people who wish to have a career in business. The School may need to consider students' future career plans and inclinations when reviewing its target student profile.

6) The School needs to upgrade and improve infrastructure and facilities related to the online learning and teaching in line with the current Covid-19 issues.

7) The School needs to clarify the term "new intake" versus "enrolment" for the student

admission record.

8) The School needs to clarify the target for each action plan using some kind of qualitative or quantitative indicators to describe the achievement or progress of the action plans.

II. "The Self-Check/Self-Evaluation Report" Review

1. Basic Policies for the School's Quality Improvement

1) "Globalizing the School's Research and Education"
(1) "Self-Check/Self-Evaluation" Analysis

In modern management, because opportunities and challenges are global in scope, the mission of GSM (Graduate School of Management, Kyoto University) is to foster human resource management, which will play an active role worldwide. To accomplish this, the school is moving forward with its "i-GSM" concept as it creates its global reach.

1. We are actively working to accommodate international students and create a diverse teaching and learning space. We established an English-only MBA program in International Project Management (IPROMAC) in 2011. In 2019, we expanded this focus area to include two separate programs: International Business Administration (i-BA) program for training global leaders, and International Project Management (i-PM) program for developing the managers that will lead mega-scale international projects to completion.

2. Kyoto University and Cornell University (USA) have jointly established a new, highly promising course as Kyoto-Cornell International Collaborative Degree Opportunity (KC-CDO). It is designed to confer both an MBA degree from Kyoto University and a Master of Management in Hospitality (MMH) degree from Cornell University in two years. With a new curriculum jointly implemented by these two world-leading universities, we will provide an excellent educational opportunity for the development of leaders with a hospitality focus.

3. We have been expanding our exchange programs by building on our academic and student exchange agreements with universities overseas. We are strengthening the implementation of overseas summer classes and research exchanges. A point system has been put in place that will allot points for participation (the point system allows students at GSM to receive points for participation in symposiums sponsored by the university, overseas seminars, and so forth. In order to complete any of the courses at GSM, students must earn a certain number of points). Additionally, a double-degree system was initiated with National Taiwan University where students complete a program that spans two graduate schools. In 2019, 11 GSM students studied at schools that signed exchange agreements, while GSM accepted around 25 exchange students from those schools. This has contributed to the globalization of GSM.

4. Since 2013, we have had non-degree education courses focused on collaboration with select corporate employees and corporate enterprises. For example, these programs include Asia Business Leadership program, Advanced managerial accounting program, Service excellence program, and financial modeling and valuation program.

5. In response to the increase in the number of inbound visitors to Japan, since 2019 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, the number of students in GSM (professional degree course) has increased from 80 to 100 in total, and the number of core faculty has increased by four.

(2) PRT Comments

PRT Comments:
• For the education sector, globalizing in GSM-KU has been going well, with various university partners abroad, but what about the research field. Does GSM also conduct research globalization with university partners abroad?
• GSM is actively globalizing its educational activities, including joint program KC-CDO, facilitating student exchange and attracting international students. The School's globalization efforts are commendable. However, there is no mention of globalizing research activities, which is a shortcoming.
• GSM Kyoto has made a lot of efforts in order to globalize school's research and education. Among the successful efforts include I-GSM, I-MBA, I-PM or International Project Management, plus international degree collaboration (MBA) with Cornell University and National Taiwan University. GSM Kyoto has also embarked on non-degree educational program with various corporations which include Advanced Business Leadership Program, Advanced Managerial Accounting Program, Service Excellence Program and Financial Modelling and Valuation Program.
The School's Feedback:
GSM is actively promoting the globalization of research with overseas universities and research institutes. GSM holds joint seminars and symposia with those organizations every year based on academic and student exchange agreements, and there are active international academic exchanges between faculty. Details of some of these programs are available at the following link. https://www.gsm.kyoto-u.ac.jp/en/news-events.html
PRT Responses:
It's OK, understandable, and acceptable.

2) "Humanizing the School's Research and Education"

(1) "Self-Check/Self-Evaluation" Analysis

We must consider how to handle the challenges facing management in contemporary society, and, in a world with different cultures interacting, we must learn 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 primary efforts of the School to achieve these goals.

1. We create a place to learn and think through education that focuses on the individual, facilitated by means such as supervisors, workshops, and team projects and so forth, 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. Kyoto has the advantage of being a city with both a distinguished identify and global connections, where learning to recognize diversity is important.
   Moving forward, the three aforementioned approaches will continue to be developed, and the following new challenges will be considered.
1. We promote the inspection and improvement of the curriculum of each subject from the standpoint of business ethics.

2. 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 develops opportunities that utilize liberal arts education for multifaceted business staff.

In recent years, we have been bolstering our education and research in fields solving social problems. We proactively take into consideration, and reflect on our educational and research activities, such as the sustainable development goals (SDGs) adopted at the United Nations Summit, and non-financial information, as represented in recent years by the emphasis on environment, society, governance (ESG). Specifically, efforts include curriculum development, including the establishment of the Global Social Entrepreneurship Endowed Chair, the Service Innovation and Credo Management Endowed Lectures and so forth, as well as enhanced open courses. Advanced engagements such as these are the embodiment of the "humanizing" aspect of Kyoto University, as it strives to contribute to global society. Such kinds of business management thinking are intimately related to 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 Kyoto, we are performing activities that will also have an impact outside of Japan.

(2) PRT Comments

PRT Comments:
- Several activities have been carried out by GSM Kyoto related to efforts in humanizing its research and education. How is this humanizing impact in relation to industry partners and prospective GSM Kyoto students who come from within Japan, as well as international students who will enter GSM Kyoto?
- GSM humanizes its education by focusing on developing ethical leaders who are able to contribute to the "diverse but harmonious" development of the society, integrating ethical and sustainability issues in its curriculum and connecting to the traditional thinking and business practice of social responsibility. However, there is no detailed information on how humanizing is reflected on the research.
- GSM Kyoto has been bolstering its education and research in fields solving social problems taking into consideration and reflects on its educational and research the important elements of Sustainable Development Goals or SDG focusing mainly on Environment, Society and Government.

The School's Feedback:
- The basic policy on humanizing the School's research and education is described in the SCR. Research and education resources in GSM are available for industry partners to support sustainable business practices, and help students develop into humanistic leaders. Starting in 2019, we have started a program that takes advantage of our location in Kyoto and allows for students to experience traditional Japanese cultures such as flower arrangement and Zen Buddhism. GSM has foreign faculty members who specialize in Management Communication, Business Negotiation and Cross-cultural Management. Each faculty member at GSM considers such matters when

educating students and doing research.

- We feel that these comments are probably extremely difficult for any university to answer. If they were easy to answer, it would sound like a superficial effort at inculcating humanities. The basic impact is what we described in the SCR. As for industry partners, giving specific examples will be a resource for supporting sustainable enterprise activities and for students to receive a broader humanizing education. Of course, in addition to humanities programs and industry partnerships, each GSM faculty member always considers such matters when educating students and doing research. The GSM also has a Research Ethics Committee that checks questionnaires and interviews.

PRT Responses:

It's OK, understandable, and acceptable.

3) "Collaborating with Industries in the School's Research and Education"

(1) "Self-Check/Self-Evaluation" Analysis

In order to train staff who will contribute to the future of companies, GSM seeks ongoing development of education programs that work in collaboration with companies. 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 primary efforts by GSM to achieve these goals.

1. The Center for Research in Business Administration was established to work in close cooperation with companies and public organizations to promote management research into solving problems, and is connected to the improvement and development of education programs.

2. GSM established Endowed chairs, and together with the contributors, and provided research groups and course subjects. Additionally, the "Collaborative Research Chair for Asian Business Leader Development" was established with corporations to progress in the development of business professionals who will be active in Asia.

3. A consortium has been formed with corporations. In collaboration with the corporations, GSM plan and implement projects such as the "Education Promotion Program for the Need to Reeducate Working People" by MEXT (Ministry of Education, Culture, Sports, Science and Technology) and the service excellence business lecture by METI (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, and so forth, have changed the way we conduct business. To fully draw out people's skills in such an environment, entrepreneurs must be trained and educated to spark creativity and be imbued with the importance of hospitality. This makes leadership-related education necessary. In relation to these themes, endowed chairs, endowed lectures, etc., are being strengthened and expanded via industry-academia collaboration. Concretely,

this includes the 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 are based on leading-edge approaches to contribute to the continuation and development of private enterprises. GSM conduct an MBA education by incorporating leading-edge approaches concerning companies and investors, corporate value assessments and their improvement, mergers and acquisitions (M&A), and so forth. In addition, it is conducted in ways which are appropriate for contemporary social environments, management philosophies and business ethical concerns traditionally emphasized by Japanese businesspersons, including education and research on such things as multi-stakeholder management, leadership styles, etc. The three aforementioned approaches will continue to be developed, along with consideration of the following new challenges.

3. In collaboration with the industrial world, GSM establish a permanent advisory committee that will work with further the GSM mission, and reviews questions concerning the curriculum.

4. There is a thriving alumni network of those who have completed GSM courses and are active in society. Their visions and the challenges they face are tied to GSM education.

(2) PRT Comments

PRT Comments:
- In the framework of cooperation with industrial partners, especially in the field of education and research, are there any activities related to small or medium industries in Japan, or with industrial partners abroad, for example in ASEAN countries.   - GSM has strong connections with industry and actively collaborates with companies in promoting research and education. However, it is not clear why GSM sees challenges in establishing advisory committee and in its alumni network (1 and 2 at the end of the section).   - GSM Kyoto has made quite significant efforts on promoting industry academia collaborations. The collaborations are done through Center for Research in Business Administration, endowed chairs such as Collaborative Research Chair for Asian Business Leader Development and consortium.
The School's Feedback:
- We work together with many small and medium-sized enterprises (SMEs) in education and research related to Kyoto tourism, Monozukuri Valley (a manufacturing supporting program) in Kyoto, and helping Kyoto SMEs develop management skills and so on. With regard to ASEAN, we have been working with top business schools and local companies in ASEAN member countries, jointly administering the Asian Business Leader School. In collaboration with the school, we are training business leaders and conducting joint research.   - The phrase "the following new challenges" at the end of this section was not appropriate. The following two activities, "permanent advisory committee" and "alumni network," are already in place at the moment, so "new challenges" should have been changed to "points."
PRT Responses:
It's OK, understandable, and acceptable.

2. The Self-Check/Self-Evaluation Analysis

Chapter One: Internal Quality Assurance
Standard 1: Administration and Governance

Viewpoint: Any school which applies for accreditation by ABEST21 (hereinafter called "the school") shall have an administrative system to operate the organization in an appropriate manner. Faculty meeting and other committees shall communicate well and work together to enhance the performance of the school's educational and research activities. Building of the governance system is required.

1. Self-Check/Self-Evaluation
1) "Self-Check/Self-Evaluation" Analysis:

Criterion 1-1: "The School must have an administrative system for its operations."

1) Self-Check:

The administrative operation system of the school comprises the Research Department, to which faculty members belong, as well as the Education Department, to which students belong. In order to achieve the goals for education and research, faculty councils are established within the Research Department and the Education Department. Various committees are established within the councils as shown in Fig.1-1 (the next page). Relevant faculty councils finally discuss results through deliberations and reviews via such committees and make relevant decisions. Additionally, office management organizations are established for the administrative operations of the School. Both clerical staff and the faculty members undertake concerted efforts to achieve goals for educational research. Moreover, the Center for Research in Business Administration has been established within the School, which allows different types of support to be provided for educational research by the faculty members.

2) Self-Evaluation:

The criterion is satisfied.

(Figure1-1: Administrative Operation Organization)

Administrative Operation Organization 2019
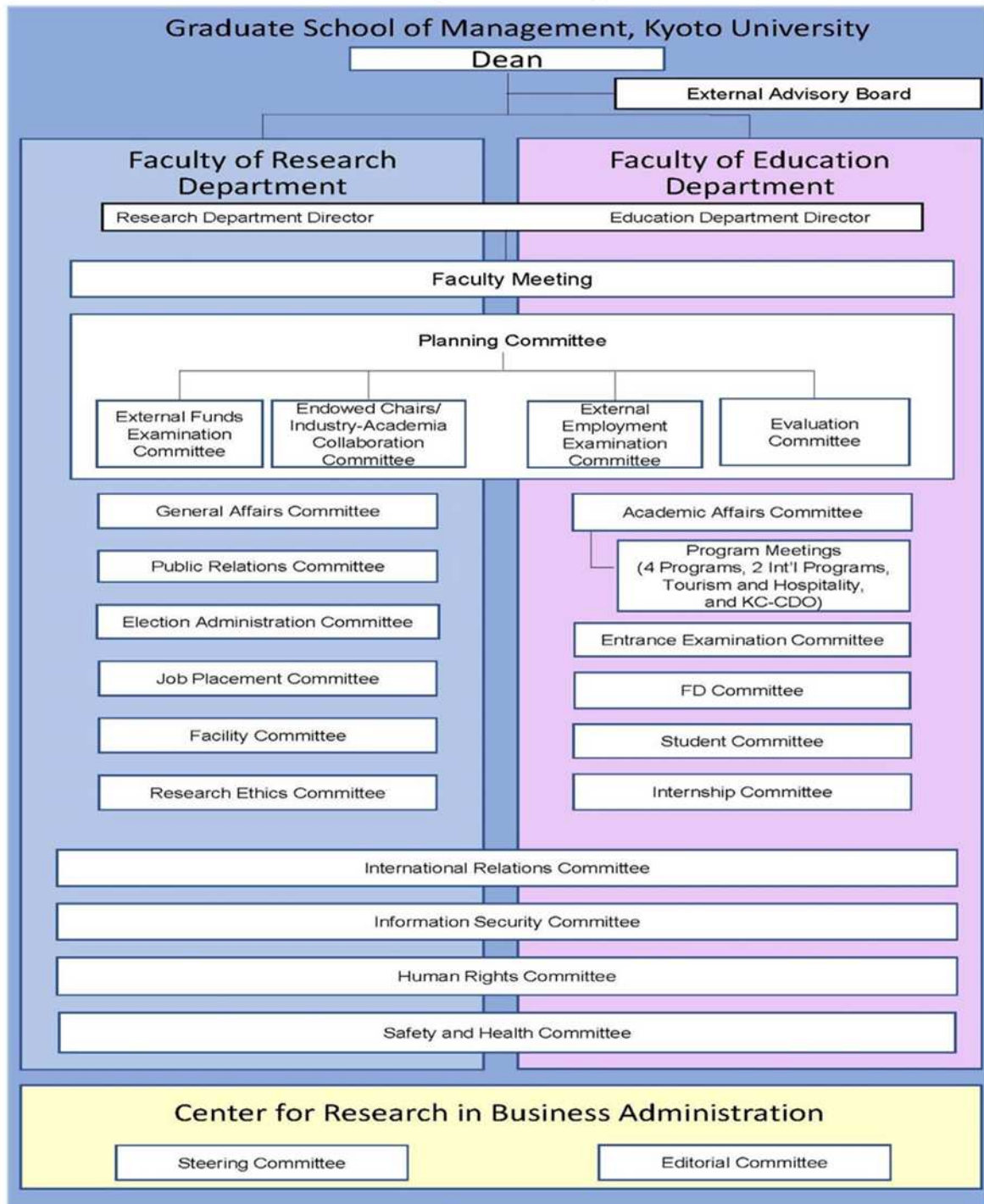
Criterion 1-2: "The School must ensure coordination between the committees which deal with the administrative matters and the faculty meeting to examine those matters."

1) Self-Check:

Committees hold regular monthly meetings, which are normally on Wednesday afternoons. Each committee discusses issues related to their own jurisdiction, and reports the matters that they have deliberated on and concluded. Matters that require higher-level deliberation are organized as points in the Planning Committee and/or the Faculty Meeting agenda, where they are then reported or deliberated on. In some cases, matters may then be returned to the

individual committee for deliberation. This ensures positive collaboration between committees and faculty meetings.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 1-3: "The School must disclose the results of administrative matters examined."

1) Self-Check:

Committees and faculty meetings create minutes for all their meetings. Matters that require information sharing will be reported or deliberated on in the faculty meeting, and then the relevant information will be disclosed to faculty members. There are several committees, and most faculty members belong to more than one. Therefore, they often share information spontaneously.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 1-4: "The School must have an administrative body appropriate for its type, size and function as an educational and research organization."

1) Self-Check:

As shown in the organizational chart in Fig. 1-1, GMS has a permanent committee that takes on the necessary functions of its administration. Human resources are assigned to each committee appropriately. As for functions that concern the whole school, functions related to human resources, and the administration of the library that is jointly operated with the Graduate School of Economics, they are managed organically by the entire school. Therefore, those details will be omitted.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 1-5: "The School must have a governance system for its administrative operations which ensures fairness and transparency."

1) Self-Check:

Kyoto University is a national university, and as such is held to the highest standards of fairness and transparency in regards to its systems, including human resource management and entrance exams. Therefore, the university has rules and audits to ensure that these standards are met. GSM not only follows these rules, but also implements further audits to maintain an appropriate governance system. The results are reported to MEXT and made public.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 1-6: "The School must have the audit function of oversight (external evaluation system) of its educational and research activities."

1) Self-Check:

As a national university, all parts of Kyoto University are subject to regular audits, including GSM. Furthermore, GSM employs an independent advisory board of experts.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 1-7: "The School must review its administrative operations systematically and periodically."

1) Self-Check:

When there is an issue with administrative operations, it is either reported to the general

committee or a planning committee for review, depending on its content. A review of operations is also conducted every two years when the Dean and the committee members change. For example, in April 2020, the planning office was reestablished as the international certification and public relations office, and additional faculty members were appointed so that it can perform functions in international public relations and help with obtaining international certifications.

2) Self-Evaluation:

   The criterion is satisfied.

Criterion 1-8: "The School must conduct staff development for enhancement of administrative operations."

1) Self-Check:

   Kyoto University has development programs for all types of staff, and GSM promotes participation in them. GSM also performs staff development through, for example, having administrative staff to experience overseas works.

2) Self-Evaluation:

   GSM employs a relatively high percentage of part-time office staff for its size. Given the quick turnover of staff, we believe that they may not be receiving sufficient means to develop.

2) Issues to be improved:

   Since its establishment in 2006, GSM has been continuously reviewing its governance system. As the educational programs and courses become more complex and diversified, a system able to quickly and continuously deal with the issues that arise. This applies not only to GSM, but to Kyoto University as a whole. For example, during the COVID-19 pandemic in 2020, ways to uphold education standards in Kyoto University, and in Japan as a whole, have been a subject of much discussion. GSM has itself dealt with this issue, as these deliberations required a prompt response. As of now, the GSM's business continuation plan (BCP) has mainly been concerned with natural disasters, but, in the future, it will be necessary for it to take pandemic countermeasures into account.

2. PRT Comments

PRT Comments:

- In terms of administration and governance, it seems that GSM Kyoto has done it well, especially with regard to lecturers and staff. But it is also necessary to convey feedback from lecturers and employees about their assessment and input as well as their satisfaction in this matter of administration and governance.

- The School appears to have an appropriate administration system in place. There is a faculty meeting and several committees that deal with the specific areas. The system seems to be transparent and relevant. The School states that there are no issues apart from the need to develop its business continuation plan to account for pandemic development. The Standard is met.

- It is strongly recommended that the school relook at Figure 1-1, page 8. Why the word Faculty is used i.e. Faculty of Research Department and Faculty of Education Department. It is also not very clear the roles of Vice Dean in the Chart. The role of Directors and the relevant staff or committee reporting to them are not clear. There are so many committees and it seems that all committees are reporting to Dean. Which committees are under research Director and which others are under the other

director? It suggested that the word Education may be replaced by Academic. The word "Education" is normally applied for a larger contact like Education Ministry. Some committees can be transformed into sections or units which are more officials for an organization.

The School's Feedback:
- Feedback from part-time lecturers and administration staff is reviewed and acted upon   in our daily activities and committees.
- While it may appear that there are two Deans, there is one: when GSM was established in 2006, MEXT (the Ministry of Education, Culture, Sports, Science and Technology of Japan) instructed us to create separate departments for education and research. Therefore, we have this unusual and complex organizational chart. The day -to-day operation of GSM is carried out under one Dean and one Vice-Dean. In the future, GSM will try to modify and submit the chart.

PRT Responses:
It's OK, understandable, and acceptable.

