Results for Certified Evaluation and Accreditation for

Professional Graduate Business School

Department of Industrial Technology and Innovation, Graduate School of Engineering, Tokyo University of Agriculture and Technology

Basic Information of the Institution	
Ownership: National	Location: Tokyo, Japan
Accreditation Status	
Year of the Review: 2024 Accreditation Status: accredited （Accreditation Period: April 1, 2025 – March 31, 2032）	

Department of Industrial Technology and Innovation,
Graduate School of Engineering, Tokyo University of Agriculture and Technology

Certified Evaluation and Accreditation Results for the Department of Industrial Technology and Innovation, Graduate School of Engineering, Tokyo University of Agriculture and Technology

The Department of Industrial Technology and Innovation, Graduate School of Engineering, Tokyo University of Agriculture and Technology, sets forth the unique purpose "to train professionals well versed in the latest scientific technologies in the industrial fields of life science, chemistry, mechanics, and information science, and with technology management skills by strategically promoting, managing, and deliver research and product development projects, and to foster engineers, researchers, and business managers who can drive and develop industrial technology innovations by strategically providing industrial technology expertise and solutions." For this purpose, the Business School offers a curriculum consisting of four areas of specialization (life science, mechanics, chemistry, and information science) and three learning programs (Applied Development Research Program, Technology Management Program, and Business Trial Program). It is commendable that the Business School has diligently reviewed and taken action on the outcomes of the previous certified evaluation and accreditation for professional graduate business schools (2019) and responded conscientiously to JUAA recommendations, albeit with a few remaining issues.

The educational program offers an extensive course catalogue effectively designed to train skilled business people. The courses are organized under a variety of categories and subjects that include "Project Research" that focuses on the pragmatic as the center, along with Foundation, Management, and Innovation that teach knowledge and academic theories pertaining to technology management. The curriculum also has an entrepreneurship category, which includes the Business Trial Program covering such topics as launching new businesses or projects, ensuring that students stay alert to the real world of business. These courses leverage the strengths of the Business School and are commendable components of the educational program.

In line with its unique purpose "to train engineers, researchers, and business managers who can drive and develop industrial technology innovations," the Business School enrolls many students straight out of undergraduate programs, and also encourages both new graduates of undergraduate programs and working students to pursue doctoral studies. In addition, the Business School provides presentation training at domestic and international conferences. These efforts and activities, facilitated by

the Graduate School of Engineering's operational resources, are a distinctive feature of the Business School.

TUAT-Steinbeis University Joint Program, a problem-based learning (PBL) program that includes group presentations, is a notable feature of the curriculum designed to cultivate the skills to "drive and develop industrial technology innovations." In addition to this international collaborative program, the Business School implements various instructive initiatives that constantly expose students to real-world business situations where they learn useful skills, with the awarding of credits for internships exceeding one month being another example.

There are several areas for improvement the Business School should address, however. First, the curriculum fails to make explicit the interrelationships between the courses. Given its aim to foster the abilities of "strategically providing industrial technology expertise and solutions," it is essential that the curriculum is visualized to provide students an overall picture of the educational program.

Second, the Business School is urged to address the skewed ratio of students with work experience to students straight out of an undergraduate program. Students with work experience being a minority of the student body means fewer opportunities to bring into education the knowledge and experience of people closest to the real business environment. As a professional graduate business school, the proportion of working students should be increased.

Third, greater efforts should be made to provide faculty development (FD) opportunities, including peer review of teaching. Participation in faculty development programs should in principle be mandatory for all teachers. To assure the quality of education delivered, the Business School should ensure that all its teachers take part in professional development activities.

With a specific focus on providing education in technology management based on engineering expertise, the professional graduate business school operates with a strong sense of mission to drive innovation in society through developing engineers and researchers trained in business management as well as nurturing managers and entrepreneurs who understand technology. 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 educational programs as it strives to further develop its unique characteristics.