

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

**Management of Technology Program,
Graduate School of Management of Technology,
Nippon Institute of Technology**



Basic Information of the Institution	
Ownership: Private	Location: Saitama, Japan
Accreditation Status	
Year of the Review: 2024	
Accreditation Status: accredited (Accreditation Period: April 1, 2025 – March 31, 2030)	

Certified Evaluation and Accreditation Results for the Management of Technology Program, Graduate School of Management of Technology, Nippon Institute of Technology

The Management of Technology Program, Graduate School of Management of Technology, Nippon Institute of Technology, sets forth its unique purpose as follows: “Our professional degree program provides students with (a) basic and applied practical knowledge on Small and Medium-sized Enterprises management, Business Creation, and Small and Medium-sized Enterprises consulting and (b) opportunities to gain extensive hands-on experience in practice and case studies to nurture skilled management of technology professionals with professional ethical standards and the ability to identify and solve challenges in small and midsize tech companies. The program’s faculty members conduct practical research related to technology management to contribute to the training of management of technology professionals and to assist small and midsize tech companies.” One of the commendable characteristics of the Business School is that it sets a specific goal for each core specialty area. Management of Small and Medium-sized Enterprises, for example, aims to train the next generation of managers, while Business Creation seeks to nurture innovative professionals, such as entrepreneurs and intrapreneurs, and the Small and Medium-sized Enterprises Consulting program prepares students to become certified management consultants. To achieve its goals, the Business School has formulated its medium- to long-term vision and the strategies to fulfill this vision. The strategies consist of the main strategies, represented by the value chain of (a) student recruitment, (b) teaching system development, and (c) alumni support, and the enabling strategies of public relations activities and the building of teaching infrastructure. The two-fold approach of value chain strategies and action plans that support the delivery of these strategies is pragmatic, promising, and consistent with the stated vision. Given that the actions taken in line with these strategies are producing a level of positive outcomes, they can be acknowledged as a successful initiative of the Business School.

The educational program is divided into three courses: Management of Small and Medium-sized Enterprises Course, Business Creation Course, and Small and Medium-sized Enterprises Consulting Course. The curriculum of each course is designed in a way that allows students to study sequentially, with courses offered in the three groups of Basic, Applied, and Advanced/Case Study.

The Business School offers generous support to its alumni and the companies they work for through the establishment of the alumni association, the MOT Club, and the Small and

Medium-sized Enterprise Innovation Center (SMEIC). By maintaining contact in various ways with alumni after graduation, the Business School supports their business management efforts, and recognizes the alumni who effectively utilize their business school education to succeed in business pursuits through the MOT Awards Program. These remarkable initiatives are acknowledged as highly commendable strengths of the Business School. As a result of these efforts, 60% of the alumni maintain close ties with the Business School after graduation. The Business School has also seen a surge in admission applications, pushing its recent acceptance rates below 33% and achieving full enrollment capacity. Notable initiatives with respect to “faculty development” and “educational and research conditions, environments, and personnel support,” include (a) Supporting the incremental advancement of practitioner faculty members’ research activities by categorizing their research activities into Research, Extended Research, and Practical Studies, and by encouraging cooperation between academic and practical faculty members with the aim of providing education that bridges theory and practice, and (b) Reducing the teaching load to give teachers ample time for lesson preparation and their own research projects.

Other notable features include the collaborative platform created with organizations within the University, namely the University’s Industry Supported Entrepreneurial Education Center and the Innovation and Entrepreneurship Education Center, which the Business School’s dean serves as a member. The Business School is also commended for its stylish, highly engaging website actively used to announce various initiatives and other information.

There is an area for improvement the Business School should address, however.

The Business School is advised to review the membership of the External Evaluation Committee, which meets annually and functions as the Collaboration Council for Educational Program. The majority of the current membership, consisting of stakeholders from affiliated organizations, local government officials, local business organization officials, education industry experts, business manager alumni, the University’s president, assistant president, and general affairs manager, and MOT Steering Committee members, are not external members. It has been noted that the Business School is preparing for re-election of the External Evaluation Committee members for the next academic year and beyond. JUAA recommends that the Business School assesses the outcome of this process and work towards further improvements.

To address the issue raised above, the Business School is advised to utilize the results of the certified evaluation and accreditation for professional graduate business schools, continue its self-study efforts for improvement, and assure and enhance the quality of its education as it strives to further develop its unique characteristics.