Standard 2: Self-Check/Self-Evaluation

Viewpoint: In the rapidly changing environment of education and research, systematic self-check/self-evaluation is required to spot the issues for improvement. The speed of the improvement must exceed the speed of the environmental changes.

1. Self-Check/Self-Evaluation
1) "Self-Check/Self-Evaluation" Analysis:
Criterion 2-1: "The School must analyze the self-check/self-evaluation systematically and periodically."
1) Self-Check:
   As a national university, Kyoto University receive three kinds of regular evaluations, including obligatory self-check and self-evaluation by each department. In particular, the "National University Evaluation" requires the self-evaluation of mid-term plans on an annual basis. This self-evaluation includes checks for goal-setting, implementation status, PDCA cycle activity, and several other items.
2) Self-Evaluation:
   The criterion is satisfied.
Criterion 2-2: "The School must share the analysis of the self-check/self-evaluation systematically."
1) Self-Check:
   The aforementioned self-checks and self-evaluations are analyzed by the evaluation committee, and the results are discussed in the faculty meeting and reported to the University's HQ. Reports from the University are then shared with all the faculty members.
2) Self-Evaluation:
   The criterion is satisfied.
Criterion 2-3: "The School must use the analysis of self-check/self-evaluation for the improvement of its educational quality."

1) Self-Check:

The results of the aforementioned self-check and self-evaluation analyses are used by relevant committees to discuss issues and countermeasures, thus leading to practical solutions.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 2-4: "The School must disclose the analysis of self-check/self-evaluation to its stakeholders."

1) Self-Check:

The summary of the results of the three evaluations, which the whole university undergoes, are made public.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

This is an issue that is relevant to the entire evaluation system of national universities. GSM must also undergo a certified evaluation for accreditation as a professional graduate school. This is an issue that GSM may have difficulty solving by itself, but at the same time, the effectiveness of a four-tier evaluation system should be discussed and analyzed.

2. PRT Comments

PRT Comments:
- GSM Kyoto needs to get feedback and input from external stakeholders, to continue to improve the performance and relevance of its research and education roles for the public and its industrial partners both in Japan and outside Japan.   - As a part of the national university, GSM is subject to obligatory self-check/self-evaluation. This Standard is described on very general terms, and the School did not spot any issues for improvement. The conclusion that "the effectiveness of a four-tier evaluation system should be discussed and analyzed" cannot qualify as an issue to be improved by the School. A more thorough investigation of the self-check/self-evaluation system is advisable.   2-4: It would be helpful if sample of analysis related to managing issues for improvement in a rapidly changing environment can be made available as an attachment.
The School's Feedback:
- We are always soliciting feedback and input in our external collaborations. In addition, we also benefit from the opinions offered by the members of the Advisory Board.   - This problem is not a problem isolated to GSM and Kyoto University, but a problem confronted by all national universities in Japan that were formerly in administrative terms, "national universities" and have been subject to administrative reform by the government. This is a policymaking issue that must be resolved by the national universities and the government, and one that GSM cannot address on its own.
PRT Responses:
It's OK, understandable, and acceptable.

Standard 3: Improvement of Education and Research Environment

Viewpoint: The issues spotted in the analysis of self-check/self-evaluation shall be improved based on PDCA cycle. The School should clarify the issues, plan measures to solve them, develop an action plan, implement the measures, and review the results of how the educational quality was improved.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 3-1: "The School must operate the PDCA cycle to make improvements based on the analysis of self-check/self-evaluation."

1) Self-Check:

As shown in Criterion 2-1, the PDCA cycle operation is checked in the yearly mid-term self-evaluation as part of the national university evaluation. Therefore, we are constantly making improvements in a very wide range of issues.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 3-2: "The School must clarify systematically the issues for improvement found during the analysis of self-check/self-evaluation."

1) Self-Check:

The relevant committee proposes possible solutions for the issues based on improvements in GSM. Important issues are discussed at faculty meetings, such that issues are systematically clarified. A recent example is how to deal the increasing quota of Master's degree students; from 80 to 100 students.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 3-3: "The School must develop a plan to solve the issues for improvement based on the analysis of self-check/self-evaluation."

1) Self-Check:

As explained in the previous answer, the relevant committee proposes possible practical solutions in order to develop a plan for improvement, as well as to solve such issues. Important issues are discussed at faculty meetings.

As for the issue used as an example in the previous answer, it was decided that the solution would be to change the physical layout of rooms within the building. The required budget, as well as planning for construction in a way that would not interfere with lessons, were discussed; as a result, between the fall and spring semesters, the renovation of a new auditorium was completed.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 3-4: "The School must check the progress of its action plan to solve the issues."

1) Self-Check:

As described in Criterion 2-1, the national university evaluation of mid-term plans requires checking on the progress of action plans on a yearly basis. In practice, this evaluation is also performed by the evaluation WG at the university HQ, while GSM itself performs several checks

throughout every academic year.

2) Self-Evaluation:

   The criterion is satisfied.

2) Issues to be improved:

   Implementing the "C" of the PDCA cycle is not easy, as the methods themselves become research issues related to management, and we believe that we need to further discuss and improve on them.

2. PRT Comments

PRT Comments:
• Improvement of education and research environment in GSM Kyoto has been carried out normatively, but for incidental matters, such as during the COVID-19 pandemic, it is necessary to make adjustments, and to anticipate their future impacts.
• The School states that it operates the PDCA cycle, but this is not described in detail. Consequently, the School did not find any issues to be improved in future. The statement that "Implementing the "C" of the PDCA cycle is not easy" is not an issue to be improved. The Standard is partially met.
• It would be very useful if the school can highlight any significant improvement in research environment at GSM Kyoto over the past years.
The School's Feedback:
• We have written something unnecessary; we wrote a general statement about PDCA. Basically, we believe that the standard is satisfied.
• There are improvements in students' study rooms and classrooms. In addition, students are surveyed about their satisfaction with classes using a questionnaire. Students who have completed the course are also asked to complete a survey at the end of their studies, and any areas for improvement that are pointed out are addressed. The results are discussed and dealt with at the FD (Faculty Development) Committee and during faculty meetings.
PRT Responses:
It's OK, understandable, and acceptable.

Chapter Two: Mission Statement

Standard 4: Mission Statement

Viewpoint: The School should clearly define the purpose of its establishment, the mission statement, which should state the ideal human resources to be nurtured as well as ideal expertise, skills, and competencies. The mission statement should clarify the ideal model of the human resources to be nurtured; merely stating an abstract philosophy for education or welcome message to students are not enough for a mission statement. The mission statement needs to be reviewed regularly according to a certain process to meet the changes of the educational and research environment.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 4-1: "The School must define its mission statement."

1) Self-Check:

GSM defines and makes its mission statement by dividing it into "Mission" and" Approach", as detailed below.

Mission: GSM 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 professionals' originality and decision-making capabilities, so that they are able to lead in a wide range of fields.

Approach: The following are the three principal approaches to realizing this mission.

1. While following the tradition of Kyoto University, which places importance on the autonomous and independent spirit as well as 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 the government.
2. The school will accept individuals from diverse backgrounds, and will produce highly specialized professionals in various fields through its educational system.
3. As a university in a global society, the school will fulfill its role of becoming a base for original research and education.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 4-2: "The School must develop its mission statement with the aim of nurturing highly skilled professionals in management who are able to meet the needs of globalization."

1) Self-Check:

The GSM's mission and approach (as stated in the previous answer through "a wide range of fields", "diverse backgrounds", and "a global society") aim to nurture highly skilled management professionals who can meet the needs of globalization.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 4-3: "The School's mission statement must be a statement that reflects the views of its stakeholders."

1) Self-Check:

The GSM's mission and the approach detailed in Criterion 4-1 reflected the views of its stakeholders. Furthermore, GSM receives comments on its mission statement from its advisory board and other sources, and changes it as necessary.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 4-4: (Only for Professional Graduate Schools of Business Administration in Japan) "The School must establish its mission statement in line with the provisions of the second Clause of Article 99 of the School Education Act by Ministry of Education, Culture, Sports, Science and Technology of Japan, which stipulates that Professional Graduate Schools of Business Administration should aim to cultivate scholarship and superior capabilities as required for highly specialized professions."

1) Self-Check:

We believe that, as stated in Criterion 4-1, our mission statement is in line with these provisions.

2) Self-Evaluation:

We believe there are no issues.

Criterion 4-5: "The School must publish its mission statement in brochures, such as the School code, student admission materials, syllabi, and program outlines, and post its mission and goals on the School's website."

1) Self-Check:

GSM publishes its mission statement on its website in both Japanese and English. The mission statement is also published on brochures, orientation material for new students, and more, so that all stakeholders can read it.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 4-6: "The School must collect information systematically to review its mission statement regularly."

1) Self-Check:

Since its establishment in 2006, GSM has been expanding and changing its educational systems, and reviewing its mission statement accordingly. GSM also collects comments from its advisory board and other sources.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

We believe that the mission itself should not be changed too often, although it is necessary to have periodic discussions on topics including the circumstances under which the mission should be reviewed.

2. PRT Comments

PRT Comments:
- GSM Kyoto as Professional Graduate Schools of Business Administration in Japan, has established its mission statement in line with the provisions of the second Clause of Article 99 of the School Education Act by MEXT of Japan. However, it needs to be explained in more detail what has been done and how the results. This is important for evaluating whether the mission and objectives of GSM Kyoto have been achieved or not for a certain period of time.   - The mission (and approach) puts an emphasis on developing an educational system, which shifts the focus from the aim of nurturing highly skilled professionals. Developing an educational system is a means rather than an end. The Standard is partially met.   - The missions are quite clear and well defined. C-4: It would be better if the school could attach some evidence on how the school publish its mission statement.
The School's Feedback:
We may not have communicated the intentions behind our mission statement clearly. The broad mission of GSM is to contribute to the diverse harmonious development of

the global community. We develop an educational system as means to that end. The educational system is designed to bridge advanced management research and highly professional practice and to develop personalities for leadership roles in a wide range of fields.
● GSM includes its mission statement on the website, in brochure and in admission information. In addition, the mission statement is also explained at admission fairs.
PRT Responses:
It's OK, understandable, and acceptable

Standard 5: Mission Imperatives

Viewpoint: The School's mission statement must imply character-building of the member of the modern society as well as nurturing professionals to meet the needs of the society. Since the School is a part of its parent university as an educational and research organization, the School's mission statement must support the mission of the university.

1. Self-Check/Self-Evaluation
1) "Self-Check/Self-Evaluation" Analysis:
Criterion 5-1: "The School's mission statement must meet the social demands of the age of economic, social, and cultural globalization."
1) Self-Check:

As detailed in Criterion 4-1, the GSM's mission and approach come together to meet social demands in the age of economic, social, and cultural globalization. Furthermore, in the Japanese text of the GSM's mission, globalization is directly referred to as "chikyuu shakai" (global society). However, in its English translation (as it is assumed that the text will be read by foreigners), it instead refers to a "wide range of fields" as globalization is taken for granted.
2) Self-Evaluation:

We believe there is no issues.

Criterion 5-2: "The School's mission statement must support the mission of the parent university."
1) Self-Check:

Based on directives from MEXT, Kyoto University requires all faculties and graduate schools to adhere to its mission and three policies. It also requires them to follow the parent school's ideals, and GSM fulfills this requirement. Kyoto University's ideals are detailed in the following URL.: https://www.kyoto-u.ac.jp/en/about/profile/ideals
2) Self-Evaluation:

The criterion is satisfied.

Criterion 5-3: "The School's mission statement must be a statement which includes developing expert knowledge, fundamental knowledge and sophisticated expertise in the realm of management."
1) Self-Check:

The GSM's "approach" includes research promotion, collaboration with practitioners, sophisticated experts, and more.
2) Self-Evaluation:

The criterion is satisfied.

Criterion 5-4: "The School's mission statement must be a statement that indicates the support of the students' career development."

1) Self-Check:

In its second item, the GSM's "approach" specifically indicates the school's support in developing students' expertise required for highly specialized professionals so that they can succeed in a variety of fields.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 5-5: "The School's mission statement must be a statement that indicates contribution to the development of the educational and research activities of its faculty members."

1) Self-Check:

In its third item, the GSM's "approach" specifically indicates the school's role as a base for research and education with originality.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

The translation incongruence described in Criterion 5-1 is a minor issue that requires improvement.

2. PRT Comments

PRT Comments:
- In its mission imperatives GSM Kyoto has not clearly defined the contribution to the development of the educational and research activities of its faculty members. This is important to state in the future Mission Imperatives of GSM Kyoto.
- Self-check/Self-evaluation for Standard 5 is described very briefly and in very broad terms. By elaborating on Self-check/Self-evaluation, the School might spot more relevant issues for improvement apart from the inconsistencies in the translation of the mission statement. The Standard is met.
- 5-1: It is not very clear how GSM Kyoto mission statement actually meets the social demands of the age of economics, social and cultural globalization. Please elaborate.

The School's Feedback:
- It is certainly not shown in the short text of Mission. But it is fully shown in Approaches 1 and 3, which are paired with Mission.
- "Advanced research ... in cooperation with industries and the government" as shown in Approach 1 paired with Mission and "in a global society" shown in Approach 3 are sufficient for the points you pointed out.

PRT Responses:
It's OK, understandable, and acceptable.

Standard 6: Financial Strategies

Viewpoint: The School needs to secure necessary funds to realize its mission statement. For this purpose, both short-term and long-term financial strategies should be planned, particularly

to raise external funds.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 6-1: "The School must have a financial basis necessary for realizing its mission statement."

1) Self-Check:

Since GSM is a graduate school of Kyoto University, which is in the National University Corporation, the tuition fees, tenured faculty positions, and remunerations are set by MEXT, as well as the Kyoto University Headquarters. Although these budgets entail compliance with a few conditions (for example, they should be consumed in one accounting year), they provide stable funding with which to run the school. In addition to this, competitive external funding such as endowments, research funds, executive program funding, and other subsidies, are acquired through the GSM's active efforts. GSM can autonomously set its own conditions for these budgets, which can be spread out across accounting years.

2) Self-Evaluation:

We believe there are no issues.

Criterion 6-2: "The School must develop financial strategies for securing the funds necessary for realizing its mission statement."

1) Self-Check:

Due to the country's decreasing population, the Japanese government has been unable to increase the budget of National University Corporations, including that of Kyoto University. Thus, a major part of the yearly budget relies on competitive external funding, rather than fixed funding. Therefore, we are always strategically and proactively looking for external funding. This is done through participation in research grant competitions and collaboration with industrial and governmental organizations. Table 6-2 shows the recent basic budget (basic funds from MEXT) and main external funds consisting of endowment, joint research, and contract research. GSM uses these funds to hire staff, part-time lecturers, teaching assistants, and research assistants, and to maintenance infrastructure and so on.

(Table 6-2: Basic budget and main external funds (in thousands of JPY))

Academic year	2017	2018	2019
Basic budget from MEXT	151,382	181,999	220,686
Main external funds	390,000	415,000	382,000

2) Self-Evaluation:

We believe there are no issues.

Criterion 6-3: "The School must take appropriate actions to secure adequate budgets necessary for realizing its mission statement."

1) Self-Check:

The industry collaboration agreements described in Criterion 6-2 are constantly being reinforced. For example, GSM has 8 Endowed Chairs in 2018, 12 Endowed Chairs in 2019, and 12 Endowed Chairs in 2020 (Mizuho Securities Co, Ltd., PLUTUS Consulting, Sysmex Co. Ltd., Global Social Entrepreneurship, City and Town Management by Public-Private Partnerships, Polaris Capital Group and etc.). In addition, GSM has several Endowed Lectures and Industry-Academia Collaborations.

(Table 6-3: The number of Endowed Chairs)

Academic year	2018	2019	2020
Endowed Chairs	8	12	12

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

Ensuring reliable funding is a continuous issue for GSM. Further efforts will be necessary to create more stable financing.

2. PRT Comments

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PRT Comments:
- GSM has made various efforts to maintain the sustainability of the program, both for research and education through its various financial strategies. Besides, it seems necessary to explore how the financial strategies come from students, both from within and outside Japan.
- Although the issue to be improved is again described very briefly and broadly, the School seems to be putting a lot of effort into attracting funding. However, the PRV revealed that the funding from MEXT is shrinking, but this is not described as an issue. The Standard is met.
- The school financial strategies are generally fine and impressive.

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The School's Feedback:

Kyoto University is a national university, so students pay a fixed tuition fee. The reduction in funding from MEXT is a major issue. However, it is not classed as an "issue to be improved" because it is not an issue that GSM can manage. GSM is working to increase funding from other sources.

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PRT Responses:

It's OK, understandable, and acceptable.

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Chapter Three: Educational Programs

Standard 7: Learning Goals

Viewpoint: To nurture human resources as identified in its mission statement, the School needs to set its learning goals by defining the expertise, skills and competencies to be developed through the educational programs. Learning goals shall assure the learning outcomes.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 7-1: "The School must define its learning goals for the educational programs, apart from the goals outlined in the course syllabus."

1) Self-Check:

GSM defines the following diploma policy and clarifies its learning goals, as well as systematically describes the course tree of required classes for each program/course. Furthermore, in order to promote the development of a vast knowledge of related subjects,

without relying exclusively on required classes, we have also implemented a points system. The points system requires students to collect 20 points over the course of two years by attending things like special classes, seminars, and conferences.

Diploma Policy: The GSM has determined its mission and policy under the unique school tradition of Kyoto University. The GSM is eager to contribute to the diverse yet harmonious development of society. To this end, we recognize that our mission is to educate advanced professionals who can play important roles in a wide range of fields.

The Kyoto University's GSM grants a Master of Business Administration (MBA) to students who have gained the knowledge and skills listed below. However, the students must also meet the GSM requirements regarding terms 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 professional knowledge.
3. Developed theoretical thinking and practical skills to apply professional knowledge to business.
4. Shown a high ethical standard and a strong sense of responsibility as professionals.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 7-2: "The School must set the learning goals according to a certain process in the organization."

1) Self-Check:

Learning goals are reviewed and set during the yearly subject evaluation for each program/course. After discussion, the academic affairs committee and the faculty meeting hold meeting reviews and discuss the diploma policy to redefine it as needed.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 7-3: "The School must take into consideration the stakeholders' opinions when setting the learning goals."

1) Self-Check:

Internally, the academic affairs committee and the faculty meeting, and externally, the advisory board and the university evaluation committee, take into consideration stakeholders' opinions. Students' opinions are collected through surveys at the end of their programs, and, if necessary, learning goals are reviewed accordingly.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 7-4: "The School must clearly stipulate its learning goals in brochures such as its syllabi and publicize them to its students."

1) Self-Check:

The diploma policy, course tree, and points system described in Criterion 7-1 are published in the entrance exam outline, on the GSM website, and in the orientation material that is distributed after enrollment.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 7-5: "The School must review the learning goals regularly according to a specified process in the organization."

1) Self-Check:

The process is the same as the one described in Criterion 7-2. Learning goals are reviewed and set during the yearly subject evaluation for each program/course. The learning goals are then discussed in the academic affairs committee and the faculty meeting, and are redefined as necessary.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 7-6: "The School must provide academic assistance to students in choosing the courses in line with their learning objectives in accordance with the guidelines for student assistance."

1) Self-Check:

All students in their first year have a supervisor assigned to them, and all students in their second year have a workshop instructor assigned to them to check the students' learning goals and support them in choosing the correct courses.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 7-7: "The School must build a system to enhance communication among students, faculty, and staff, and provide academic assistance to students to help them achieve their goals."

1) Self-Check:

As shown in Criterion 7-6, all students have a one-to-one communication system with their instructors (or supervisors) at their disposal. The staff communicates with students daily, and instructors and staff communicate through scheduled meetings.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

We believe that the education program needs to be constantly improved in order to adapt to the ever-changing the state of affairs in society. It is necessary to maintain and improve the current system in the future.

2. PRT Comments

PRT Comments:
- GSM Kyoto needs to get input from the partner industry in setting its learning goals. This is important to do, because GSM Kyoto produces graduates to help solve problems faced by society and industry. Input on the needs for types of work with the competencies needed in the future.
- Self-check/Self-evaluation for Standard 7 is again described very briefly and in very general terms. It is not clear how does the School collect stakeholder opinions to review the learning goals. By elaborating on Self-check/Self-evaluation, the School might spot more specific issues for improvement. The Standard is met.
- 7-1: It is not very clear how GSM Kyoto measure or ensure the students acquire the 4 GSM requirements as stated on page 20 in the Diploma Policy.

