

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

Graduate School of Business, University of Hyogo



Basic Information of the Institution	
Ownership: Public	Location: Hyogo, Japan
Accreditation Status	
Year of the Review: 2018	
Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2024)	

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The Graduate School of Business (hereafter, GSB), University of Hyogo sets forth the basic principle of “contributing to regional development by cultivating business management professionals who can play an active part in bridging local communities and the world and developing talented people who can generate social innovations.” This principle corresponds to GSB’s two distinctive features of “cultivating business management professionals who bridge local communities and the world” and “developing talented people who generate social innovations and contribute to regional development.” In accordance with this basic principle, GSB states its mission as fostering “business leaders endowed with management skills cultivated through comprehensive study of practical, theory-based management methods,” “entrepreneurs capable of executing their own original ideas and concepts,” “key managerial staff in small and medium-sized enterprises (SMEs) who can be active in revitalizing regional economies,” “management consultants for SMEs with sophisticated business knowledge useful for revitalizing regional economies,” “next-generation administrative staff with management talents in medical institutions and nursing facilities able to make full use of the private sector’s prevailing management methods,” “professional researchers actively involved in research institutes or think-tanks,” and “motivated people active in revitalizing regional economies and contributing to local communities.”

In order to cultivate such management professionals, GSB has established the four course studies of Business Innovation, Regional Innovation, Healthcare Management, and Care Management based on the medium-term objectives developed under the auspices of the governor of Hyogo.

In terms of educational methods for fostering professionals who can contribute to regional development, GSB has developed a curriculum that focuses on real issues in the field and offers theory classes as well as experience- and field-based studies and consulting projects where companies and students tackle issues together. These experience-based off-campus studies have achieved outstanding educational outcomes. For example, one field-based study proposal developed by a student was actually used as a new approach for expanding the sales channels of a local company where the student worked as a trainee. It is also commendable that GSB has introduced a joint guidance system that allows both practitioner faculty members, including special-appointment and visiting faculty members, and academic faculty members to discuss and proceed with effective and efficient operations of field-based studies and consulting projects. It is highly notable that GSB has set up a faculty development (hereafter, FD) committee to review each and every course, and all faculty members in various positions can learn from each other’s different ideas, experiences, and teaching methods. It is also commendable that GSB has taken initiatives to continue the experience-based studies by, for example, establishing the Industry-Academia-Government Conference for Innovation and Human Resources; concluding collaboration agreements with local governments, economic organizations, and other educational institutions to secure educational sites; and creating a mechanism to return the benefits of students’ knowledge, ideas and execution skills back to regional economies.

On the other hand, as pointed out in the last Certified Evaluation and Accreditation for Professional Graduate Business School, GSB, which does not require work experience for admission and accepts only new college graduates for the Business Innovation course, needs to review its admission policy from the perspective of business management education at a professional graduate school and consider whether the admission policy conforms to the profile of professionals it aims to cultivate. The admission policy is currently written in relatively general terms, for instance, “students

who have a certain level of expertise, motivation to learn, and experience of study.” GSB needs to clarify the admission qualifications as well as the profile of students it seeks to admit in accordance with its purposes, course designs, and degrees to be conferred. In addition, GSB has not set the degree award and curriculum policies for each degree. This situation should be addressed.

GSB is expected to conduct continuous self-study and evaluation activities, and improve and reform its educational practices, leading to further development and enrichments as a professional graduate school contributing to regional development.