

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

**Graduate School of Social Entrepreneurship
Department of Social Entrepreneurship,
Sagami Women's University**



Basic Information of the Institution	
Ownership: Private	Location: Kanagawa, 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 Department of Social Entrepreneurship, Graduate School of
Social Entrepreneurship, Sagami Women's University**

The unique purpose of the Department of Social Entrepreneurship, Graduate School of Social Entrepreneurship, Sagami Women's University, is “to cultivate social entrepreneurs who, grounded in a rich sense of humanity and high professional ethics, have acquired structured and practical knowledge for addressing social challenges through business.” Under this overarching purpose, the Business School envisions the training of three specific types of entrepreneurs: (a) Intrapreneurs, or employees tasked with developing and operating socially beneficial projects within a company or local government; (b) Local entrepreneurs who undertake the organization of new businesses that contribute to the local community or run such businesses as a side job; and (c) Global entrepreneurs who work internationally in non-profit and other organizations dedicated to creating a positive societal impact. To achieve its goal, the Business School has established a medium- to long-term vision setting out strategies for supporting career development in the era of a 100-year lifespan, such as creating an entrepreneurship ecosystem and helping to promote social entrepreneurship. Under its clear vision, the Business School is steadily moving forward to meet its objectives by drawing up action plans and taking specific steps. This is a commendable achievement.

Fieldwork and design thinking courses are notable features of the education program. The Field Study, in particular, provides students with an opportunity to directly interact with out-of-prefecture social entrepreneurs as part of their fieldwork experience, and uses Problem-based Learning (PBL) and other active learning methods. In AY2023, the Business School invited as many as 30 social entrepreneurs and other professionals as guest speakers for its courses. These notable initiatives have proved effective for achieving the Business School's unique purpose, creating positive and tangible social impacts, such as producing graduates who become involved in solving societal problems. The Entrepreneurship and Business Development, a practical research course, is divided into three thematic groups, ~~Project~~ Business Development and Setting up a Business, Sustainable Community Development, and Local Development and Public Relations, with each group taught by a balanced mix of academic and practical faculty members as a unique approach in promoting practical education. Furthermore, the Business School supports effective education through the Advisory Board Meeting on which many alumni participate, established in addition to the statutory Collaboration Council for Educational

Program, and the student support program in which experienced faculty members personally provide detailed advice, ensuring the students, a large proportion of whom already have work experience, receive counseling suitable for their needs.

There are several areas for improvement the Business School should address, however.

First, the education program is not adequately developed, resulting in a slight discrepancy between the characteristics the program aims to develop in students and the education being delivered. The Business School should specify more clearly the skills and abilities it seeks to develop in its students, in line with its unique goal of training social entrepreneurs who can address social problems through business. Concurrently, the appropriateness of the curriculum's learning content and the required hours of study for a professional graduate business school should be reviewed and the organization of courses amended in accordance with the findings. Second, the Business School is advised to make every effort to improve the standard of education and secure the continuity of its education program in light of (a) the expectation that the full-time faculty be heavily skewed towards the 60-69 age bracket within a few years' time; (b) the Steering Committee members are burdened with an excessive workload; and (c) an in-person point of administrative contact for learning support is not adequately provided to cater to a wide variety of students. Third, the Business School continues to struggle with under-enrollment. While JUAA recognizes its ongoing efforts to increase enrollment through extension courses and other endeavors, further work is needed to address this issue, including an assessment of the effectiveness of the strategies being implemented.

In addition to the above, the Business School needs to develop an appropriate process to measure and assess student learning outcomes and provide professional development opportunities for teachers. While JUAA appreciates the steps being taken to address these issues, work remains to be done, and the Business School is advised to utilize the results of the certified evaluation and accreditation for professional graduate business schools and to continue its self-study efforts for improvement. Going forward, the Business School is expected to assure and enhance the quality of its education program as it strives to further develop its unique characteristics.