The School's Feedback:

An external evaluation committee has been set up to solicit the opinions from the faculty. In order to cultivate high-level professional materials, we endeavor to provide classes that meet current and future needs of society. Efforts are being made, in

> cooperation with the faculty of endowed courses and lectures, to provide classes that are compelling to students.

PRT Responses:

　It's OK, understandable, and acceptable.

Standard 8: Curriculum Policy

Viewpoint: The School should design its curriculum systematically to realize its learning goals. Curriculum design should be described in and regulated by the curriculum policy.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 8-1: "The School must define its curriculum policy."

1) Self-Check:

　GSM defines the following curriculum policy, which is made public on its website. Curriculum Policy: The GSM establishes the following policy to achieve its "Mission" and "Basic Approach." The policy covers the curriculum of the professional program, the method of education/learning, and the evaluation of the study results.

　Firstly, the curriculum is organized to master broad foundational management knowledge, as well as specialized knowledge and practical skills, by teaching everything from the basic subjects to the advanced subjects (including specialized subjects and business practice).

　Secondly, at the basic knowledge stage, the method of education/learning is mainly through lecture-style classes. However, the method changes to seminar-style classes at the practical skills stage. In order 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 achievements 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 in applied learning skills partly based on 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 the syllabi. The GSM provides various educational programs that correspond to specific disciplinary/professional areas. Each program sets clear study goal(s) and a specifically designed curriculum. As management/business challenges have become global in nature, we require our students to take a certain number of classes in English to master highly specialized knowledge.

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

2) Self-Evaluation:

　The criterion is satisfied.

Criterion 8-2: "The School must set the curriculum policy according to a specified process."

1) Self-Check:

Changes to the curriculum policy are normally drafted by the academic affairs committee and confirmed in the faculty meeting.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 8-3: "The School must set the curriculum policy taking into consideration the opinions of the stakeholders."

1) Self-Check:

Internally, the academic affairs committee and the faculty meeting, and, externally, the advisory board and the university evaluation committee, take into consideration stakeholders' opinions. Students' opinions are also collected through surveys at the end of their programs, and, if necessary, learning goals are reviewed accordingly.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 8-4: "The School must review the curriculum policy on a regular basis."

1) Self-Check:

The curriculum policy is reviewed and set during the yearly subject evaluation of each program/course. After discussion, the academic affairs committee and the faculty meeting review and discuss the curriculum policy to redefine it as needed.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

The curriculum must be continuously reviewed. The curriculum policy does not have to be changed as often, but it is necessary to maintain and improve the current system in the future.

2. PRT Comments

PRT Comments:
• Curriculum policies must always be reviewed so that they are relevant to the competency needs of their graduates to face future jobs. With conditions of uncertainty and rapid changes in the future, GSM Kyoto needs to take anticipatory steps and systematic overviews to respond to these future challenges.
• As above, Self-check/Self-evaluation for Standard 8 is described very briefly. It is unclear how curriculum design and review are implemented, and how does the School collect stakeholder opinions. By elaborating on Self-check/Self-evaluation, the School might spot more relevant issues for improvement. The need for further improvement per se cannot qualify as an issue to be improved. The Standard is met.
• GSM Kyoto has defined its curriculum policy and taken into consideration inputs plus comments from the relevant stakeholders.
The School's Feedback:
Courses to be offered on an annual basis are discussed at the Academic Affairs Committee and the Faculty meetings. Also, changes in completion requirements are discussed by both committees.
PRT Responses:
It's OK, understandable, and acceptable.

Standard 9: Management of Curriculum

Viewpoint: The School must design its curriculum systematically following its curriculum policy. In designing the curriculum, the School should consider elements such as systematic arrangement of the basic, fundamental, specialized subjects, placement of core subjects required for specialized education, and coordination between the academic/practical subjects. The School must also make efforts to improve its curriculum to cope with the changes in the educational environment.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 9-1: "The School must design its curriculum according to its curriculum policy."

1) Self-Check:

As shown in the curriculum policy, 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.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 9-2: "In designing its curriculum, the School must pay attention to combining theory and practice effectively in line with its mission statement and following the current trends in management education and research."

1) Self-Check:

As shown in Criterion 9-1, the combination of theory and practice proceeds according to the following steps:

Basic subjects → Specialized subjects → Business practice subjects → Advanced subjects

This process allows for efficient learning and the subjects are reviewed yearly such that they always reflect current trends.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 9-3: "In designing its curriculum, the School must aim at helping students acquire expertise, advanced professional skills, advanced levels of scholarship, high ethical standards, and a broad international perspective which are necessary for management professionals."

1) Self-Check:

Other than the subject progression shown in Criterion 9-1, all students are required to take credits of subjects in English and ethical subjects. We create course trees for all programs/courses to help students efficiently determine the courses that they need.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 9-4: "In designing its curriculum, the School must include core courses to provide a foundation necessary for management education and research."

1) Self-Check:

Core courses are designated for each program/course, and the number of credits required for basic subjects, specialized subjects, business practice subjects, and advanced subjects are also defined. GSM thus provides a foundation necessary for management education and research to the students.

2) Self-Evaluation:

    The criterion is satisfied.

Criterion 9-5: "The School must set a process to review its curriculum systematically and update its curriculum periodically."

1) Self-Check:

    The curriculum is normally reviewed yearly.

2) Self-Evaluation:

    The criterion is satisfied.

Criterion 9-6: "The School must design a system which enables its students to take related courses in other departments at the same university and at other universities, a credit transfer system with other schools, and a system to allow students to receive academic credit by completing an internship program."

1) Self-Check:

    Students can collect up to 6 credits that count towards graduation from courses in other departments of Kyoto University. There is also a credit-exchange system with Kobe University and the National Taiwan University. Furthermore, under certain conditions, short periods of study abroad and internships can be used to redeem credits after their completion.

2) Self-Evaluation:

    The criterion is satisfied.

Criterion 9-7: "The School must utilize appropriate educational methods, including case studies, site surveys, debates, discussions, and question and answer sessions between faculty members and students and / or among students."

1) Self-Check:

    The basic subjects that are taught in the first semester of the first year focus on theoretical study. However, there are many different educational methods in place when it comes to specialized subjects and business practice subjects, such as case studies, debates, and discussions, which become the focus of education. Advanced subject workshops are mainly comprised of surveys, including site surveys, as well as debates and discussions between students and teachers and among students. The semiannual workshop presentations include a Q&A session.

2) Self-Evaluation:

    The criterion is satisfied.

Criterion 9-8: "When the School provides distance education, it must aim to maximize its educational effect by utilizing various media."

1) Self-Check:

    There is currently no subject that assumes distance education. However, in the past, there were some lessons that were offered in collaboration between Kyoto and Tokyo, and between Kyoto and other countries in Southeast Asia, and the facilities and equipment necessary to implement such lessons are still available.

    Furthermore, even though they are not officially GSM courses, some subjects have reached a wider audience through the MOOC (Massive Open Online Course). In the 2020 academic year, we have been holding online seminars, although this has only been in response to the extraordinary circumstances of the COVID-19 pandemic.

2) Self-Evaluation:

    The criterion is satisfied.

Criterion 9-9: "In designing the curriculum, the School must take into consideration the opinions of the stakeholders on the learning outcomes."

1) Self-Check:

Issues with the current curriculum are found through student surveys performed at the end of their courses, and through opinions of the members of the advisory board. The curriculum is then revised as necessary.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 9-10: "The School must review its curriculum regularly and systematically, based on facts including student's course registration, completion, credits earned, academic performance, and career options."

1) Self-Check:

The curriculum is reviewed yearly, based on facts including students' course registration and the number of students who have earned credits.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

In the 2020 academic year, online lectures have been held in response to the global COVID-19 pandemic, and we believe that the demand for distance learning may continue to increase in the future. It is an important issue that requires consideration and discussion.

2. PRT Comments

PRT Comments:

- GSM Kyoto has implemented curriculum management well, however, it is necessary to clarify how input from relevant stakeholders can be accommodated in carrying out the lecture and research system in accordance with the established curriculum policies. It is necessary to conduct a survey for students, graduates, industry and society as users of the Kyoto GSM program.
- The School manages its curriculum systematically and provides an appropriate mix of basic, fundamental and specialized subjects. However, it is unclear how international perspective is integrated in the curriculum, and the specific process for systematic review is not outlined. The Standard is partially met.
- It would be much better if the GSM Kyoto could further clarify how practically the school help the students acquire expertise, advanced professional skills, advanced levels of scholarship and high ethical standards which are necessary for management professionals.

The School's Feedback:

Students in programs in which Japanese is the primary language of instruction can take about a quarter of their courses in the English language, and the English language courses, all incorporate an international perspective. Students in the Japanese language programs are required to take two or four courses in English to complete the program. Of course, the subjects of the international course are those that incorporate an international perspective. The curriculum provides international students with opportunities for education and experience in Japanese culture and business, and

opportunities for regional research. Every year it is discussed which courses are required to be taken in each program as specialized courses and practical courses.
PRT Responses: It's OK, understandable, and acceptable.

Standard 10: Improvement of Educational Quality

Viewpoint: For the School to achieve the learning goals and assure the learning outcomes, the educational level of the curriculum needs to be maintained and improved. To realize this, the educational environment needs to be maintained, and class hours, grading criteria, etc. must be clearly stated and maintained.

1. Self-Check/Self-Evaluation
1) "Self-Check/Self-Evaluation" Analysis:

Criterion 10-1: "The School must provide an environment and a guidance system that is conducive to learning and teaching in order to maintain the quality level of educational content."

1) Self-Check:

At GSM, students can take classes—including the introductory subjects, basic subjects, specialized subjects, business practice subjects, and advanced subjects—in a step-by-step process based on the Curriculum Policy. Specific learning objectives are determined for each course and program in the curriculum. The Academic Affairs Committee plays a central role in revising the educational programs and curriculum each year, and the level of education is maintained in cooperation with the FD Committee. Systematic responses can also be made regarding the learning objectives and grading for each subject, including adjustments to the syllabi. With regard to the learning environment, facilities exclusively for GSM have been established at Research Bldg. No.2 on the Yoshida Campus, where educational services are provided to students. The classrooms, seminar rooms, and study rooms used by students all have wireless and wired LAN access. All lecture rooms and seminar rooms are equipped with screens and projectors, and various types of AV equipment are available to allow for classes of various formats. This environment also enables remote lectures. The Computer Laboratory includes computers that can be freely used by students, allowing them to utilize not only various types of online information but also fee-charging online databases such as Nikkei NEEDS and Nikkei Telecom 21. The GSM Library has also been founded in cooperation with the Graduate school of Economics; it offers a wide range of materials including books and magazines on management and business as shown in Table 25-4.

GSM has introduced a supervisor system for individual students to provide learning guidance. A structure is in place to provide detailed advice regarding not only the subjects taken but also study plans, scholarships, short-term study abroad, and daily life in general. If there are any issues, a system has been established in which the Academic Affairs Committee, FD Committee, and other parties discuss and deal with these issues.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 10-2: "The School must secure adequate classroom hours necessary for completing one credit of each course in order to maintain the quality level of educational content."

1) Self-Check:

In consideration of students' preparation and review time, the class subjects are comprised of one session (90 minutes) per week for 15 weeks. In principle, two credits are earned. Students are asked to prepare for the classes, review, write reports, and complete other tasks. To ensure sufficient learning time outside of class for this purpose, students are allowed to register for up to 24 credits per semester. The faculty members affirm the educational effects by preparing reports on class results and confirming educational effects, and consider how to conduct classes while personally confirming the study burden on students. Moreover, supervisors provide individual guidance for taking classes, and systematic class-related guidance is provided.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 10-3: "The School must design adequate time schedules and set a limit to the number of credits which students can take to assure students' learning efficiency in order to maintain the quality level of educational content."

1) Self-Check:

At GSM, the subjects that should be taken are determined according to the desired directions and goals of each educational program. Therefore, so that students can take classes in an efficient manner, in principle the scheduling does not allow subjects from the same academic year and educational program to overlap with respect to day or time. In addition, to allow students to concentrate on their classes and prevent them from taking an excessive number of subjects in the same semester, a limit on the number of credits (maximum of 24 credits per semester) has been introduced.

In general, two years are required to complete the classes, but depending on the student's environment, he or she is allowed to take measures such as shortening the term of enrollment through the recognition of credits earned before admission, etc.

To provide diverse, flexible learning opportunities that meet the various learning-related needs of working people, GSM introduced the course period extension system.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 10-4: "The School must establish clearly defined standards for calculating grades and for evaluating the academic performance of its students, state them in its School code, and inform the students of them in order to maintain the quality level of educational content."

1) Self-Check:

In general, grades for subjects taken are comprehensive evaluations including a final examination at the end of the semester, attendance rate, evaluation of class participation, short tests, etc. The internal regulations clearly stipulate that grading will be performed using the A (80 points or over), B (70 to under 80 points), C (60 to under 70 points), and D (under 60 points) grades. This is widely publicized among the students. Based on the Grading　Policy, in principle the guideline is that 70 to 85% of students will pass the class overall. Among them, 30% will be awarded As, 40% will be awarded Bs, and 30% will be awarded Cs. This is widely publicized among the faculty. Each subject's perspective on grading is also clearly defined in its syllabus.

The internal regulations stipulate the graduation requirements as, "To complete the Education Division, students must be enrolled for two or more years. After completing the credits in the

subject divisions as stipulated in Article 5, Paragraph 2 and the graduation requirements for the program taken as stipulated in Article 6, Paragraph 3, the student must have earned 42 or more credits." These are posted on the website and also included in the Kyoto University Graduation School of Management Pamphlet, Kyoto University Graduate School of Management Application Guidelines, guidance materials used at admission, etc., by which these requirements are thoroughly publicized. During the workshops (a required subject in the second year), students are asked to report on their results and each program evaluates whether these results are appropriate for graduation. Students are made aware of this accreditation criterion via the internal regulations and materials used in class explanations, and the advisors for each workshop taken during the final year directly provide individual guidance to students.

2) Self-Evaluation:

　　The criterion is satisfied.

Criterion 10-5: "The School must take measures that ensure that the completion of the program and the academic performance of students are evaluated fairly, and that grades are calculated in an objective and standardized way in order to maintain the quality level of educational content."

1) Self-Check:

　　In general, academic grades are comprehensive evaluations including a final examination at the end of the semester, attendance rate, evaluation of class participation, short tests, etc. Grading involves relative evaluations; in principle, the guideline is that 70 to 85% of students will pass the class overall. Among them, 30% will be awarded As (80 points or more), 40% will be awarded Bs (70 to under 80 points), and 30% will be awarded Cs (60 to under 70 points). This is widely publicized among the faculty. Each subject's perspective on grading is also clearly defined in its syllabus. However, this does not necessarily apply to subjects with less than 30 students, but efforts are made to abide by this general rule as much as possible for subjects with 10 or more students.

　　The results of grading and credit certification are statistically analyzed to see if this is being implemented properly. The results are considered by the FD Committee and Academic Affairs Committee in a systematic way. The results are provided as feedback to each faculty member, after which the faculty members put together simple class self-check charts on student grades as well as their evaluations and special characteristics. The FD Committee and Academic Affairs Committee reconsider these in a systematic way and make revisions as necessary. Moreover, a petition system is utilized. If a student objects to his or her grades or credit certification, he or she can submit a written petition to the faculty member in charge. The faculty member who receives the petition is obligated to provide a written response. If there are any issues, the Academic Affairs Committee can also consider the matter.

　　In addition—to maintain objectivity, rigor, and fairness—the Academic Affairs Committee considers graduation judgments before they are deliberated and approved by the Faculty council of the Education Department.

2) Self-Evaluation:

　　The criterion is satisfied.

Criterion 10-6: "The School must set a quota on the number of students registered to a course in accordance with its educational methods, the availability and condition of its facilities, and other educational considerations in order to maintain the quality level of educational content."

1) Self-Check:

At GSM, the class formats and classrooms used for each lecture are based on the content and special characteristics of the subject. The basic subjects are for most students and are focused particularly on education related to knowledge and theory, so many of these classes are conducted in a lecture format. In the classes in the specialized and business practice subjects, educational style is different. Classes are conducted according to various educational methods regarded as necessary to enhance educational effects according to the number of students and subject content. Education in the workshops is conducted with small numbers of students. Class capacity is determined based on the themes and educational methods of the faculty members in charge of the workshops. Measures are taken such as conducting interviews of prospective students as necessary to ensure suitable numbers of students in the workshops.

For example, as shown in Table 25-1, lectures in the basic subjects take place in the Lecture room 1 (capacity of 137 people, classroom style) and Lecture room 3 (capacity of 80 people) for classes with more than 60 students. The Lecture room 2 (capacity of 60 people, classroom style) and Large Seminar Rooms (capacity of 30 people, seminar room style) are used for lecture-type classes of approximately 20 students in the specialized subjects. Case method- and discussion-type classes utilize the Case Study Seminar Room (capacity of 36 people), which is especially for face-to-face discussions. Workshops have small class sizes, so they are mainly held in the Seminar Rooms (capacity of 12 people, seminar room style). These classrooms are all equipped with screens and projectors as standard to support a wide range of class styles.

In this way, suitable class sizes are determined so they are in line with the class content and methods, and classrooms with appropriate facilities and equipment are utilized.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 10-7: "The School must prepare syllabi which state its educational goals, course content, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance, and disclose the syllabi.

1) Self-Check:

Each year, a consistent form is used to create syllabi for all subjects including the aims of the class, what will be learned during the class, methods, content of each class session, teaching materials used, graduation requirements, credit certification methods and standards, and office hours. This content is posted in detail on Kyoto University's Liberal Arts Syllabus Information System (KULASIS) and made publicly available to students and all faculty members. Comprehensive efforts are also made to publicize and implement this content. Because the school-wide syllabus standard model has been revised, starting in the academic year 2015 the more detailed syllabi include new items such as objectives to be met and learning outside of class. Syllabi are also made available to people outside of the school via OCW.

Furthermore, with regard to the relationship between the syllabus and class content, faculty members are asked to submit reports on class results and self-check charts. If a class is not conducted according to its initial plan, the FD Committee serves a central role in mutual confirmation with the faculty member to reliably improve educational effects.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 10-8: "The School must review the syllabi in a systematic manner in order to maintain and improve the quality level of education"

1) Self-Check:

The staff and, if necessary, the academic affairs committee, check whether the syllabi adhere to the syllabus creation guidelines.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 10-9: "The School must provide adequate registration guidance, learning guidance and academic and career guidance to respond to the needs of a diversified student body including foreign students, and also provide sufficient support for the students taking distance education programs in order to maintain the quality level of educational content."

1) Self-Check:

We provide orientation and guidance upon enrollment and at the start of the semester. The supervisors for first-year students and the workshop instructors for second-year students provide individual guidance.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 10-10: "The School's faculty members should share information about students' course records, attendance rates for each program, total credits earned and academic grades, and develop initiatives to improve students' learning in order to maintain the quality level of educational content."

1) Self-Check:

The GSM's Office tallies subjects taken by students, credits earned, scholastic performance, and other information. Through the provision of necessary information, supervisors give detailed follow-up and advice as appropriate. The Academic Affairs Committee considers the circumstances of students who are experiencing problems, and carefully confirms to what degree the student has met the requirements for promotion and graduation. In March of each year, the Academic Affairs Committee and Faculty Council make decisions on the conferral of degrees, confirm the situations of students who will advance to the next year or repeat a year, and exchange views. For students such as those who have earned few credits, their supervisors and workshop advisors are contacted, and appropriate guidance is offered.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 10-11: "In case of providing shortened programs, the School must ensure that the educational methods and time schedules enable the students to achieve its learning goals in order to maintain the quality level of education."

1) Self-Check:

In conformance with the provisions of laws and ordinances, the Kyoto University Graduate School of Management Regulations and Internal Regulations for Taking the One and a Half Year Course state that shortened periods of enrollment are limited to the Finance and Accounting Program, in which the One and a Half Year Course is offered. The only persons who can apply to the One and a Half Year Course are those who have graduated from a university three or more years previously, possess practical work experience and expertise such as a certified public accountant qualification, have three or more years of actual business experience as a licensed tax accountant, or are a Chartered Member of the Securities Analysts Association of Japan; and have fundamental scholarly abilities in a related field.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

We believe that there are no major issues with the current system, but we also believe that continuously making minor improvements is necessary to meet the varied demands of students. In order to make that possible, an information-exchange system should be maintained and improved by the academic affairs committee or the individual program meetings.

