

ABEST21 KAIZEN Report

The School's Name:

SBI Graduate School

Year of Accreditation

2018

Date of Submission

July 28, 2020



ABEST21 International

**THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP
FOR TOMORROW, a 21st century organization**

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I. Performance of the Action Plans and Self-Evaluation

1. CHAPTER ONE: INTERNAL QUALITY ASSURANCE

Action Plan 1-1:

Concerning the School's Strategy

1) Vision

The essential vision of the school upholds the following.

i) Competency-Based Education to Enhance Outputs

In view of the business expansion trend across national borders led by the ever-advancing scientific technologies including the Internet, every nation must address the rising need to foster competent business leaders for the future generations. Those leaders should be the ones who can actively function both nationally and internationally. At such a juncture, this graduate school is poised to foster competent business leaders who can perform continuously in producing positive results over a mid- to long-term period. Such business leaders should be ethically inspired and be competent in harnessing state-of-the-art technologies such as Artificial Intelligence; moreover, they should also display leadership in improving societal and world living environments.

ii) Diversity and Globalization

In this day and age when globalization of human activities continues, the school must recognize differences between and among races, religions, genders, the disabled and those considered normal. We must take it for granted that there does exist such a diversity in many aspects of humans. While paying respect to the dignity of human beings and values of other people, we must continue to live and work together. This should be the ultimate aim of the school. In order to achieve that aim, we endeavor to: (1) Ensure diversity among the students and the faculty, (2) Enhance and upgrade the curriculum in such a way that diversity can be accepted and made use of positively, and (3) Upgrade the Learning Management System (LMS). These three tasks constitute three pillars of our school that will further globalize its operations in order to nurture business persons competent to actively work in the arena of international business.

iii) Respectful graduate school

By implementing the above two features, this graduate school—functioning as a professional training graduate school conceived to foster human resources endowed with character strength to create a better society—endeavors to elicit respect from its students, teachers, staff, and from other distinguished people and bodies, such as businesses, NGOs, central government agencies and local governments, members of the accreditation panel, and other institutions of higher learning. In order for this school to enjoy continued respect by these stakeholders, this school—inspired by the founding philosophy laid out by President Kitao—will flexibly react to changing environments.

2) Midterm objectives

In order to achieve the vision above, the new five-year plan sets the following three key objectives.

i) Expansion of the quantity of students and improvement of their quality

In order to cultivate personnel who can produce innovations and superior output that contribute to a better society, turning out managers of venture companies, promoting expansion of a nation of outstanding professionals, and contributing to solving the many

issues that face our country, it is essential to expand the quantity and improve the quality of students.

From this point of view, we will expand each intake in the spring and fall semesters from 30 students to 35 in 2023, and at the same time to increase the applicant to admission ratio by 1.2 times. Having achieved this, we will increase the applicant to admission ratio of 1.5 times as the second step.

As part of this, we will first strengthen B2B recruitment of students and increase the number of students sent by companies outside the SBI Group. For the mid- to long-term composition ratio of students, about one-third of the total will be sent by companies. Of these about two-thirds will be students sent by companies outside the SBI Group, representing about 20% of students as a whole, while students sent by SBI Group companies will represent about 10%.

ii) Balanced income and expenditure

In addition to increasing the number of students on the regular MBA program, we will set up certified programs and increase training courses for companies in order to increase our revenue. We should also undertake further industry-academia-government collaboration projects.

It should be noted that hitherto we have not accepted government subsidies for private educational institutions, and it has been decided to continue to operate the school without accepting such subsidies. By maintaining the donations from the SBI Group at a level the same or lower than that of equivalent government subsidies to private educational institutions, we dispel concerns about the reduction of donations due to fluctuations in the economy of the future, maintaining our independence as an incorporated educational institution.

iii) Improved ranking among Japanese business schools

Although rankings of Japanese business schools are not as thoroughly established as those of overseas media such as the Financial Times or Business Week, some Japanese media such as the Nikkei News Paper publish rankings. For example, in the Business School Survey conducted by the Nihon Keizai Shimbun and Nikkei HR in 2014, in the East Japan ranking, the Massachusetts University online learning MBA ranked sixth and the Business Breakthrough (BTT) Graduate School ranked ninth, whereas SBI placed fifteenth. Incidentally, Keio Business School ranked first, with Globis second. Five years hence, we aim to be ranked first as a business school where Japanese adults can study online, aggregating the main two or three rankings.

The rankings are calculated based on visibility and admissions ratio, number of students, reputation of graduates, contribution to job or career advancement and so on. At any rate, whatever the accuracy of the rankings, if our ranking increases, it should be an indication of whether or not our efforts with the new five-year plan to improve as a business school have paid off.

