

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

Chuo University
Chuo Graduate School of Strategic Management
Strategic Management Course



Basic Information of the Institution	
Ownership: Private	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2017	
Accreditation Status: accredited (Accreditation Period: April.01.2018 – March.31.2023)	

**Certified Evaluation and Accreditation Results
for the Strategic Management Course,
Chuo Graduate School of Strategic Management, Chuo University**

The Strategic Management Course (hereafter, SMC) in the Chuo Graduate School of Strategic Management, Chuo University, specifies the uniform objective of “fostering deep academic knowledge and excellent abilities as highly trained professionals by providing education and research focusing on theory and practice based on academic studies.” This objective is well suited to the purpose of the professional degree program and distinctively focuses on leadership development.

The distinguishing feature of SMC’s curriculum is its focus on management strategies. The curriculum itself comprises the five areas of “strategies,” “marketing,” “human resource management,” “finance,” and “corporate legal affairs,” and organically incorporates these areas to systemize its courses ranging from basic to advanced levels. Above all, the “corporate legal affairs” area offers well-developed courses, taught not only by the SMC faculty but also provided in cooperation with Chuo Law School, Chuo University.

In addition, SMC offers outstanding academic programs that meet the needs of many students, with course models designed according to the type of human resources and over one hundred lecture courses introduced. Moreover, in the past SMC has initiated unique approaches to objectively measure its students’ learning outcomes by conducting an “MBA assessment” at the time of enrollment and program completion to visually understand the students’ strategic decision-making abilities and create opportunities to recognize the challenges of developing their abilities. (This initiative ended in FY2016.) Furthermore, to disseminate these distinctive educational activities, SMC publishes the “Chuo Business School Review,” compiling the education and research writings of academic staff members, students, and graduates, and distributes the publication not only on campus but also to graduates, other universities, and open class participants.

In these many ways, in pursuit of several distinctive educational activities over the past ten years, SMC has been socially recognized with its level of student satisfaction also considered high. However, while SMC aims to improve student enrollment as one of the short-term goals in the “Chuo Business School (CBS) Future Vision” formulated in FY2015, the enrollment quota has not been fulfilled since that year. In addition, the situation seriously deteriorated in FY2017 with student enrollment remaining at 49. (The ratio of student enrollment to the student enrollment cap (80) was 0.9 in FY2016 and 0.61 in FY2017.)

To address the problem of insufficient enrollment, SMC utilizes websites and social networking services to activate its public relations activities. In addition, SMC bases its student recruitment activities on entrance examination explanatory meetings, holding these meetings once a week before the application process begins while expanding its efforts to attract more female applicants. To increase the number of students admitted by recommendation from businesses, SMC utilizes program coordinators specializing in corporate public relations and marketing, and organizes events based on these activities results, for example, company visits, trial lessons, and on-site briefings by full-time academic/administrative staff members. As for SMC’s admission decision process, all the interviewers gather after completing the interview tests to share the status of the individual applicants.

Based on the progress of the CBS Future Vision, SMC established the CBS Medium- to Long-Term Strategy Review Committee consisting of relatively young academic staff members and formulated the “CBS NExT 10” action plan in September 2017. “CBS NExT 10” integrates SMC’s five key areas as a core to establish the practice-focused “Field Learning” course conducted in cooperation with businesses, in addition to creating program-based curricula to train professionals in different fields beyond the framework of these five areas, such as the “Medical and Healthcare Program,” “Global Management Program,” and “Venture Business/New Enterprise Development Program,”

with these new programs promoting the development of “Change Leaders.” It is commendable that young academic staff members took the initiative as future leaders in formulating “CBS NExT 10,” and these action plans are expected to produce positive results in the coming years.

However, there are some concerns over “CBS NExT 10.” First, this action plan promotes the development of “Change Leaders” as SMC’s objective. The original aim of SMC was to cultivate strategic management leaders, but the connection between “Change Leaders” and strategic management leaders is unclear. SMC should clarify why different words are used if both refer to the same leaders, or explain the difference if different leaders are meant. This issue was remarked upon in JUAA’s suggestions for improvement, stating “there are inconsistencies in the objectives specified in the graduate school code of Chuo University’s Professional Graduate Schools, course guidelines, and “CBS NExT 10” requiring the definition of a uniform objective.” Since SMC’s education for training strategic management leaders is socially recognized and well received, SMC needs to explicitly define these two visions for human resource development, while reviewing and specifying its objective once again with a focus on connecting its accumulated educational resources to the objective of developing strategic management leaders.

“Field Learning” presents a very interesting educational method, but the on-site inspection revealed that the program has yet to be established in terms of business cooperation and educational content. With this attractive approach likely to produce positive educational results, the “Field Learning” program is expected to be properly implemented.

In addition, the “Global Management Program,” established as a program-based course, introduces subjects related to global management, including the “Theory of Global Management Strategy” and “Cross-Cultural Understanding and Business in Asia.” To promote this program, however, SMC should focus more on global management education. Currently, SMC lacks full-time foreign faculty members, with all-English global subjects taught only by visiting scholars from foreign universities during their stay. Moreover, the ratio of international students to student enrollment is also low. The review by JUAA referred to this issue as an area of improvement, commenting that “to cultivate true global leaders, SMC should introduce subjects that not only offer lectures taught by instructors with international experience but also provide students with opportunities to actually experience different cultures and cross-cultural communication by themselves.”

The Strategic Management Course has no items identified as areas of serious concern in this Certified Evaluation and Accreditation in accordance with the Professional Graduate Business School Standards. However, there are many suggestions for improvement. The ongoing insufficient quota fulfillment and the declining number of enrolled students are especially serious and urgent challenges affecting SMC’s sustainability. While SMC has formulated “CBS NExT 10” to address these challenges, there are also concerns over feasibility of this action plan. Based on the latest Certified Evaluation and Accreditation results, SMC is expected to take steady and immediate step towards implementing “CBS NExT 10” to maintain its sustainability.