2. PRT Comments

PRT Comments:
- There are many steps and actions that have been taken by GSM Kyoto to improve the quality of its education, but it is necessary to add an explanation about the use of advanced research that is applied in its learning system or lectures. Likewise, sharing experiences from well-known people from the industry to students through guest lectures is also necessary to get first-hand information and experiences.
- The School puts sufficient effort into maintaining educational quality in terms of teaching and learning, including setting the adequate class hours and schedules, grading criteria and fair evaluation. It may be expedient to provide more details about the review of the syllabi. The Standard is met.
- C10-1: The school has generally been successful in providing conducive environment for teaching and learning.

  C10-4: In my opinion, it would be better if the school could transform its grading system by incorporating A+, A-, B+, B-, C+, C- in order to capture more refine variation of the student's achievement.

  C10-5: GSM Kyoto might want to relook at its grading system which is based on the percentage i.e. 30% A, 40% B and 30% C. I hope this is just a very soft guideline and not practiced in a very rigid manner by the lecturers.

The School's Feedback:
- Workshop (WS) in the developmental courses are conducted one-on-one or in small-groups with a faculty advisor, reflect a high level of research. In addition, a number of distinguished guest lecturers are invited to give special lectures every year. Students are required to attend such lectures in accordance with a point system.
- The syllabus is updated every year. The contents of the updated syllabus are reviewed in detail by the Educational Affairs Committee and the Graduate School.

PRT Responses:
It's OK, understandable, and acceptable.

Standard 11: Diploma Policy

Viewpoint: To testify to the society that the learning outcomes are achieved, i.e. that the students have acquired the expertise, skills and competencies through the educational program, they need to fulfill the requirements for the completion of the course and be judged under the criteria that correspond to the level of achievement of the learning outcomes. Therefore, a diploma policy to define the course completion judgment needs to be set.

1. Self-Check/Self-Evaluation
1) "Self-Check/Self-Evaluation" Analysis:
Criterion 11-1: "The School must set a diploma policy to achieve the learning outcomes."

1) Self-Check:

The diploma policy was shown in Criterion 7-1, where the following four points were given as learning outcomes to be achieved.

1. Mastered comprehensive basic knowledge of management as advanced professionals.

2. Obtained a high level of professional knowledge.

3. Developed theoretical thinking and practical skills to apply professional knowledge to business.

4. Shown a high ethical standard and a strong sense of responsibility as professionals.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 11-2: "The School must define the contents of its diploma policy."

1) Self-Check:

The second paragraph of the diploma policy shown in Criterion 7-1 defines the following conditions for awarding diplomas.

The Kyoto University's GSM grants a Master of Business Administration (MBA) to students who have gained the knowledge and skills listed below. However, the students must also meet the GSM requirements regarding terms of study, accepted classes, and the number of credits.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 11-3: "The School must set a process to establish its diploma policy in a systematic manner."

1) Self-Check:

The diploma policy itself must not be changed frequently, but the reform process is as follows. Reform proposals are drafted as necessary by the academic affairs committee based on the opinion of stakeholders, and are subject to the approvals in the faculty meeting.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 11-4: "The School must take into consideration the stakeholders' opinions in setting its diploma policy."

1) Self-Check:

The need for changes in the diploma policy is discussed based on the results of the surveys on graduating students and opinions from the advisory board.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 11-5: "The School must review its diploma policy periodically."

1) Self-Check:

The need for changes in the diploma policy is discussed based on the results of the surveys on graduating students and on opinions from the advisory board meetings, as well as every time that a new program/course is established.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

We believe there are no major issues.

2. PRT Comments

PRT Comments:
● GSM Kyoto needs to explain how this diploma policy is applied to students who do student exchange or double degree programs with university partners abroad.
● Diploma policy and the review process appear to be appropriate. But, same as in Standard 7, the process for reviewing the learning goals is not described in sufficient detail. the Standard is met.
● C11-3: It is not very clear how the school set a process to establish its diploma policy in a systematic manner.
The School's Feedback:
When GSM accepts exchange students, we hold an orientation session for them, including a discussion of diploma policy.
PRT Responses:
It's OK, understandable, and acceptable.

Standard 12: Learning Outcomes' Review

Viewpoint: Learning outcomes refer to the expertise and skills acquired by the students through the educational program. The expertise and skills should correspond to the society's expectations. If there is any gap between the social expectations for the learning outcomes and the actual outcomes observed, improvement of the educational program is indispensable.

1. Self-Check/Self-Evaluation
1) "Self-Check/Self-Evaluation" Analysis:
Criterion 12-1: "The School must build a system to examine the learning outcomes."
1) Self-Check:

Evaluating learning outcomes for all graduating students would be difficult, but we periodically ask students who have already completed their courses to act as lecturers for special classes, using their presentations to gauge their knowledge level. The GSM website also has a page to collect opinions from graduates, where many of their comments are published. This also serves to gauge the degree to which students' learning outcomes were achieved.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 12-2: "The School must examine the learning outcomes systematically and periodically."
1) Self-Check:

As shown in Criterion 12-1, outcome examination is frequently performed.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 12-3: "The School must set opportunities to hear the opinions of the stakeholders including alumni regularly."
1) Self-Check:

GSM has been reinforcing its alumni association since the 2016 academic year. One of its main activities is evaluating the current standing of alumni. This is expected to allow us to

gauge the appropriateness of the learning outcomes.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 12-4: "The School must review the learning goals systematically based on the results of examination on the learning outcomes."

1) Self-Check:

As shown in Criterion 12-1, we examine the appropriateness of the learning outcomes by examining the alumni's level of knowledge. Currently, we believe that our learning goals are appropriate. Yet, should we find our learning goals to be inappropriate at some point, the matter will be discussed by the academic affairs committee.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 12-5: "The School must review the educational program systematically based on the results of examination on the learning outcomes."

1) Self-Check:

Similarly, to Criterion 12-4, we presently believe that our educational program is appropriate. Should we judge our educational program to have become inappropriate, the matter will be discussed by the academic affairs committee.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

Currently, evaluating learning outcomes is of paramount importance to universities, although it is a difficult issue to solve. As it is a subject for further research, we plan to find reasonable solutions while gathering more information.

2. PRT Comments

PRT Comments:
- A survey to assess the achievement of learning outcomes for GSM Kyoto graduates needs to be carried out, both for students, graduates, graduate users, and industrial partners, in order to ensure that educational goals can be achieved. This is important, because students who are currently studying will face different situations and conditions in their work environment after they graduate and work, especially as a result of the VUCA conditions they face.
- Same as above, the process for reviewing the learning outcomes is described in very general terms and does not provide sufficient detail. Learning outcomes' review appears to be in place but it is not clear how often and in what way are the alumni opinions collected, and the system for examining the learning outcomes is not clear. The Standard is partially met.
- C12-1: It is not very clear how GSM Kyoto build a system to examine the Learning Outcome. Opinion from not only students but also the stakeholders are important in reviewing the learning outcomes.

The School's Feedback:
- Upon completion of the program, graduating students are asked about their level of achievements and areas for improvement. In the past, companies, where graduates

are employed, were also surveyed to find out about their achievements.
● Opinions of graduates are collected during social gatherings with the Alumni Association (Get Together Party, quarterly) and through lectures and seminars hosted by the Alumni Association (on a periodic basis).
PRT Responses:
It's OK, understandable, and acceptable.

Standard 13: Globalization of Educational Programs

Viewpoint: Globalized educational program is essential to promote educational and research environment that meets the needs of economic, social, and cultural globalization. The advancement of globalization made it possible to conduct real-time online joint classes using video conferences among different countries regardless of time and place, as well as e-learning using advanced information communication technologies. Special classes taught by invited researchers shall also contribute to globalization of the educational program.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 13-1: "The School must set its learning goals while taking economic, social, and cultural globalization into account."

1) Self-Check:

The programs/courses at GSM take globalization as one of their main pillars. As such, the admission and curriculum policies also take globalization into account. Subjects also take economic, social, and cultural globalization into account, as shown by the following examples.

[Subject examples]

International Negotiation, International Accounting,

Cross Cultural Management, Global Social Entrepreneurship and Leadership Style,

Global Social Entrepreneurship -SDGs as a theme, Strategy & Practice for Global Open Mkt.

Furthermore, even students taking their courses in Japanese are required to take at least two subjects in English.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 13-2: "The School must globalize its educational program such as conducting global classes using advanced information communication technology or inviting foreign researchers to give special classes."

1) Self-Check:

GSM implements a points system that requires students to participate in special classes or seminars. Every year, we invite lecturers from overseas to teach these classes, and many special classes and panel discussions are held every month.

[Example of invited lectures]

April 2019: Dr. Remi Smolinsky of HHL Leipzig Graduate School of Management

 "Current developments in FinTech"

April 2019: Dr. Arto Ojala of University of Jyvaskyla, Finland

 "Business models in technology businesses, especially platforms"

April 2019: Dr. Michele Griessmair of University of Vienna
  "Role playing techniques in negotiation pedagogy"
May 2019: Professor Hasan Baklaci, Dean of the Business School at the Izmir University of Economics, Turkey "Islamic Finance in Developed and Emerging Economies"
2) Self-Evaluation:
   The criterion is satisfied.
Criterion 13-3: "The School must globalize its educational program by inviting foreign researchers through international exchange to give special classes."
1) Self-Check:
   As shown in Criterion 13-2, most of the lecturers invited to hold special classes or seminars come from universities that GSM has international exchange agreements with. Similarly, some GSM members also hold lectures overseas.
[Example of GSM members invited by foreign universities]
September 2018: Professor Kobayashi / invited by University of Transport and Communications:
  UTC, Hanoi, Vietnam "Platform for mutual development of Vietnam and Japan"
November 2019: Professor Yamada / invited by International Islamic University Malaysia "Asian
  Business Leadership Forum & International Halal Symposium"
2) Self-Evaluation:
   The criterion is satisfied.
Criterion 13-4: "The School must provide appropriate student support such as guidance on course registration, study and career development for various students including foreign students."
1) Self-Check:
   About 40% of GSM students are international students. Furthermore, we receive several short-term foreign visiting students every year from our collaborating schools. In the case of international students, we offer a supervisor for their first year and a workshop advisor for their second year, as well as staff support. The visiting students are also assigned a supervising professor and offered the same support.
2) Self-Evaluation:
   The criterion is satisfied.
2) Issues to be improved:
   We believe there are no particularly pressing issues.

2. PRT Comments

PRT Comments:
● There have been many steps taken by GSM Kyoto in the context of Globalization of Educational Programs, but it needs to be added whether GSM Kyoto will also conduct research in fields related to the use of big data analytics, internet of things, artificial intelligence, etc. for solving management problems later. ● The School places specific emphasis on globalization of its educational programs. There are several courses with the international focus, e.g., Cross-cultural management or international negotiation, there are visiting professors who come from GSM's partner schools, and GSM's professors also go to the symposia overseas. The Standard is met. ● The GSM Kyoto has done well in globalizing its educational program.

<table>
<tr><td>The School's Feedback:
    We recognize that research using Big Data, AI, etc., is an issue for the future. The program of lectures of Business Practice in Informatics offers classes related to these topics.</td></tr>
<tr><td>PRT Responses:
    It's OK, understandable, and acceptable.</td></tr>
</table>

Chapter Four: Students

Standard 14: Student Profile

Viewpoint: The School should clarify the target student profile and accept the students who fit this profile.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 14-1: "The School must make efforts to secure students with target profiles through its selection processes."

1) Self-Check:

(Table 14-1: Number of students enrolled)

Academic year	2017 (80 quota)	2018 (80 quota)	2019 (100 quota)
Full-time students enrolled	86	94	100
Part-time students enrolled	0	0	0
Total number of students enrolled	86	94	100

GSM believes that diversity in our student is essential. Therefore, there are three types of entrance examinations. Normal prospective students with no work experience are required to perform a written test to evaluate their expertise, and to write an essay detailing their plans for studying at our school. In order to enroll students from a variety of backgrounds, including science and engineering, the written test allows students to choose a subject (between economics, management, accounting, and mathematics). We evaluate potentially diligent students from the content of their essays and use that, in addition to the written test, to choose successful candidates. The special selection process for working students focuses on their work experience, using an essay (entry sheet) and interview to choose students that fit in well with our philosophy. In order to avoid reviewer bias, both the essay and the interview are reviewed by several faculty members from the program that the prospective student is applying for. We do this to select candidates that closely resemble our ideal student. Selection for programs in English (International Program and KC-CDO), starts with an evaluation of English proficiency, followed by a comprehensive evaluation of essays (entry sheet, research/education plan), recommendation letters, past grade certificates, interviews, and more, performed by several faculty members to find candidates that best fit our philosophy. As shown in the 15-1 standard, the content of these examinations is detailed and made public as part of our admission policy.

2) Self-Evaluation:

GSM makes efforts to secure students with target profiles through its entrance exams, thus

satisfying the criterion.

Criterion 14-2: "The School must provide opportunities for the candidates to take entrance examinations in a fair and unbiased way."

1) Self-Check:

The GSM's admission policy states that "[the GSM] does not discriminate against any applicant to this course for reasons such as race, religion, gender, age, nationality, political ideology, or physical disability."

In order to provide fair opportunities for candidates to take the entrance examination, the admission requirements have been published on the school's website since its establishment, and, since the 2010 academic year, application documents have been available for download from the same site. This gives equal and simultaneous access to information about the entrance examinations to all candidates, including workers and international candidates. Furthermore, past entrance exam questions are published on the website (taking copyright into account) and available for all candidates. Starting from the 2011 academic year, the lowest successful score has been made public in addition to information on the number of overall candidates and successful ones in order to make self-evaluation easier.

As for the entrance examinations, the answers are inspected systematically, and the interviews are conducted by several faculty members to ensure fair and unbiased selection. For the International Program and KC-CDO, several staff members with English proficiency are entrusted with English acceptance requirements, application documents, and e-mail and phone inquiries from international candidates, in order to offer English-course candidates the same services as candidates for the Japanese-course.

2) Self-Evaluation:

All candidates can obtain various types of information regarding the entrance examinations regardless of their background. Systematic candidate selection ensures fairness and transparency, thus satisfying the criterion.

Criterion 14-3: "The School must update its target student profile to meet the requirements of the School's admission policy on a continuous basis."

1) Self-Check:

We continuously update our target student profile to meet our admission policy's requirements as the times and society change. In response to the increased need for education in tourism and hospitality over recent years, we began the Tourism Hospitality Management MBA course in the 2018 academic year. Furthermore, in response to the increased need for global human resources and global leaders caused by globalization, we established the International Business Administration Program and KC-CDO in the 2019 academic year, updating our target student profile.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

GSM was established 14 years ago. Since then, we have followed the mission statement and updated our target student profile according to changes in the times and society, securing students that fit this profile. We will continue our efforts to maintain this.

2. PRT Comments

PRT Comments:
• GSM Kyoto needs to explain how the selection process for students is in accordance with the expected student profile and can fulfill the educational goals stated in its mission statement.
• The School appears to understand its target student profile, but it is not described in sufficient detail and therefore is not clear to the PRT what the desired qualities are, and how are they assessed. In Criterion 14-3 it is stated that the target student profile was updated with the establishment of new programs. It is expedient to give more detail on how it was updated. The Standard is met.
• It is not clear whether Table 14-1 is showing the data of new intake or enrolment. It seems that there is no info on intake.
The School's Feedback:
• The objective of the GSM is to train business leaders with a global perspective. It also emphasizes the diversity of students, including international students. Since students' nationalities and work histories differ, several types of examinations are conducted to determine their aptitude. Examinations include an essay about why students seek admission and about career plans after graduation, a written test to check basic academic skills in business and accounting, TOEFL and TOEIC to check English proficiency, the Japanese Language Proficiency Test, and an interview.
• Table 14-1 shows the data for new intake. All students in the GSM are full-time MBA students.
PRT Responses:
It's OK, understandable, and acceptable.

Standard 15: Admission Policy

Viewpoint: The School should clearly stipulate its admission policy in its selection processes in order to accept the target students for its educational program. Admission policy is not a welcome message for potential students or introduction of the School. It is a basic policy for accepting students. Once the admission policy is set, the School is ready to accept the target students.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 15-1: "The School must set an admission policy to accept its target students in line with its mission statement."

1) Self-Check:

GSM defines the following admission policy based on the mission statement described in Criterion 4-1 of Standard 4.

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 can apply knowledge and skills.

2) Self-Evaluation:

The admission policy sets a target student profile in line with the mission statement, thus satisfying the criterion.

Criterion 15-2: "The School must define the qualification for applicants and details of entrance examinations in its admission policy."

1) Self-Check:

GSM defines the qualification for applicants and details of entrance examinations in the admission policy as followings. 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.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 15-3: "The School must clearly articulate its admission policy and selection criteria in brochures such as student admission materials and show them to all prospective candidates."

1) Self-Check:

GSM clearly articulates its admission policy and detailed selection criteria, publishing them on the school's website and the admission outline, making them available to all candidates and ensuring that they are consistent with the admission policy. In the website section for

candidates, there is an overview of application process including the latest admission policies and selection criteria.

2) Self-Evaluation:

   The criterion is satisfied.

Criterion 15-4: "The School must review its admission policy systematically and periodically."

1) Self-Check:

   GSM periodically reviews its admission policy in the faculty meetings. When changes are necessary, the academic affairs committee and entrance examination committee create a complete draft reporting to the planning committee and the faculty meeting for further discussions.

2) Self-Evaluation:

   The criterion is satisfied.

2) Issues to be improved:

   We believe that there are currently no issues related to the admission policy or related matters that need improvement.

2. PRT Comments

PRT Comments:
• With the Covid19 pandemic, where lectures are mostly conducted online, is it thought to increase student capacity, because the online learning system is certainly not limited to room capacity and other supporting learning processes.
As long as this remains consistent with the admission policy and in accordance with the set student profile targets. In addition, the policy of admitting new students who will be accepted into the online learning program is also in accordance with the mission to be achieved.
• The School has an admission policy and publicizes it to its students. However, the process of admission policy review is not described in sufficient detail. The Standard is met.
• The admission policy is generally fine.
The School's Feedback:
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PRT Responses:
It's OK, understandable, and acceptable.

Standard 16: Student Selection

Viewpoint: Clear student selection criteria and methods according to the admission policy are required for the School to accept target students. The School needs to have the ideal students to assure the learning outcomes.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 16-1: "The School must define the student selection criteria and methods according to its admission policy."

1) Self-Check:

GSM, under the admission policy described in Criterion 15-1, accepts students coming from different backgrounds based on their diverse experiences and knowledge. As described in Criterion 14-1, other than the standard selection, we have several methods for selecting students, such as working candidates' selection criteria and English selection. We use these methods to achieve our target student profile. In practice, we use several methods, such as written exams, essays, interviews, document selection, and more, comprehensively evaluating them to select prospective candidates. The evaluation and scoring criteria for all methods are articulated in the application outline.

Furthermore, since the entrance examination in the 2015 academic year, we have been using TOEFL or IELTS scores as a way to comprehensively assess English proficiency, including speaking and writing ability. For working candidates, considering its spread amongst businesspeople, we accept TOEIC scores. For the KC-CDO course, we have aligned our selection criteria with those of Cornell University.

2) Self-Evaluation:

GSM defines the student selection criteria and methods according to its admission policy, thus satisfying the criterion.

Criterion 16-2: The School must take in the students who fit the target profile.

1) Self-Check:

With the selection criteria and methods described in Criterion 16-1, GSM aims to accept students that fit its target profile. For the International Program, KC-CDO, and working candidate selection, multiple faculty members perform interviews and document selection to find students who fit the target profile. The standard admission method comprehensively evaluates written exams, essays, Japanese proficiency tests, and English proficiency tests to select students that meet the target profile (which includes having a comprehensive education and a solid basic knowledge of specialized subjects such as management).

2) Self-Evaluation:

GSM is making considerable efforts towards its selection process in order to find students that fit the target profile. After selection, most students successfully complete the curriculum and go on to satisfy the conditions to obtain a master's degree defined in the diploma policy. This shows that the students we accept fit our target profile.

Criterion 16-3: "The School must provide fair opportunities for applicants in the selection processes."

1) Self-Check:

As described in Criterion 14-2, GSM offers fair opportunities for all applicants to take the entrance examination. Furthermore, the following measures are in place to maintain fairness in the selection process.

Firstly, faculty members other than the one who made entrance examinations check the questions and the level. Following this, the entrance examination committee, with at least five faculty members, thoroughly checks the answers and the level in order to ensure transparency and a consistent difficulty range for questions in different fields. Evaluation criteria and questions for interviews and document screening are decided beforehand, and multiple faculty members perform the evaluation in order to ensure a fair and unbiased selection. Japanese and English proficiency is evaluated through the results of standard third-party assessment to ensure fairness. Furthermore, by making the expected student quota for the standard selection, special

selection, and International Program/KC-CDO courses, known beforehand, we aim to reduce bias in the number of successful applications based on specific selection methods.

2) Self-Evaluation:

GSM is already making considerable efforts to provide fair opportunities for admission to all applicants and to make the selection process itself fair as far as this criterion is concerned. However, the selection methods for standard and special admission are inherently different, and whether such a difference is fair requires discussion, including the discussion on the definition of fairness.

Criterion 16-4: "The School must evaluate the scholastic abilities and aptitudes of candidates in a consistent and objective fashion through its selection processes."

1) Self-Check:

The selection method is decided and made public through application outlines at least one year before the entrance examination, and the decided method is strictly followed, ensuring consistency. As shown in Criterion 16-3, the evaluation of Japanese and English proficiency for selection is performed through the scores of third-party examinations, ensuring objectivity. Document screening, written exams, and interview questions are prepared, scored, and evaluated by multiple faculty members according to predetermined criteria. The point allocation among subjects is made public beforehand. Admission is evaluated based on the criteria already established by the entrance exam committee, and the results are reported to the faculty meetings. This ensures objectivity and consistency (as the criteria do not change before and after the examination).

2) Self-Evaluation:

GSM satisfies this criterion by defining appropriate selection methods and implementing them systemically, thus aiming to evaluate applicants objectively and consistently.

Criterion 16-5: "The School must make efforts to match the actual number of student enrollment with the required enrollment through its selection processes."

1) Self-Check:

GSM decides successful applicants after sufficient discussion within the entrance exam committee and faculty meetings. The following table 16-5 (in the next page) shows the student quota, the number of applicants, and the number of successfully enrolled students over the past five years, indicating a proper matching of the number of actually enrolled students with the expected quota.

(Table 16-5: Number of applicants and enrolled students from 2016 to 2020)

Academic year	Student quota	Selection type	Applicants	Enrolled students	Total enrolled students
2016	80	Standard	93	36	82
		Special	61	30	
		International	68	16	
2017	80	Standard	163	39	86
		Special	81	33	
		International	78	14	
2018	80	Standard	214	44	94
		Special	66	28	
		Tourism	34	8	
		International	77	14	
2019	100	Standard	210	35	100

		Special	65	30	
		Tourism	16	11	
		International	91	21	
		KC-CDO	7	3	
2020	100	Standard	232	40	105
		Special	52	24	
		Tourism	22	12	
		International	90	23	
		KC-CDO	13	6	

(Note) The "special course" includes three-semester courses. The three-semester course in 2020 has been excluded as it starts in October.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 16-6: "The School must review its student selection criteria and methods periodically."

1) Self-Check:

At GSM, the entrance exam committee, academic affairs committee, and self-evaluation committee review the selection criteria and methods on an annual basis, and any necessary changes are discussed in the faculty meeting.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

The selection method is different for different programs, and is mostly based on a written test for standard admission, and on document screening and interviews for the International Program and special admission. Of course, we make all efforts to provide fair opportunities to applicants and to make and maintain a selection process that is as fair and transparent as possible, but the fairness in the difference of selection methods for different courses could be discussed. A short-term issue is deciding how the written exam for the standard selection will be upheld regarding the ongoing global COVID-19 pandemic.

2. PRT Comments

PRT Comments:
- Student selection criteria and methods in GSM Kyoto are reviewed periodically through discussions at faculty meetings. It is better if this is done in a Quality Assurance meeting, so that changes that may occur still refer to the Quality Standards that have been established.
- The School operates a range of different programs, which have very different student bodies. However, these differences are not reflected in the discussion of student selection. The School also needs to clarify what is meant by standard and special selection / admission when these terms first appear in the SCR. The Standard is met.
- Table 16-5 is quite confusing. Does student quota refer to admission quota? Does enrolled student number refers to the number of new students admitted into the program? Total enrolled students should have included all current or active students in the program. In other words, it is not clear whether Table 16-5 is showing the number of intake or enrolment. It seems that the Table is showing data for intake

and not enrolment. Enrolment data is actually new intake plus the current students in the system.
The School's Feedback:
• In response to Standard 14, GSM aims to develop business leaders with a global perspective. It also emphasizes the diversity of the student body, including international students. As students' nationalities and work histories differ, several types of examinations are conducted to determine their aptitude. Examinations include a report to ask why students seek admission and career plans after graduation, a written test to check basic academic skills, TOEFL and TOEIC, the Japanese Language Test, and an interview. In the special selection process, the faculty member in charge of each program conducts an interview with the student to evaluate the student's aptitude for the program. The Admissions Committee and the Faculty Committee consider the opinions of each program and compare them with the scores of past applicants and decide on the successful candidates with our target profile.
• Table 16-5 shows data on new intake-the candidates who applied for and passed the entrance examinations for that year. In other words, the data on new intake are presented.
PRT Responses:
It's OK, understandable, and acceptable.

Standard 17: Student Support

Viewpoint: The School should have a system to provide appropriate support for students so that they can achieve their learning goals.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 17-1: "The School must take various measures to provide financial support to students who need it."

1) Self-Check:

In order to allow students to focus on their studies, we offer financial support at GSM, such as tuition waivers and grants. Application information for all types of financial support is centrally collected by the staff, and published on the school's website and online bulletin board. Supervisors for the first-year students and workshop instructors for the second-year students offer applicants advice and recommendations of tuition waivers and grants, creating a system that offers financial support and advice to students.

For example, GSM grants tuition waivers to qualified applicants. For a waiver, criteria include the applicant's academic achievement, financial situation, and assessments by professors. As shown in the Table 17-1, applications for waivers have a very high adoption rate.

As for grants, we have recently been offering a 1 million yen grant to eight students (a total of 8 million yen) as part of the grant system of our university for students participating in the KC-CDO program held in collaboration with Cornell University, through the Kyoto Graduate School of Management KC-CDO Yamato Industries Grant and the Shin Nippon Biomedical

Laboratories KC-CDO Grant.

As for international students, the Kyoto University International Exchange Promotion Center offers them to support (grants for international students, support for students who want to apply for permission to engage in activities other than that permitted under their Status of Residence, provision of information useful for lifestyle support, and the services of an International Community) throughout the whole university. There are also options such as the Asian Development Bank Japanese Scholarship Program (ADB-JSP).

Furthermore, in order to financially support students and promote learning, GSM actively employs the second-year students as teaching assistants. In recent years we have employed around 40% of them as teaching assistants (34 students in the 2017 academic year, 34 in the 2018 academic year, and 30 in the 2019 academic year).

(Table 17-1: Graduate School of Management Tuition Waiver Details)

Academic year	2016	2017	2018	2019
1 Applicants	149	153	185	194
2 Total waivers	46	32	39	25
3 Partial waivers	72	101	127	119
4 Total grants (②＋③)	118	133	166	144
Grant percentage (④÷①)	79%	87%	90%	74%

2) Self-Evaluation:

The criterion is satisfied.

Criterion 17-2: "The School must have administrative offices which collect and process relevant information and provide consultation for the students concerning academic guidance, career development and studying abroad."

1) Self-Check:

GSM's administrative office collects and provides information about academic life, learning, and so forth, providing a guidance system for students. Information about career development is also efficiently collected and announced to the students, while providing seminars and presentations regarding employment hosted by industrial firms. There were 28 such seminars in the 2017 academic year, 22 in the 2018 academic year, and 18 in the 2019 academic year. Furthermore, the staff in charge of the international program offer guidance for studying abroad. In addition, as stated in Criterion 17-3, GSM students can enjoy all support services offered by Kyoto University.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 17-3: "The School must establish support systems to provide academic counseling and any other support that the students require."

1) Self-Check:

Kyoto University offers a thorough support system for students under the guidance of the General Student Support Center, which systematically provides all types of support that students may request, such as counseling, career support, support for students with disabilities, lifestyle support for international students, and other welfare support. On the GSM website, students can access a "Student-only page" that is only accessible from within the campus, where information about the support system is provided.

Furthermore, the supervisors and workshop instructors provide advice and guidance related to studying. As each instructor only supervises three to four students, they are able to provide each of them with a lot of attention. A Human Rights Committee is present within the school to provide consultations and advice about all kinds of harassment.

2) Self-Evaluation:

In the university as a whole, as well as in the individual graduate school, the support system offers appropriate academic counseling and any other type of support and advice that students may require, thus satisfying the criterion.

Criterion 17-4: "The School must provide appropriate academic support and lifestyle support to international students and disabled students."

1) Self-Check:

International Exchange Center of Kyoto University provides international students with a variety of support, including lifestyle support (accommodation, insurance, lifestyle, etc.), Japanese learning support, and exchange promotion.

International students enrolled in the standard course of GSM are required to show Japanese proficiency, and rarely need further assistance. The supervisors and workshop instructors support them as needed. For the International Program, we have been employing multiple instructors and staff members that are proficient in English.

The Management Committee within Kyoto University's General Support Center manages support rooms for students with disabilities and provides a system for them to consult a variety of issues. A university-wide volunteer system offers students with disabilities support for taking courses, such as note-taking. Furthermore, the school's support system for students with disabilities also acts in making practical system to welcome them, such as redesigning facilities to be barrier-free during anti-seismic improvements. Overall, this system offers sufficient support.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 17-5: "The School must review the student support system systematically and periodically."

1) Self-Check:

GSM communicates closely with office staff and has a system in place to review and check the support system for international students through the International Exchange Committee and the Management Committee of the International Program and KC-CDO. We still have not received any applications from students with disabilities, but some faculty members from GSM are members of the university's General Student Support Center's management committee, and understand the university's measures and policies, allowing for a systematic discussion of necessary efforts during faculty meetings.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

GSM satisfies the above criterion regarding current student support, and the school will continue to make further efforts to get grants and improve the students' financial support. GSM will also continue to fulfill requirements for the renewal of grants of Yamato Industries and Shin Nippon Biomedical Laboratories after expiration.

In the short term, student care and lectures for those who cannot travel to Japan because of

the ongoing COVID-19 pandemic could become an issue.

2. PRT Comments

PRT Comments:
• GSM Kyoto has done a lot of support for students, related to financial difficulties, housing, lectures, and the adaptation of foreign students to Japanese culture and customs, in the hope that students can complete their studies successfully. Besides that, with the growing number of foreign students, GSM Kyoto should also provide worship facilities for Muslim students as well as provide a canteen with various halal foods.
• Student support seems to be appropriate and sufficient, and is provided by both the School and the University. The Standard is met.
• The student support system is fine.
The School's Feedback:
Although GSM does not have a separate place of worship, there is a prayer room with a foot-washing station on the campus where GSM is located. Halal food is provided for parties and social gatherings held at the GSM.
PRT Responses:
It's OK, understandable, and acceptable.

Standard 18: Student Incentive

Viewpoint: The School needs to have a system to enhance academic progression of its students who aim to achieve their learning goals. Such system shall encourage students to perform better.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 18-1: "The School must have a system that rewards students who achieve excellent academic results."

1) Self-Check:

GSM manages its scholarship system to encourage students to achieve better academic results, in ways including writing academic reports on recommendation letters for tuition waivers, considering grades for the selection of students to be recommended for grants, considering grades for the selection of students to be recommended for the repayment exemption of Japan Student Services Organization's category 1 loans. In addition, GSM gives the awards to students who have achieved excellent academic results in their second-year workshops (advanced subjects), and recognizes students who have completed all basic subjects (including those who have successfully taken an achievement test to prove equivalent ability).

2) Self-Evaluation:

The criterion is satisfied.

Criterion 18-2: "The School must have a system to acknowledge the social contribution of its students."

1) Self-Check:

In the GSM point system, supervisors and/or workshop instructors can give some points to

the students who made social contribution. For example, several students in International Program can obtain some points for their contribution as English-instructors in junior high school in Amakusa, Kumamoto prefecture and Nichinan, Tottori prefecture every year.

In addition, GSM offers many lectures strictly related to contributions to society, such as "social innovation case study" and "global social entrepreneurship". Furthermore, some lectures and seminars deals with topics such as ESG, CSR, and discuss the importance of social contributions with students.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 18-3: "The School must have a system for providing academic support to the students who face difficulties with continuing their studies."

1) Self-Check:

In regard to the courses successfully taken by students and the graduation criteria, GSM performs checks during meetings that are regularly held for each program. Students who are believed to be facing difficulties with their studies (for example, students with a low number of completed courses) receive consultation and advice mainly from their supervisors (for first-year students) or workshop instructors (for second-year students). For individual subjects, the system involves support with supplementary training from teaching assistants.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 18-4: "The School must hold orientation programs either at the time students enter the School or before the new academic year begins, to provide incentives for students to achieve high standards of academic work."

1) Self-Check:

GSM sends students study materials prior to their enrollment, and offers optional lectures on introductory subjects (management, economics, and mathematics). Furthermore, it performs orientation for all students at the time of enrollment. In the orientation, GSM explains the curriculum, warnings about plagiarism, and the school's facilities. Immediately after enrollment, the supervisors in charge of first-year students perform individual consultations with them, offering guidance and counseling in regard to studying and taking classes.

Furthermore, orientation for second-year students in each program are held at the start of April to explain new matters and promote exchange of opinions among students. Workshop instructors provide individual consultations and advice. GSM staff systematically and continuously offers practical and detailed advice to first and second-year students.

GSM has offered courses including design schools, summer school, double-degree programs; students are briefed, and their questions are answered once the details of these offerings have been decided.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 18-5: "The School must review the reward system systematically and periodically."

1) Self-Check:

At GSM, the academic affairs committee, faculty meetings, and FD committee periodically review the reward system and academic guidance system.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

GSM offers incentives for students to maintain their academic motivation and to promote effort toward further achievements.

2. PRT Comments

PRT Comments:
- To support the achievement of student success targets, GSM Kyoto aside from conducting an orientation program for the academic field as a whole for students, and then continuing in more detail for each year, students (especially foreign students) should be provided with information about life in general in the city of Kyoto and around it. This is mainly related to the customs and culture of the local community, so that students can better adapt to their environment and society.
- Student incentives and orientation programs appear to be appropriate. However, more information on rewards and recognitions is needed, i.e. what are the criteria for awarding students (Criterion 18-1). The School may also consider extending their understanding of the social contribution and possible awards for it. The Standard is met.
- GSM Kyoto has proper students' incentive system.

The School's Feedback:
- Kyoto University and the GSM office strive to provide international students with useful information about housing, daily life, and the city of Kyoto and the surrounding area through websites and brochures.
- The GSM selects and honors the best student with an award based on GPA. Each program also has an award system for the best students based on GPA and research reports. Regarding social contribution, points are given to students for their contributions to society, and further evaluation will be considered in the future.

PRT Responses:
It's OK, understandable, and acceptable.

Standard 19: Student Diversity

Viewpoint: The School needs to nurture human resources who can coexist in a diverse society where people from different cultural and social background come together, i.e. in an economically, socially and culturally globalized society. Therefore, the School should take in students with various backgrounds.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 19-1: "The School must promote student mobility in response to the globalization of economy, society and culture."
1) Self-Check:

(Table 19-1: Number of international students enrolled)

Academic year	2017	2018	2019	2020
International students enrolled	38	27	49	56
Home students enrolled	48	94	51	49
Total number of students enrolled	86	94	100	105

In aiming to enrich its International Program, as stated in Criterion 14-3, GSM established the International Business Administration program in the 2019 academic year, in addition to the existing International Project Management program. In the same year, KC-CDO was also established in response to economic globalization. As shown in the table above, the number of international students is increasing, as is their percentage over the total number of students. GSM also deals with gender disparity, a widespread issue in society, and maintains a high percentage of female students: 44.7% in the 2018 academic year, 56% in the 2019 academic year, and 34.6% in the 2020 academic year.

2) Self-Evaluation:

The percentages of international and female students are both high and increasing, matching the globalization of economy and society, and thus satisfying the criterion.

Criterion 19-2: "The School must take measures to attract a diverse student body through its selection process."

1) Self-Check:

The GSM's admission policy defines the selection process with a focus on accepting "[…] candidates of high caliber from a wide range of diverse backgrounds under this policy. These include undergraduate students from various disciplines, those with extensive work experience, and international students." Furthermore, in regard to the entrance examination, it states that "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."

In order to attract students from different backgrounds, the standard admission examination allows students to choose their preferred subject from several choices. Admission for working applicants is based on an essay (entry sheet) and interview to focus on their work experience. In order to avoid bias, the essay and interview are evaluated by multiple faculty members from the program that the candidate has applied for, who look for students that match the target profile.

The selection for the International Program is defined as follows: "The International Program under the Kyoto University Graduate School of Management will accept a university graduate from various academic fields, someone with working experience or with a full-time job from all over the world. The International Program aims to nurture true professionals with a high level of specialization and practical knowledge in project management and business administration. The school is interested in selecting individuals who are aware of basic issues in modern-day project management and business administration. The selection process will, in principle, take place by evaluating the submitted application materials."

2) Self-Evaluation:

The criterion is satisfied.

Criterion 19-3: "The School must provide academic, financial and other support for foreign students where appropriate."

1) Self-Check:

As stated in Criterion 17-3, Kyoto University offers systematic lifestyle support (regarding accommodation, life in Japan and so on) and Japanese learning support to all of its students through its International Exchange Center. International students enrolled in the GSM standard course, which is provided in Japanese, are required to show Japanese proficiency to be selected, and rarely need special support. For the International Program and KC-CDO, which are offered in English, we have been employing multiple instructors and staff members with English proficiency along with the above support.

As for financial support for international students, as described in Criterion 17-1, Kyoto University's International Exchange Promotion Center offers support to all of its students. Furthermore, as also shown in Criterion 17-1, GSM provides additional support in the form of scholarships.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 19-4: "The School must have a system to send its students to foreign universities."

1) Self-Check:

GSM has an outstanding academic and student exchange systems with international universities, providing opportunities for our students to study abroad. With the KC-CDO double-degree program created in collaboration with Cornell University and the joint-degree program created in collaboration with the National Taiwan University, students can receive two master's degrees, one from Kyoto University and one from a foreign university.

There are also many opportunities for summer schools abroad and research exchanges that use a point system to entice student participation. We also provide educational courses in collaboration with other Asian business schools, including internships in those universities or in local influential companies. As stated in Criterion 17-2, there are also support systems in place.

In recent years, 25 students studied abroad in the 2017 academic year, 12 in the 2018 academic year, and 11 in the 2019 academic year.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 19-5: "The School must have an administrative system to provide necessary information and counseling for students who wish to study at foreign universities."

1) Self-Check:

Kyoto University provides counseling and offers support regarding exchanges and short-term placements abroad to all of its students, with the International Education Exchange Section acting as a specialized department. Furthermore, as described in Criterion 17-2, GSM offers counseling to students in regard to studying abroad, mainly by the staff in charge of the International Program. Both Kyoto University and GSM offer information regarding study-abroad programs on their websites.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 19-6: "The School must review its system for student exchange with foreign countries systematically and periodically."

1) Self-Check:

At GSM, the International Exchange Committee, the Planning Committee, and the Faculty Meetings periodically report on, and exchange information about, student exchange programs

for study abroad (including acceptance of students from abroad), reviewing and changing it as needed.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

As the percentages of female and international students increase, is progressing toward diversity, the makeup of the student body reflects the mission statement and society. In addition, the student body is also balanced regarding student age, work experience, and undergraduate specialty. In addition to this diverse background, we would like to aim to have a student body that is diverse in terms of ideas and ways of thinking in the future.

2. PRT Comments

PRT Comments:
- GSM Kyoto has implemented student diversity well, both for students with economic, social and cultural backgrounds. Along with the increase in international students, it is necessary to prepare supporting facilities for them. This is important, because the successful interaction between students who will become future leaders will have a positive impact on future global society and business.
- Student mobility and exchange programs are described very briefly. Criterion 19-1 deals with student mobility, and it is advised to explain the status of mobility during the period covered by the SCR. Diversity may be explained in Criterion 19-2, with the focus on how the School attracts diverse students. In the issue to be improved, GSM states that the aim is to ensure diversity in terms of ideas and ways of thinking. How is this done? The Standard is partially met.
- The school does show various efforts in promoting student diversity. This is clearly visible in terms of foreign student enrolment.

The School's Feedback:

We believe that GSM can achieve its diversity goals by providing a place for diverse students to discuss issues in a free and open manner with each other. In addition, by collaborating with other departments, GSM offers several programs designed to help students broaden their ideas and perspectives. Beginning in 2019, we started a program which takes advantage of our location in Kyoto and that gives students an opportunity to experience traditional Japanese culture such as flower arrangement and Zen Buddhism.

PRT Responses:

It's OK, understandable and acceptable.

Chapter Five: Faculty

Standard 20: Faculty Structure

Viewpoint: The School should have an adequate number of faculty members required for the educational program.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 20-1: "The School must have a number of full-time faculty members that is adequate for its educational program."

1) Self-Check:

As shown in the table below, GSM employs more than required faculty members according to Article 5 of the Standards for Professional Graduate Schools and Articles 1 and 2 of the March 31st, 2003 Notice from MEXT regarding requirements for graduate schools.

(Table 20-1: Number of Full-time faculty members)

Academic year	Capacity for Students	Required number of faculty members	Current number of faculty members	+/-
2017	180	12	30	+18
2018	180	12	33	+21
2019	190	14	34	+20
2020	200	14	33	+19

2) Self-Evaluation:

The criterion is satisfied.

Criterion 20-2: "The School must maintain a sufficient number of full-time Professors and/or Associate Professors necessary for realizing its mission statement."

1) Self-Check:

(Table 20-2: Current view of Faculty Organization)

	Professor	Associate Professor	Senior Lecturer	Assistant Professor	Total
Full-time Faculty members	19	8	5	1	33

GSM follows the mission statement. In order to do so, GSM implements a system, which includes basic subjects necessary for management, practical subjects to learn about applications of knowledge, specialized subjects to obtain deeper knowledge in individual fields, and also advanced subjects (workshops) that aim to solve problems by combining theory and practice (including the knowledge gained from basic and specialized subjects and the application skills learned in practice subjects). Full- time faculty members are assigned to either basic or advanced subjects to achieve consistency in education. Furthermore, they actively participate in the selection of other full-time and part-time instructors, as well as in the contents of their subjects' lessons. Some of these faculty members are practically qualified and some are international faclty, in accordance with our goal to provide guidance to students from diverse backgrounds, as defined in the mission statement.

2) Self-Evaluation:

GSM employs a sufficient number of faculty to achieve the goals defined in its mission statement, thus satisfying the criterion. In the future, we may need to employ more female and/or foreign faculty members to reflect the diversity of a globalized society.

Criterion 20-3: "The School must secure an adequate number of practically qualified faculty members to realize its mission statement."

1) Self-Check:

(Table20-3: Number of Practically Qualified Faculty members)

Type	Academically Qualified Faculty members	Practically Qualified Faculty members	Total
Participating Faculty members	32 (23)	1	33
Supporting Faculty members	22	38	60
Total	54	39	93

() is the number of academically qualified faculty that also have practical (work) experience

2) Self-Evaluation:

GSM employs sufficient number of practically qualified faculty members to achieve the goals

Criterion 20-4: "The School must ensure that the ratio of full-time and part-time faculty members in its faculty organization is appropriate for realizing its mission statement."

1) Self-Check:

(Table 20-4-1: Participating Faculty members)

Name of Participating faculty members	Position	Number of courses	Number of credits
Colpan, Meziyet Asli	Professor	4	8
Hara, Yoshinori	Professor	4	8
Isagawa, Nobuyuki	Professor	4	8
Maegawa, Yoshikazu	Professor	6	12
Matsui, Hiroyuki	Professor	5	10
RAY, Gautam	Professor	4	8
Sawabe, Norio	Professor	4	8
Sekiguchi, Tomoki	Professor	4	8
Suematsu, Chihiro	Professor	5	10
Sugiyama, Yasuo	Professor	4	8
Tamakoshi, Takashi	Professor	3	6
Toda, Keiichi	Professor	3	6
Tokuga, Yoshihiro	Professor	4	8
Tomihiro, Watanabe	Professor	3	6
Wakabayashi, Naoki	Professor	6	12
Wakabayashi, Yasunaga	Professor	6	12
Yamada, Tadashi	Professor	3	6
Yamamoto, Takashi	Professor	3	6
Yoshida, Yasushi	Professor	3	6
Baber, William	Associate Professor	6	12
Han, Hyun Jeong	Associate Professor	4	8
Kim, Kwangmoon	Associate Professor	3	6
Kimoto, Sayuri	Associate Professor	4	8
Murai, Akiko	Associate Professor	3	6
Oba, Tetsuharu	Associate Professor	4	8
Ogawa, Masashi	Associate Professor	2	4
Yamauchi, Yutaka	Associate Professor	4	8
Doyle, Emi	Senior Lecturer	3	6
Hosoya, Hisashi	Senior Lecturer	3	6
Kato, Masahito	Senior Lecturer	3	6

Liu, Ting	Senior Lecturer	3	6
Shimada, Satoshi	Senior Lecturer	3	6
Takase, Susumu	Assistant Professor	0	0
Total		123	246

(Table 20-4-2: Supporting Faculty members)

Name of Supporting faculty members	Position	Number of courses	Number of credits
Koda, Hiroto	Adjunct Professor	4	8
Iwaki, Hideki	Adjunct Professor	2	4
Hikino, Takashi	Adjunct Professor	2	4
Kikuchi, Tadao	Adjunct Professor	2	4
Kumagai, Goro	Adjunct Professor	2	4
Mitachi, Takashi	Adjunct Professor	2	4
Omoto, Toshihiko	Adjunct Professor	2	4
Ray, Shilu	Part-time Lecturer	2	4
Saito, Maki	Professor (Law School)	2	4
Akeda, Masaaki	Part-time Lecturer	1	2
Aomatsu, Hideo	Part-time Lecturer	1	2
Arai, Tomio	Part-time Lecturer	1	2
Chiba, Saori	Part-time Lecturer	1	2
Egami, Masahiko	Professor (Economics)	1	2
Ejiri, Ryo	Adjunct Professor	1	2
Fujii, Hideki	Professor (Economics)	1	2
Fujikawa, Kiyoshi	Part-time Lecturer	1	2
Fukami, Maki	Adjunct Associate Professor	1	2
Hatakeda, Kakashi	Part-time Lecturer	1	2
Hisano, Ai	Senior Lecturer (Econ.)	1	2
Hisano, Shuji	Professor (Economics)	1	2
Ikenobo, Senko	Adjunct Professor	1	2
Inazawa, Izumi	Part-time Lecturer	1	2
Inoue, Takashi	Adjunct Professor	1	2
Ishihara, Katsuji	Adjunct Professor	1	2
Ishio, Kazuya	Adjunct Professor	1	2
Ito, Chiaki	Adjunct Lecturer	1	2
Kawakami, Koji	Adjunct Professor	1	2
Kawakita, Hidetaka	Adjunct Professor	1	2
Kevkhishvili, Rusudan	Senior Lecturer (Econ.)	1	2
Kinoshita, Takafumi	Part-time Lecturer	1	2
Kobayashi, Kiyoshi	Adjunct Professor	1	2
Kuno, Yuko	Adjunct Professor	1	2
Kusano, Masaki	Professor (Economics)	1	2
Ma, Ten	Senior Lecturer (Econ.)	1	2
Matsumoto, Shigeru	Adjunct Professor	1	2
Matsumoto, Takehiro	Part-time Lecturer	1	2
Matsumoto , Toshifumi	Part-time Lecturer	1	2
Miyamoto, Kohei	Part-time Lecturer	1	2

Nagamochi, Hiroshi	Professor (Engineering)	1	2
Nishimuta, Yuji	Professor (Economics)	1	2
Noguchi, Mahito	Adjunct Professor	1	2
Ode, Nobuto	Adjunct Professor	1	2
Okada, Nobuhiko	Part-time Lecturer	1	2
Okada, Noriko	Adjunct Professor	1	2
Ono, Yoshio	Part-time Lecturer	1	2
Osada, Kaoru	Adjunct Professor	1	2
Sayama, Nobuo	Adjunct Professor	1	2
Shimamoto, Tetsuo	Professor (Economics)	1	2
Takahashi, Masahiko	Part-time Lecturer	1	2
Takenaka, Takeshi	Adjunct Associate Professor	1	2
Wakayama, Kazuo	Part-time Lecturer	1	2
Udaka, Atsuo	Adjunct Professor	1	2
Ueda, Ryoko	Adjunct Associate Professor	1	2
Usui, Makoto	Adjunct Professor	1	2
Yamada, Yoshitaka	Part-time Lecturer	1	2
Yanagi, Takahide	Senior Lecturer (Econ.)	1	2
Yoshida, Yasushi	Adjunct Professor	1	2
Yuki, Kazuhiro	Associate Professor (Econ.)	1	2
Total		70	140

2) Self-Evaluation:

GSM employs a sufficient number of full-time faculty members (instructors) to achieve the goals defined in its mission statement, as well as many instructors from other graduate schools (economics department, law school) and instructors with vast professional experience and research achievements, and part-time lecturers assigned to the subjects that they specialize in (one or two subjects for most instructors), thus satisfying the criterion.

Criterion 20-5: "The School must maintain faculty diversity in terms of age, gender, and nationality in its faculty organization."

1) Self-Check:

(Table20-5-1: Age Group of the Participating Faculty members)

years old	29 & under	30-39	40-49	50-59	60 & above	Total
Participating faculty members	0	5	8	13	7	33

(Table 20-5-2: Gender of the Participating Faculty members)

Gender	Number of Male	Number of Female	Total
Participating faculty members	27	6	33

(Table 20-5-3: Nationalities of the Participating Faculty members)

Type	Number of home Nationality	Number of foreign Nationalities	Total
Participating faculty members	27	6	33

In recent years, GSM has made efforts to actively employ young, women, and international faculty members. For example, of the four faculty members employed in 2019 and 2020, two of them were Japanese men in their 30s, one of them was a recruit woman from overseas in her 30s, and one of them was a Japanese woman in her 40s.

2) Self-Evaluation:

GSM is making efforts to provide equal employment opportunities to all faculty members regardless of age, gender, and nationality.

2) Issues to be improved:

There are no major issues in the GSM's present faculty composition; yet, going forward, we will keep working to balance faculty members' age, gender, and nationality. We also want to reconsider the number of subjects assigned to visiting and part-time lecturers, while continuing to employ them appropriately.

2. PRT Comments

PRT Comments:
• Judging from the adequacy of the teaching staff compared to the number of students, it feels good. Likewise, the composition of the permanent lecturers and part timer lecturers. What needs to be considered in the future is the composition of female lecturers and foreign lecturers, as well as lecturers who have the capability of modern management and business science to answer the challenges of globalization in the future, and anticipate the VUCA conditions that will be faced. • The School has a balanced faculty composition and an appropriate number of faculty members. The Standard is met. • The GSM Kyoto has been able to maintain enough full-time Professors/Lecturers necessary for realizing its mission statement. 　The ratio of full-time and part-time faculty members is appropriate.
The School's Feedback: 　--
PRT Responses: 　Please gives the feedback for the PRT comments.

Standard 21: Faculty Qualifications

Viewpoint: The School should have faculty members not merely of sufficient number, but also of sufficient expertise and skills. The School should evaluate the qualification and performance of the faculty members appropriately, and ensure that the educational program makes full use of the faculty members' abilities.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 21-1: "The School must have qualified full-time faculty members for each of the majors it offers in accordance with the following criteria:

1) Faculty members recognized as possessing outstanding accomplishments in research or education

2) Faculty members recognized as possessing outstanding skills in their field of study

3) Faculty members recognized as possessing outstanding knowledge and experience in their field of study."

1) Self-Check:

(Table 21-1: Degreed held by faculty members)

Type	PhD	Masters	Others	Total
Participating Faculty members	32	1	0	33

GSM normally performs public recruitment in accordance with Kyoto University's Management Department Standards and Candidate Selection Regulations. Furthermore, as shown in point 2) of this criterion, when selecting candidates GSM evaluates experience research achievements and practical skills. In order to achieve its education research goals, GSM also takes research skills into consideration when screening faculty members for practical subjects. Furthermore, as will be shown in Criteria 21-4 and 21-6, the faculty members' research achievements and education skills are periodically reviewed, thus satisfying points 1) to 3) (mentioned above).

2) Self-Evaluation:

The criterion is satisfied.

Criterion 21-2: "The School must set rules and standards for recruitment and promotion of faculty members."

1) Self-Check:

As described in Criterion 21-1, GSM normally performs public recruitment in accordance with Kyoto University's Management Department Standards and the Candidate Selection Regulations. An objective valuation of candidates' education, research achievements, and practical skills is performed before employment. Faculty promotions are awarded according to the specific criteria defined for each field (research achievements, education skills, character, etc.). The evaluation is performed by an evaluation committee consisting of three or more members, focusing on the member's education, research achievements, and contributions to the organization; the results of the evaluation are reported, and the promotion is decided, through an anonymous vote in a faculty meeting.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 21-3: "The School must have a promotion system for faculty members and evaluate each faculty member fairly and objectively through this system."

1) Self-Check:

As described criterion 21-2, promotions are awarded according to objective criteria and a fair evaluation process. The evaluation of the candidate's achievements is sometimes accompanied by recommendation letters from external professors in the same field as the candidate.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 21-4: "The School must periodically assess its faculty members by reviewing their educational and research performance during the last five years."

1) Self-Check:

(Table 21-4: Research Achievements by Participating Faculty members)

Name	Degree*1	Title *2	Field *3	AQ /PQ *4	Research Achievements of last 5yrs*5						Total
					Class / Educational		Academic/ Theory		Professional		
					PRJ	OIC	PRJ	OIC	PRJ	OIC	
Colpan, Meziyet Asli	PhD	Professor	MGT	AQ	0	0	9	0	0	0	9

Name	Degree	Title	Dept	Q							Total
Hara, Yoshinori	PhD	Professor	MGT, O	PQ	0	0	7	0	0	2	9
Isagawa, Nobuyuki	PhD	Professor	FIN	AQ	0	10	1	4	0	7	22
Maegawa, Yoshikazu	PhD	Professor	MKT	PQ	0	6	0	0	0	0	6
Matsui, Hiroyuki	PhD	Professor	MGT,O, IS	AQ	0	0	0	0	0	0	0
RAY, Gautam	PhD	Professor	OIS	AQ	0	0	1	0	0	0	1
Sawabe, Norio	PhD	Professor	ACT	AQ	0	0	3	6	0	6	15
Sekiguchi, Tomoki	PhD	Professor	MGT	AQ	0	8	17	5	0	5	35
Suematsu, Chihiro	PhD	Professor	MGT, O	PQ	0	0	5	0	0	0	5
Sugiyama, Yasuo	PhD	Professor	MGT	AQ	0	0	2	0	0	0	2
Tamakoshi, Takashi	PhD	Professor	O*	PQ	0	0	0	0	0	3	3
Toda, Keiichi	PhD	Professor	O*	AQ	0	0	24	10	20	12	66
Tokuga, Yoshihiro	PhD	Professor	ACT	AQ	0	0	0	9	0	0	9
Tomihiro, Watanabe	PhD	Professor	O*	PQ	0	0	1	1	0	0	2
Wakabayashi, Naoki	PhD	Professor	MGT	AQ	5	7	6	6	0	28	52
Wakabayashi, Yasunaga	PhD	Professor	MKT	AQ	0	1	1	4	0	0	6
Yamada, Tadashi	PhD	Professor	OIS, O*	AQ	8	9	8	3	3	17	48
Yamamoto, Takashi	PhD	Professor	OIS, O*	AQ	0	7	2	36	0	5	50
Yoshida, Yasushi	PhD	Professor	O*	PQ	0	0	1	0	0	0	1
Baber, William	PhD	Associate Professor	MGT, O	PQ	1	0	6	0	13	1	21
Han, Hyun Jeong	PhD	Associate Professor	MKT	AQ	17	5	2	0	11	5	40
Kim, Kwangmoon	PhD	Associate Professor	OIS, O*	AQ	0	1	0	4	1	15	21
Kimoto, Sayuri	PhD	Associate Professor	O*	AQ	1	0	22	8	19	5	55
Murai, Akiko	MA	Associate Professor	MGT, O*	PQ	0	0	0	0	0	0	0
Oba, Tetsuharu	PhD	Associate Professor	OIS, O*	AQ	0	0	17	7	0	2	26

Name	*1	*2	*3	*4							
Ogawa, Masashi	PhD	Associate Professor	O*	PQ	0	0	3	0	0	6	9
Yamauchi, Yutaka	PhD	Associate Professor	MGT, O	AQ	0	2	5	3	0	9	19
Doyle, Emi	PhD	Senior Lecturer	O*	PQ	0	0	0	0	0	0	0
Hosoya, Hisashi	PhD	Senior Lecturer	MKT	AQ	0	0	6	1	0	0	7
Kato, Masahito	PhD	Senior Lecturer	FIN	AQ	0	0	1	4	0	1	6
Liu, Ting	PhD	Senior Lecturer	MGT	AQ	0	1	3	2	0	0	6
Shimada, Satoshi	PhD	Senior Lecturer	MGT, O*	AQ	0	0	2	0	0	0	2
Takase, Susumu	PhD	Assistant Professor	MGT	AQ	0	0	0	0	0	0	0

Note

*1 Last degreed earned (PhD or MA)

*2 Title (Professor, Associate Professor, and others)

3 Field: Management (MGT) Finance (FIN) Marketing (MKT) Accounting (ACT) Operation and MIS (OIS) Others (O) Engineering and Management (O)

*4 AQ/PQ = AQ: Academically Qualified faculty member, PQ: Professionally Qualified faculty member

*5 Research achievements during the past 5 years - for the academic year
  -Class/Educational = mainly for or related to their class taught or to the business school
  - Academic/Theory = highly technical academic and theory for expert field
  - Professional Achievement = Research on the professional and practical matters related to the field of expertise
  -PRJ = Peer Reviewed Journal – number of published articles
  -OIC = Other Intellectual Contributions – number of published articles other than those included in PRJ

In the 2010 academic year, GSM established the Researcher Overview System to track its faculty members' achievements, and collect and manage data not only on their academic achievements, but also on their educational and professional ones.

As for education, lectures are required to file performance reports after every lecture for each subject. These reports, as well as the students' lecture evaluation results, will then be used by the FD committee and academic affairs committee to review the lecture content and educational methods, and provide systematic guidance towards improving lectures that are deemed inadequate.

There is an incentive system in place that counts academic society awards and other awards from public organizations as bonuses towards grade rates. In addition, faculty members' achievements are further recognized through the "best teacher award", which is awarded based on students' surveys.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 21-5: "The School must disclose information about the educational and research

performance of full-time faculty members during the previous five years."

1) Self-Check:

Faculty members at GSM periodically report their educational and research performance through self-inspection reports, and are registered in the Japan Science and Technology Agency's (JST) Research and Development Activities Directory (ReaD), which is connected to Kyoto University's researcher overview database. Part of their research and educational performance is published on the GSM's outline and on the website.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 21-6: "The School must evaluate academic performance of professional faculty members periodically, and assign the courses which they teach appropriately."

1) Self-Check:

As explained in the above criterion, various committees periodically review the academic performance of faculty members at GSM through certification evaluations and self-inspection reports; this includes reviews by the planning committee, and in the faculty meetings. Management committees for each program/course discuss the most appropriate advanced/specialized/practical subjects for instructors; then, if necessary, the academic affairs committee proposes changes, judgement appropriateness, and deliberates in faculty meetings. Basic subjects are mostly assigned by the academic affairs committee, which selects appropriate members.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

Presently, GSM's full-time faculty members have conducted a considerable amount of educational, research, and professional achievements in addition to their instructional duties. In order to foster further improvements in their research skills, and to allow for continued publication of their research achievements, their individual efforts will have to be met by systematic support in regard to, for example, making time to conduct research.

2. PRT Comments

PRT Comments:
- In terms of Faculty Qualification, GSM Kyoto has shown its qualifications and performance well, especially from the publication of research results that have been conducted. As a Business School, GSM Kyoto should also conduct collaborative research and publish the results together with industry.
- Faculty qualifications and research and practical achievements are commendable. The assessment and promotion system appear to be adequate. The Standard is met.
- Most of the Faculty members demonstrate quite impressive accomplishments in research and publication but there are a number of faculty members who have not done a reasonably adequate publication.

The School's Feedback:
- In terms of collaboration with industry, a number of joint research projects have been conducted between visiting and full-time faculty members, and the results of their research has been published in book form.

• The main contributions of some faculty members have been in education, administration, and industry collaboration, and we are proud to recognize their significant contributions to GSM in these areas.
PRT Responses:
It's OK, understandable, and acceptable.

Standard 22: Maintenance of Education and Research Environment

Viewpoint: The School should have a good educational and research environment for its faculty members to enhance their teaching activities.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 22-1: "The School must limit the number of courses its faculty members teach so that faculty members can secure time to develop their educational and research activities."

1) Self-Check:

GSM believes that, in order to fulfill the mission statement, full-time faculty members need enough time to develop their educational and research activities, and therefore sets a standard of two subjects per semester (two classes per subject, for a total of four classes), and four subjects per year. As full-time members oversee "Workshop I" and "Workshop II", which are advanced subjects (a total of two classes), this leaves one subject per semester, and two subjects per year of actual lecturing (basic and specialized subjects). Due to the different situations of individual programs/courses, some faculty members may oversee fewer subjects, or, in some cases, one more subject than the standard. However, around half of the specialized subjects and most of the practical subjects are assigned to visiting and part-time faculty members.

The number of assigned subjects for each instructor is decided in the management meetings of each program/course, and by the academic affairs committee, similarly to the periodic review of the number of lectures and subjects, this is an organizational and systematic effort.

2) Self-Evaluation:

We believe that the educational burden (number of assigned subjects) of full-time faculty members is appropriate regarding creating an environment where they can pursue both educational and research activities.

Criterion 22-2: "The School must have a support system to secure the research funds necessary for promoting faculty members' educational and research activities."

1) Self-Check:

Kyoto University has established a University Research Administrator (URA) room on each campus, where multiple specialized staff collect and provide information on competitive external research funding sources such as research grants, and aid with the applications for said grants. In regards to research in collaboration with industries, and holding seminars that make use of the University's knowhow, Kyoto University Original (a fully owned subsidiary of Kyoto University) offers comprehensive marketing and administrative support, so that faculty members may use the knowhow derived from their research and education activities to obtain funds more easily for new research endeavors.

GSM creates and maintains several research and academic societies, primarily through its management research center, to help faculty members perform research in synergy with each other, and obtain and distribute research funds. In addition, the research center also offers support for the invitation of instructors that occupy endowed chairs. Research funds for individual full-time faculty members are granted in accordance with management expenses grant budgeting rules and are subject to approval in faculty meetings.

The main research expenses and external funds received by full-time members at GSM over the past three years are shown in the following table.

(Table 22-2 (in thousands of JPY))

Academic year	2018	2019	2020
Grants-in-aid for Scientific Research (representative)			
Basic (B)	6 instances 11,800	5 instances 13,200	5 instances 8,000
Basic (C)	9 instances 7,800	10instances 7,800	7instances 7,000
Young Challengers	5 instances 6,150	4 instances 4,600	3 instances 2,000
Others	1 instance 600	5 instances 3,450	2 instances 1,100
Grants-in-aid for Scientific Research (contributory)	12 instances 5,600	9 instances 3,600	uncollected
Joint research, Contract research	15 instances 117,000	18 instances 108,000	13 instances 57,300
Endowed chairs	11 instances 298,000	12instances 274,000	12 instances 274,000

(Note 1) The Grants-in-aid for scientific research is divided among the funds that GSM is a representative for, namely basic research (B), basic research (C), young researcher research (A, B) challenger research, and "others", showing the total of instances and the total direct expenses from GSM members. The contributory total shows the total number of instances and granted funds for which GSM members are contributors.

(Note 2) Joint and contract research shows the total number of instances and incurred research expenses by GSM faculty members, and endowed chairs shows the number of endowed chairs and the total annual funds received.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 22-3: "The School must have a support system including administrative and technical support staff necessary for promoting faculty members' educational and research activities."

1) Self-Check:

GSM has established an independent office (GSM office) of 11 staff members to offer support to students as well as to instructors' educational and research activities. In a joint effort with the graduate school of economics, 12 staff members are tasked with general affairs, office support, and accounting work. In addition, some faculty members and staff members are exclusively assigned and stationed in the communications office to collect and update data that

is necessary for internal and external communications, as well as self-inspection and evaluation. The management research center and endowed chairs also have dedicated staff exclusively assigned to them to thoroughly support faculty members' academic and research activities.

Regarding the information system, there are information technology assistants (that are shared with the graduate school of economics) and written materials such as books and journals (that are purchased and organized), as well as a school library that is independent from the university library; the office staff also provides the necessary support there.

Furthermore, to support academic and research activities, GSM employs several research assistants and teaching assistants that support data collection and organization, assist with lectures, offer supplementary lectures, and more.

2) Self-Evaluation:

This criterion is satisfied.

Criterion 22-4: "The School must take appropriate steps to vitalize its curricula so as to promote the educational and research activities of its faculty."

1) Self-Check:

Based on the curriculum policy and in accordance with the mission statement, GSM periodically strengthens its curricula and educational system. The establishment of the Tourism and Hospitality course and KC-CDO course, and the ongoing success of the International Program, are practical achievement examples in regards to programs and courses. As for curricula, some new subjects, such as business consulting practice, private equity, corporate governance, and business ethics have been added, and some existing subjects have also been consolidated.

Decision making for these matters is sequential. For the establishment of programs and courses, the decision is made through a top-down approach, meaning that the planning committee and faculty meetings decide on a general direction based on the current historical context and opinions from external advisors, and then specialized committees are formed. Decisions for curricula and subjects are made through a bottom-up approach. Proposals for the removal or addition of subjects come directly from each course or program. Proposals are evaluated in the academic affairs committee and deliberated upon in faculty meetings.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 22-5: "The School must set a special research period for its faculty."

1) Self-Check:

At GSM, no lectures are held in the period between the mid-February and the end of March, as well as in the period between August and the end of September while student vacation. During this time, full-time faculty members can focus entirely on their research. Many members use these periods to visit universities abroad, participate in foreign academic seminars, or attend research society seminars.

2) Self-Evaluation:

As detailed above, full-time faculty members have, in practice, long periods of time during which they can focus on their own research. However, these periods are not specifically meant for research. In the future, other measures, such as agreements on an organization-level, may be necessary.

Criterion 22-6: "The School must set a sabbatical system for its faculty."

1) Self-Check:

GSM has a special research period (sabbatical) system in place as a support measure for full-time faculty members' research activities.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 22-7: "The School must have a system to reward excellent academic research of its faculty."

1) Self-Check:

Kyoto University is one of the most prominent universities in Japan in terms of research, so its faculty members are highly motivated in their research endeavors. Furthermore, as stated in Criteria 21-2 and 21-3, faculty members are required to show outstanding research achievements at the time of employment and for promotions. Awards including those from academic societies and other public organizations reward an increase in grade rates with bonuses, thus offering an economic incentive.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 22-8: "The School must have a system to apply the excellent academic research results achieved by the faculty in the educational process."

1) Self-Check:

The GSM's management research center surveys and analyzes recent research and the academic context, including the research achievements of faculty members; the results of this analysis are reflected in the mid- and long-term academic process, with the aim of improving the quality of education and research at GSM. In particular, education in workshops offered as advanced classes, and doctoral degrees for working students reflects the research results achieved by the faculty.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

The research and educational environments currently pose no major issues, but organizational efforts will be necessary to keep improving them in the future. It is pointed out that increasing the number of programs and courses to match the times has resulted in more meetings and office work. In the mid-term, reducing these will be an issue to be improved. Currently, as a measure against the spread of COVID-19, meetings are being held online, resulting in shorter meetings and shorter travel times. Maintaining this system and reviewing meeting agendas are two issues that will need to be discussed going forward. In addition, refurbishing shared offices for visiting faculty, including visiting professors, is another issue that needs to be discussed.

2. PRT Comments

PRT Comments:
- GSM Kyoto has provided good facilities for lecturers or researchers so that the academic and research atmosphere can be maintained properly. Limiting the number of courses taught by the lecturer to 2 subjects or classes per semester is very good, so that the lecturer has enough time to do research or publish his paper. In addition, it is also necessary to increase research collaboration with foreign lecturers from various partner universities in the world, in the context of globalization of research

and education in the future.
• The School has a good system of funding and supporting research activities of the faculty members. Workload distribution appears to be adequate. However, faculty members also need to teach at the other departments, and this increases their overall workload. The Standard is met.
• GSM Kyoto has generally provided good educational and research environment for its faculty members through the followings: 1. Assigning a reasonable number of classes for lecturers. 2. Support system that facilitate faculty members to secure research funds from various sources.　3. Employ support or admin staffs who can assist faculty members in their research. 4. Allowing faculty members to go for sabbatical leave plus setting special research period. 5. Grant special reward for research excellence

The School's Feedback:

Many of our overseas and younger faculty members conduct joint research with researchers from universities in the United States, Turkey, China, Vietnam and other countries.

PRT Responses:

Please describe the School's Feedback more briefly concerning the PRT Comments.

Standard 23: Responsibilities of Faculty Members

Viewpoint: The School's faculty members should strive to communicate with its stakeholders and ensure that their research and teaching activities are aimed at achieving the School's mission statement.

1. Self-Check/Self-Evaluation
1) "Self-Check/Self-Evaluation" Analysis:

Criterion 23-1: "The School's faculty members must continuously develop and improve their course content, materials used in their courses, and teaching methods based on the results of the self-check/self-evaluation and the student evaluation."

1) Self-Check:

Instructors have to write a report after each lesson (a total of 15 per course), performing a self-check and self-evaluation of the lecture content. In addition, students of all subjects evaluate lectures, and the results are disclosed to the instructor. Instructors use the results of self-evaluation and student evaluations to improve the course content, materials, and teaching methods, applying these plans to their courses in the next semester, thus achieving a PDCA cycle.

As previously stated, instructors whose lectures receive outstanding evaluations from students receive the Best Teacher award. The results of the students' evaluations of lectures is analyzed by the FD committee, who then report the outcome. This system aims to achieve continuous improvement of the educational activities. The academic affairs committee checks the appropriateness of assigned instructors, the content of each syllabus, and the establishment and assignment of subjects, among other things.

2) Self-Evaluation:

This criterion is satisfied.

Criterion 23-2: "The School's faculty members must strive to teach cutting-edge expertise and specialized knowledge in their respective fields of study in order to achieve the learning goals."

1) Self-Check:

Faculty members make efforts to obtain cutting-edge expertise and specialized knowledge. Each faculty member performs cutting-edge research in their respective fields, with many of them acting as a chairperson or president of an academic society, and many of them having won awards from academic societies.

Furthermore, the establishment of endowed chairs, endowed lectures, and academic-industrial collaboration research courses are opportunities to collaborate with experts that have highly specialized knowledge, and the knowledge and expertise thus obtained can be used for education. Faculty members often participate in practical endeavors on the basis of external requests, such as projects from local authorities in the field of regional revitalization, low-carbon city research projects in fields related to the environment, Tokyo Stock Exchange index-creation projects in the investment education field, and more. Most faculty members apply the specialized knowledge and practical skills learned through these opportunities to their educational activities.

Furthermore, some new educational programs have been established in response to high social demand. The Service Value Creation program and the Tourism and Hospitality program, created based on achievements from joint projects with MEXT and the Ministry of Environment, are prime examples. These new programs and courses teach cutting-edge expertise and knowledge.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 23-3: "The School's faculty members must strive to set office hours and actively communicate with the students through e-mail in order to help them to achieve their learning goals."

1) Self-Check:

The subject syllabus provided to students must show detailed office hours and an e-mail address. In order to achieve educational goals, instructors should answer students' questions and offer them consultations on academic matters. As previously stated, supervisors and workshop instructors maintain close communication with students, advising them on academic and lifestyle issues.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 23-4: "The School must conduct faculty development to enhance their teaching abilities systematically and periodically."

1) Self-Check:

GSM periodically holds FD committees and academic affairs committees that review lecture achievements, student evaluations, and educational content, in order to provide feedback to the instructors in their quest to enhance their teaching abilities.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

As stated above, administrative work and the number of meetings are increasing. It is the GSM's responsibility to transfer meetings online, review agendas, organize formats, and provide faculty members with time for research and education.

2. PRT Comments

PRT Comments:
- To help and make it easier for lecturers to carry out their responsibilities in lecturing activities, or to supervise student thesis, GSM Kyoto should make a system or platform to make reports on lecturers' activities and support academic activities. With such a system, lecturers only need to write their reports on the system after completing their activities.   - The system for evaluating and improving the course content and for bringing advanced expertise and knowledge into teaching is adequate. However, the faculty development system is not described in sufficient detail and needs further clarification. The Standard is partially met.   - The School faculty members have generally developed and improved the course content, materials used in their courses and teaching methods based of self-check/student evaluation. Faculty members do set office hours for students.
The School's Feedback:
GSM provides sabbaticals for faculty members every five years to give them opportunities for self-improvement. The GSM also provides opportunities for young researchers to receive short-term training at overseas universities. GSM also provides financial support for presentations at overseas conferences. Regular FD committees for the GSM as a whole are held every semester to discuss classroom evaluations. Each program has an FD meeting once every two months to exchange opinions on workshop management and changes to the curriculum. Reports from each program are given at the Faculty Meeting, and problems and best practices are shared.
PRT Responses:
It's OK, understandable, and acceptable.

Standard 24: Faculty Diversity

Viewpoint: The School needs to have a faculty coming from diverse backgrounds, in accordance to the globalization of economy, society and culture.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 24-1: "The School must have a faculty whose members represent various backgrounds."

1) Self-Check:

The GSM's faculty members come from various backgrounds, including various management

fields, economic fields, engineering, urban development, project management, and more. There are many full-time faculty members with vast practical experience, as well as several visiting professors practicing in a variety of fields, making for a faculty that represents various backgrounds.

2) Self-Evaluation:

As described above, this criterion is met in regard to the various specialization fields of faculty members. However, as previously stated, it is necessary to increase the percentage of young, female, and foreign faculty members within the faculty.

Criterion 24-2: "The School must have an exchange program system for the faculty members."

1) Self-Check:

As described in Criteria 19-4 and 19-5, GSM has an outstanding array of academic and student exchange agreements with foreign universities. This not only entails considerable student-exchanges, but faculty member-exchanges as well.

2) Self-Evaluation:

This criterion is satisfied.

Criterion 24-3: "The School must have a system to invite visiting teachers with excellent academic performance or special expertise."

1) Self-Check:

As described in Criterion 24-2, GSM has a vast array of agreements with foreign universities, including those of Kyoto University. Therefore, there are always multiple visiting professors, usually between three and six, performing research and education in GSM. To request a visiting professor to the planning committee, the host faculty member submits an application, which evaluates the request that is then approved in the faculty meeting. There is a visiting professors' room as well as office staff dedicated to them, but providing this support is an issue that is being continually re-evaluated.

2) Self-Evaluation:

The criterion is satisfied.

Criterion 24-4: "The School must review its system for faculty members' international exchange systematically and periodically."

1) Self-Check:

The international exchange committee discusses which schools to engage with in international exchange, including which ones to add, which ones to maintain, and which ones to remove.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

The number of young, female, and foreign faculty members at GSM is increasing, but the percentage still needs to be increased further.

2. PRT Comments

> **PRT Comments:**
> - GSM Kyoto has implemented faculty diversity, for female lecturers, international lecturers, and lecturers' ages. Regarding the development of science and technology and their application to the business world, diversifying the instructor needs to be linked to the criteria and requirements of lecturers who can learn and improve their

knowledge in the future, especially in the field of advanced business.
- The efforts taken by the GSM to promote faculty diversity and exchange are appropriate. The International exchange committee facilitates the academic exchange. The Standard is met.
- Faculty members at GSM Kyoto are generally coming from quite diversified background. However, it is not very clear and detail. Thus, it is suggested that the school provide a more detail info on this.

The School's Feedback:
- GSM is creating and enhancing collaborative research opportunities with faculty members specializing in engineering and informatics, and faculty members specializing in economics and business administration.
- The following URL provides information on the backgrounds of faculty members.
  https://www.gsm.kyoto-u.ac.jp/en/about-us-en/faculty-information/businessadministration-chairs.html

PRT Responses:
It's OK, understandable, and acceptable.

Chapter Six: Educational Infrastructure
Standard 25: Educational Infrastructure
Viewpoint: The School needs to have modern facilities for educational and research. Apart from ordinary classrooms and seminar rooms, facilities such as students' study rooms, computer rooms, photocopy rooms and joint research rooms are necessary. A library that provides access to the academic journals and audio-visual materials is also necessary.

1. Self-Check/Self-Evaluation
1) "Self-Check/Self-Evaluation" Analysis:
Criterion 25-1: "The School must maintain an appropriate number and quality of its facilities, such as classrooms, seminar rooms, and study rooms, in order to enhance the efficiency of its educational programs."
1) Self-Check:
(Table 25-1: Infrastructure)

Please describe Educational Infrastructure of the School		
Facility name	Location	Capacity
Lecture Room 1	1st Floor	137
Lecture Room 2	3rd Floor	60
Lecture Room 3	3rd Floor	80 (plan)
Case Study Seminar Room	3rd Floor	36
Large Seminar Room 1	3rd Floor	30
Large Seminar Room 2	3rd Floor	36
Large Seminar Room 3	B1 Floor	30
Seminar Room 1	3rd Floor	12
Seminar Room 2	3rd Floor	12
Seminar Room 3	3rd Floor	12

Student Study Room 1	3rd Floor	16
Student Study Room 2	3rd Floor	40
Group Work Room	3rd Floor	24
Open Conference Room	3rd Floor	24

(As of April 2020)

In order to effectively implement its educational program, GSM owns a number of facilities, including classrooms (lecture halls, case study exercise rooms, large and small seminar rooms), self-study rooms for students, and group work rooms, maintaining their number and quality through continuous refurbishments and expansion. Education-related facilities are concentrated in the Second General Research Building for the convenience of students and instructors. As for libraries, GSM and graduate school of economics have joint ownership of the economics and management library, which aims to provide the books and journals necessary for education and research. Students can also use the library that is in the same campus where GSM is located (Yoshida Campus).

The details about classrooms and study rooms are as described in the table above. All classrooms are equipped with a projector and screen, and all rooms, including study rooms, are equipped with wireless LAN connection to the internet. Classrooms have spaces for students with disabilities, and all study rooms, including in the library, are able to accommodate the student quota, making self-study and group work possible 24 hours a day.

The Second General Research Building, where education-related facilities are concentrated, is equipped with anti-seismic measures and elevators. Lecture halls and study rooms are equipped with keypad lock for security. Furthermore, all students have personal lockers.

2) Self-Evaluation

GSM is equipped with facilities to enhance the efficiency of its educational program, with appropriate quality and quantity. Currently, Lecture Room 3, which is currently undergoing refurbishment, is an issue. In addition, because of the increase in the student quota, the individual lockers are insufficient (there currently are 186 lockers). Furthermore, if full-time faculty members or students increase even further, the current number of classrooms may also become insufficient, and measures will need to be taken.

Criterion 25-2: "The School must provide an individual office for each full-time faculty member."

1) Self-Check:

GSM provides individual offices for each full-time faculty member and shared offices for visiting and part-time instructors in order to improve the educational and research environment.

2) Self-Evaluation:

Presently, each full-time faculty member is provided with an individual office, thus satisfying the criterion. However, as the number of full-time and visiting instructors is increasing, providing sufficient individual offices may become an issue in the future.

Criterion 25-3: "The School must have a joint research room for the faculty."

1) Self-Check:

The GSM's management research center acts as a joint research room for the faculty. In addition, the endowed chair research room and industrial-academic joint research room act as spaces for full-time and visiting instructors to hold meetings or exchange opinions on lectures. Furthermore, as lecture and seminar rooms are not used all of the time, they can be used for joint research and meetings when they are free.

2) Self-Evaluation:

   The criterion is satisfied.

Criterion 25-4: "The School must systematically maintain a collection of books, academic journals, and audiovisual materials necessary for the educational and research activities of both students and faculty."

1) Self-Check:

   As described in Criterion 25-1, GSM manages jointly with the graduate school of economics an independent library in which they maintain and improve the collection of books and other materials related to education and research performed at GSM. Specifically, the general affairs committee plans for the acquisition and purchase of books and other related materials with a yearly budget of approximately 700,000 yen. As of March 2020, the library holds 616,338 books, specifically 280,740 Japanese books, 38,888 Japanese periodicals, 267,000 foreign books, and 29,704 issues of foreign journal.

   Journals, including databases, have general magazines on company management and the main Japanese and foreign journals on management and accounting. The library also continuously buys and collects 680 physical titles, as well as the main foreign and Japanese business magazines and business education magazines. As for digital databases, there is a yearly budget of JPY 10,000,000 shared with the graduate school of economics, thus creating a system for the perusal of digital journals and databases (see table below).

 (Table 25-4: Main management/economics digital databases and journals)

	Title	Content
Japanese	Eol	Securities reports database
	Nikkei NEEDS	Financial information database
	Nikkei BP article search service	Back number of 50 magazines published by BP
	Nikkei Telecom 21	Nikkei newspaper database
	Business Archives Online	Business reports, securities reports
English	Nexis Uni	Foreign newspaper article search service
	EBSCO HOST	Foreign economics and management magazines article search (including Econ Lit)
	JSTOR	Basic American academic journal database
	Elsevier	Academic journal database
	Harvard Business School Press	Business case studies academic material site
	OECD iLibrary	OECD publications and statistics
	Orbis	Business information database
	Financial Times	Newspaper database
	China Premium Database	Chinese economic, industrial, and financial databases

   As a university, Kyoto University has access to one of the largest collections of digital databases and digital journals in Japan, and students have the privilege of accessing them. Specifically, this collection includes around 40,000 digital journals, around 50,000 digital books, and around 100 types of databases.

   Seminars on information literacy related to the use of the library and databases are held several times a year, and students can attend them in their free time. The management research

center also collects case study material on business management and publishes case studies; related materials are also collected and managed within the library.

In addition, since the 2012 academic year, GSM has been purchasing annual licenses for the Harvard Business School Press site for business case study materials, which are provided for educational purposes in GSM. Business case study materials of the highest level are provided to students for free, and almost all of them attend the lessons on case methods.

2) Self-Evaluation:

GSM consistently maintains and improves its collection of materials, books, journals, and databases on management information, thus satisfying the criterion.

Criterion 25-5: "The School must effectively utilize and maintain facilities and equipment appropriate for its educational and research activities and the delivery of its educational programs."

1) Self-Check:

GSM continuously provides and maintains facilities and equipment. As stated in Criterion 25-1, educational facilities are centralized in the Second General Research Building for students and teachers' convenience. Lectures for the basic subjects of the GSM's educational program are held in Lecture Room 1 when there are more than 60 students (as it has a capacity of 137 students), and Lecture Rom 2 otherwise (as it has a capacity of 60 students). Yet, in response to the increasing student quota, we are also currently building Lecture room 3 (with a capacity of 80 students). Specialized and practical subjects are held in case study classrooms, with a capacity of 40 students, and the large seminar rooms 1, 2, and 3, with a capacity of around 30 students each. There are also smaller seminar rooms for advanced subjects with fewer students.

All of these classrooms are equipped with projectors and wireless LAN for Internet, enabling a lot of different lesson types. We periodically upgrade the facilities and equipment; for example, in recent years we have changed the microphones in the lecture halls to digital ones and changed the projectors to ones that can show two images at once. Efforts are being made toward the efficient use of the school's facilities, including changing desks and chairs in the study rooms.

Recently, in order to prevent the spread of COVID-19, we have made hardware and software accommodations for online lectures and recording of educational content.

2) Self-Evaluation:

GSM possesses the facilities and equipment necessary for educational and research activities, and they are periodically upgraded. As a result, classrooms, seminar rooms, and study rooms are widely used, which ensures that all the facilities are used efficiently, thus satisfying the criterion.

Criterion 25-6: "The School must provide study environment that enables students to engage in self-study, and encourage students to make use of this environment."

1) Self-Check:

In order to encourage students to engage in individual study, GSM provides study-rooms for the students to use 24 hours a day, including self-study rooms for both individuals and groups. In addition, seminar rooms can also be used by students for group work or self-study when they are not being used for lectures or workshops. Considering the large number of opportunities for various types of group work (such as independent study groups, team projects, presentation preparations, etc.) in every lecture and workshop, we use a free reservation system that allows students to efficiently use the spaces that they need for independent

activities. Other than the school's study rooms, students can also use the 60 seats available in the economics faculty library and the study rooms in any of the University libraries.

Through the wireless LAN in study rooms and group work rooms, students can access the GSM's e-learning system and the digital journals, database, and book browsing online service offered by Kyoto University's library. Furthermore, by using a virtual private network (VPN), a service that is offered to all of the university's students, they can also access the digital journals and other information and services from outside of the school, making studying off-campus more convenient.

2) Self-Evaluation:

Sufficient efforts are being made to satisfy this criterion. However, the student quota at the time of establishment was 120 (60 students per school year), whereas now it is 200 (100 students per school year); therefore, the continued refurbishment of the environment to promote self-study, including study rooms, is believed to be necessary.

Criterion 25-7: "The School must review its facilities systematically and periodically."

1) Self-Check:

The GSM's general affairs committee periodically reviews its facilities and equipment. The GSM office and academic affairs committee collaborate to consult with the planning committee and faculty meetings in regard to the equipment necessary for study rooms and lectures.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

GSM possesses the facilities, equipment, books, and databases necessary to effectively perform educational activities, and thus their quantity and quality are at an appropriate level. However, as the student quota and the number of exchange students may keep on increasing, it is necessary to have more classrooms and individual lockers for students. In terms of classrooms, Lecture Room 3 is currently renovation and expansion. In addition, as the number of lectures performed online has increased because of the COVID-19 pandemic, we want to improve the hardware and software available for online and remote lectures, and improve our ability to provide student guidance remotely.

2. PRT Comments

PRT Comments:
- The learning facilities owned by GSM Kyoto in supporting the learning process, both for lecturers and students, are very good. In the current Covid-19 pandemic conditions, it seems that these facilities are not an obstacle. What needs to be considered in the future is how to use these facilities to be used jointly between lecturers, employees, and students, so as to increase interaction and support a conducive learning process atmosphere.
- The School's infrastructure appears to be adequate. However, the students and alumni suggested that they would have benefited from having more electricity outlets and functioning printers for the students. It is advised to look into these matters to ensure students' comfort when they are back to offline classes. The Standard is met.
- The educational Infrastructure at GSM Kyoto is generally quite impressive and fulfill the requirement for achieving its missions.

> **The School's Feedback:**
> GSM students are provided with a photocopier and paper that can be used free of charge up to 2,000 sheets per student per year. Several printers were installed in the information exercise room for students to use free of charge, but now the printers are temporarily unavailable due to the renovation of the room and the fact that the classes are conducted online.
>
> **PRT Responses:**
> It's OK, understandable, and acceptable.

Standard 26: Globalization of Educational Infrastructure

Viewpoint: To meet the needs of the society where economic, social, cultural globalization is developing, the School needs to be able to conduct joint classes with foreign schools using online real-time video conference and other advanced information communication methods.

1. Self-Check/Self-Evaluation

1) "Self-Check/Self-Evaluation" Analysis:

Criterion 26-1: "The School must have the facilities that take the various needs of the students with different cultural backgrounds into account."

1) Self-Check:

GSM invites several guest professors and lectures from abroad every year, holding several seminars and special lectures in English. GSM provides several educational opportunities focusing on diversity and globalization, such as participation in projects and programs from foreign universities, as well as foreign internships. In addition, in an effort led by the International Program instructors, GSM is also budgeting for and purchasing books and databases in foreign languages (mainly English and Chinese). The staff in charge of foreign languages are always present at the GSM offices to offer consultation to international students.

As for facilities, Kyoto University offers support for Japanese learning and promotes cultural exchange to students with different cultural backgrounds through the international student section of its International Exchange Center. It has all the necessary facilities, for this purpose, including classrooms and information communication methods. In addition, Kyoto University offers multiple accommodation facilities for international students.

2) Self-Evaluation:

GSM offers comprehensive support to students with different cultural backgrounds through university-wide systems, both in tangible and intangible forms.

Criterion 26-2: "The School must prepare appropriate accommodation for students with different cultural backgrounds."

1) Self-Check:

Kyoto University provides multiple facilities to accommodate international students. The ones located near the Yoshida Campus, where GSM is located, are the Shugakuin building, the Yoshida International House, the Hyakumanben International House, and the Okazaki International House. In addition, the International Exchange Center provides information on accommodation to international students.

2) Self-Evaluation:

GSM does not make independent efforts in this regard, but, since the International Exchange Center of the university provides extensive accommodation support to international students, including accommodation facilities, the criterion is satisfied.

Criterion 26-3: "The School must prepare appropriate religious facility for students with different cultural backgrounds."

1) Self-Check:

Kyoto University provides a prayer room (with equipment for foot cleansing) inside the education promotion and student support department in the Yoshida Campus, where GSM is located.

2) Self-Evaluation:

The criterion is satisfied.

2) Issues to be improved:

GSM offers support to international students from different cultural backgrounds and collaborates with the greater university community in order to be able to respond to additional needs. Regarding global education, providing both tangible and intangible means for students to attend online classes from abroad is a mid-term issue that needs to be improved.

2. PRT Comments

PRT Comments:
- With the increasing number of international students, with different cultural and religious backgrounds, GSM Kyoto should also provide facilities for Muslim students, such as prayer rooms and canteens that provide halal food.
- Both the GSM and Kyoto University have appropriate facilities for the international students.
  The Standard is met.
- The Educational Infrastructure at GSM Kyoto is generally meeting the needs of the students from various background and cultures.
  However, it is not clear whether the school provide facilities like mosque or prayer room and halal café for Muslim students.

The School's Feedback:

Although GSM does not have its own place of worship, there is a prayer room with a foot-washing station on the campus where GSM is located. Halal food is provided for parties and social gatherings held at the GSM.

PRT Responses:

It's OK, understandable, and acceptable.

3. The Quality Improvement

1) The School's Improvement Issues
(1) "Self-Check/Self-Evaluation" Analysis

GSM is trying to obtain its third accreditation from ABEST21, after acknowledging and acting on several improvement issues during its two previous accreditations, the Kaizen report and the 2019 QIS (Quality Improvement Strategies). Therefore, we believe that we are presently acting on all major improvement issues. Of course, some of these improvement issues stem from the current situation of Japanese universities, especially national ones, but independent efforts on the part of GSM cannot solve them alone.

The following is a list of improvement issues that have been acknowledged during the creation of this report. In particular, we will show practical plans to resolve the major issues in the short term in section "3. The School's Action Plans for the next three years".

1) Chapter 1: Internal Quality Assurance
Dealing with and implementing multiple external evaluations rationally and efficiently

2) Chapter 2: Mission Statement
Understanding and reflecting various stakeholders' requirements

3) Chapter 3: Educational Programs
1. Improving on the system to statistically understand the needs and evaluations of industry and alumni
2. Continued improvement of educational programs and curricula
3. Further enhancement of student support
4. Improving measures to deal with globalization and enhancing the online lecture system
5. Appropriate support for students with different backgrounds and career aspirations
6. Procurement and maintenance of stable external grants
7. Measures to enhance overtime studying

4) Chapter 4: Students
1. Protecting students' health and reviewing the lecture system in light of the spread of COVID-19
2. Discussion of the fairness among different types of admission selection
3. Enhancement of alumni associations' organizations and personal networks

5) Chapter 5: Faculty
1. Consideration of the faculty members' diversity and age balance, with a focus on the employment of female and international faculty members
2. Support for further improvements of faculty research and education abilities
3. Enhancement of the administrative organization in charge of supporting research and education, and improving administrative staff training.

6) Chapter 6: Educational Infrastructure
1. Maintenance of lecture rooms considering the COVID-19 pandemic
2. Securing faculty offices
3. Provision of research rooms for visiting professors
4. Systematic improvement of lecture rooms, study rooms, and obsolete facilities.
5. Enhancement of the educational infrastructure for online lectures
6. Enhancement of BCP (considering COVID-19)

(2) PRT Comments

PRT Comments:
● Overall, The School's Improvement Issues have been described in full and in detail related to Internal Quality Assurance, Mission Statement, Educational Programs, Students, Faculty, and Educational Infrastructure. What needs to be considered is mainly related to diversity, both for students and lecturers, as well as supporting infrastructure for foreign students. This is very important, given that the number of foreign students is increasing from year to year.
● The School's improvement issues are formulated in very broad and general terms, and are not clearly aligned with Self-Check/Self-Evaluation. E.g., in Standard 12 (p. 35) GSM mentions the issue of evaluating the learning outcomes, but this is not listed in the section III-1. In Chapter 2 (Mission Statement) no specific issues have been found in the Self-Check/Self-Evaluation, apart from the translation inconsistency Standard 5 (Mission Imperatives), but the issue in section III-1 is formulated as "Understanding and reflecting various stakeholders' requirements (which does not clearly follow from the Self-Check/Self-Evaluation). Overall, there is a lack of clear and specific Improvement issues throughout the Self-Check/Self-Evaluation.
● The Graduate School of Management, Kyoto has generally quite a sound quality improvement system. The school has an integrated quality improvement process particularly in achieving the standard set.
Chapter1: On Internal Quality Assurance, it seems that implementing "check" of the PDCA is not as easy since there are still some debatable issues related to the methods.
Chapter 2: Ensuring reliable and continuous funding seems to be quite an issue for achieving the stated missions.
Chapter 3: There is no serious issues related to the educational programs
Chapter 4: The increase in the students' diversity is hoped to be reflected in the student body and representatives.
Chapter 5: It is still quite a challenge to further increase the percent of younger lecturers. Further increase involvement of faculty members in publication especially PRJ.
Chapter 6: Maintenance of lecture rooms in light of COVID-19 pandemic seems to be quite challenging. Provide better research room for visiting professors. Enhance online lecture facilities not only for classes but also meeting and conferences.
The School's Feedback:
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PRT Responses:
Please provide feedback on comments from PRT.

2) The School's Improvement Initiatives

(1) "Self-Check/Self-Evaluation" Analysis

Presently, the major issue to be improved upon in the short term is implementing measures for maintaining and improving the quality of lectures, while also preventing the spread of

COVID-19. The following are concrete examples related to this issue.

1. As a measure against the spread of COVID-19, the online education system must be improved. Meanwhile, lecture rooms and study rooms must be furnished to allow students to easily attend online lectures.

2. Different types of care must be provided for the increasing number of students isolated at home because of the COVID-19 pandemic.

3. Faculty members and staff must be provided support, a system to work from home, and a shift split system in order to enhance the BCP as a measure against the spread of COVID-19.

4. The entrance briefings and orientation normally held in classrooms will need to be held online.

Other issues that are of major importance are the provision of new lecture rooms to account for the increased student quota, the enhancement of financial support, the diversity of full-time faculty members (age, gender, nationality), and more. The following are concrete examples related to these issues.

1. As the student enrollment increases, new classrooms will need to be provided, and they must be designed to accommodate for students with disabilities and to allow for online lectures.

2. The high percentage of students whose tuition is waived must be maintained, new some scholarships must be established, and the already existing scholarships must be maintained.

3. Increasing the number of young faculty members.

In addition, the following are some of the other issues that have been acknowledged during the creation of this report and require improvement in the short to medium term.

1. Providing research rooms for faculty, visiting professors' rooms, and endowed chair research rooms.

2. Establishment of an executive program to secure funding and make efficient use of the educational curriculum.

3. Implementation of online alumni meetings to strengthen the alumni associations' organization.

4. Discussing the participation of administrative staff in external workshops, certified evaluation meetings, and more.

5. Creating and staffing a department that is specifically tasked with obtaining externally certified evaluations.

(2) PRT Comments

PRT Comments:
- GSM Kyoto has handled the Covid-19 pandemic conditions well, especially those concerning the interests of students. Students need to be supported to overcome difficulties and problems related to Covid-19. The improvement of various facilities to support teaching and learning activities has been carried out well. And what needs to be added is how to expand the collaboration network with university partners abroad to facilitate lecturers and students to conduct exchanges and collaborative research and publications.
- The Improvement Initiatives should be clearly aligned with the Improvement Issues, which is not the case. It is understandable the key issue and challenge right now is to adapt to the pandemic, including ensuring student safety and the quality of online teaching. However, the Improvement Initiatives should be clearly aligned with the Improvement Issues, which is not the case. E.g., "Creating and staffing a department

that is specifically tasked with obtaining externally certified evaluations" is not a specific response to the COVID-19 challenge, but it is not aligned with the Improvement Issues. It is therefore not clear what this Initiative is, and what Issue it aims to address.
● Various aspects of improvement should be tailored towards addressing the issues arising from Covid-19 pandemic.
The School's Feedback:
● Recently, GSM held the following international workshop using Zoom.   "JISN Negotiation Research Workshop 2020"   "JISN: Japan International Negotiation Society"   GSM will continue to organize joint seminars with overseas partners to provide students and faculty members ongoing opportunities for international exchange.
● The technology of distance learning has been developed rapidly, and GSM has been able to make good use of it. Student class evaluations have been very favorable.
PRT Responses:
It's Ok, understandable and acceptable.

3) The School's Action Plans for three years

(1) "Self-Check/Self-Evaluation" Analysis

1) Action Plan I (from April 2021 to March 2022)

1. Securing a new lecture room that are designed to accommodate students with disabilities, in accordance with the increased student quotas.

2. Refurnishing self-study rooms for students. On account of the COVID-19, we will remove fixed PCs and rearrange the rooms so that there is more flexible space.

3. Student care in relation to the COVID-19 pandemic in the form of small-attendance online round-tables and, once it is appropriate, the implementation of small-attendance round-tables offline avoiding the three Cs.

4. Increase of financial support for students because of the COVID-19 pandemic.

5. Improvement of the online education system and systematization of support for instructors in relation to the spread of COVID-19.

6. Reinforcement of BCP and establishment of a work-from-home system in relation to the spread of COVID-19.

7. Holding online briefings regarding entrance examinations.

8. Employment of young faculty members.

9. Securing research facilities for faculty members, a visiting professors' room, and an endowed chair room.

10. Establishment of an executive program as an effective use of funding sources and educational curricula.

11. Implementation of online meetings for former alumni as a way to reinforce the alumni association.

12. Creating and staffing a department dedicated to external evaluations and certifications.

2) Action Plan II (from April 2022 to March 2023)

1. In regard to the continuous improvement of educational programs and curricula, they will be developed in accordance with the current plans and the improvements of recent years, while

making minor adjustments as needed.

2. Online transfer of meetings.

3. Participation of office staff in external workshops, and discussion of their participation in, for example, certification evaluation meetings.

4. Discussion of automatic data updates, organization for external certifications, and evaluation.

3) Action Plan III (from April 2023 to March 2024)

1. Continue the discussion on the fairness among different selection methods.

2. Continue to review the curricula and education programs.

3. Continue to attract external donations.

4. Discuss securing and expanding lecture rooms and faculty research facilities.

(2) PRT Comments

PRT Comments:
- Action plans have been made for 3 events from 2021 to 2024. To monitor and evaluate this action plan it is necessary to make a tool in the form of a system or dashboard, so that if there are difficulties or obstacles, the handling of the action plan can be immediately identified and actions are taken to overcome them. Likewise, it is necessary to appoint a person in charge, who is responsible for the success of the action plan.   - Action Plans are overly aligned with the Initiatives, but the problem is that the Initiatives are disconnected from the Issues. In addition, Action Plans are formulated in very general terms. E.g. there is a plan to increase the number of young faculty members, but it is not clear how many young members the School needs.   - The GSM Kyoto has described quite well and clearly all action plans I, II and III for 2021-2022, 2022-2023 and 2023-2024 respectively.
The School's Feedback:
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PRT Responses:
Please provide your feedback on comments from PRT