3) Key measures

The following are key measures for achieving the mid-term objectives and further developing our school.

i) Expand the faculty staff

We will respond to the increase in students and classes above by increasing the participating faculty members from eleven at the end of March 2017, to between 15 and 17 in 2018. If

we achieve an increase in student capacity in three or four years, we will establish a corresponding organization.

ii) Execute marketing management

In order to realize our vision and mission, we will assess and analyze the current market and competitive situation and through self-monitoring and improvement activities, we will undertake marketing management by formulating and implementing an action plan every year. With marketing going beyond simple advertising and publicity, we will undertake marketing management worthy of a higher education and research institution at a speed suited to the times, with the aim of achieving our objectives.

Thanks to technological innovation, marketing is now affected by the five digital dynamics of speed, adaptability, adjacency, scale, and precision. In today's society where these forces are at work, people's beliefs and expectations, and the competitive landscape, change with amazing speed. However carefully the midterm plan is formulated, changes will force it to be revised. Even the annual plans require a substantial number of revisions.

iii) Respond to globalization

Our students living abroad are currently less than 10%, but we will increase this percentage with a focus on Japanese living overseas. Consequently, in addition to undertaking public relations, it will be essential to identify issues that Japanese business people are facing overseas, and discover the solutions. Therefore, we will collaborate with overseas education and research institutions such as the Asian member schools of ABEST21.

iv) Measure learning outcomes of moral philosophy education

SBI Graduate School emphasizes moral philosophy, offering many subjects in the field. However, it is essential to review the outcome of this learning, and it is necessary to explore the means of doing this. We will systematically collect, compile and share information on experiences of students and graduates where they faced risk to their social ethics and moral character, and how they survived them, and seek to quantify the effects of this learning and reflect it in our education.

v) Reflect the opinions of stakeholders

We will officially inaugurate an Advisory Committee of external interested parties and hear their opinions on our systematic review of the curriculum and industry-university-government collaboration initiatives, etc., and incorporate the findings in our measures.

Our graduates have an Alumni Association, and we listen to the opinions of its representatives. Hitherto we have solicited opinions from students through class questionnaires and social gatherings. But in future we plan to establish a student council, so we will release items for improvement identified in self-check evaluations and improvement reports, as well as an action plan, and solicit opinions and requests from the council each year.

2018 Performance:

1) Until 2015, the SBI Group made donations of ¥120 million per year, but with increased payments from students, the donation was decreased to ¥93 million in 2016 and to ¥60 million in 2017 and in 2018 as shown in Annex 1.

2) The total of 61 students enrolled in FY 2018 as shown in Annex 2.

The enrollment quota is 60 students per year.

3) The number of participating faculty members as of April 1, 2019 was 18.

The list of participating faculty members is shown in Annex 3.

4) As initiatives to make SBI Graduate School more widely known we have always held open-campus and explanatory meetings, released recordings of classes, and the SBI Financial Institute has held conferences. However, we have not been able to thoroughly set forth measures tailored to the segments that we are targeting.

5) We have held discussions with, among others, the Shanghai University of Finance and Economics, Malaysia's Southern University College, and Korea's Andong National University with the aim of establishing an International Institute for Advanced Confucian Business Studies.

2019 Performance:

1) The donation was decreased to ¥30 million in 2019 as shown in Annex 1.

2) The total of 67 students enrolled in FY 2019 as shown in Annex 2.

3) The number of participating faculty members as of April 1, 2020 was 17 as shown in Annex 3.

4) Examinations were conducted into marketing plans for Japanese companies expanding overseas, in line with which a draft registration certificate program was drawn up. With regard to improving public awareness of the graduate school, we co-sponsored an event to commemorate the G20 Finance Ministers and Central Bank Governors' Meeting in Fukuoka, and several of our faculty staff participated as speakers or panelists at concurrent seminar events.

5) We partnered with Tsinghua University in China through a Memorandum of Understanding (MOU) signed in September 2019. We established systems of short-term internships, short-term overseas study exchanges, the hosting of short-term intensive courses and a dual MBA/EMBA degree.

<Issues to be improved by 2022>

1) In order to increase the ratio of entrance exam, we will develop marketing management and double the number of applicants. In conventional efforts, we consider the interest and empathy for our brand. Regarding the three target segments, Japanese companies expanding overseas, local residents, and women, first of all, we will give priority to launching a course certification program for companies expanding overseas, and plan and develop promotions that match this. For projects targeting local residents and women, we will work out ideas and try them out while confirming the effects.

2) We will expand our cooperative efforts with Tsinghua University and the ABEST21 member schools.

3) We will make alterations to the design of the questionnaires given to students and graduates in order to provide space for them to write about examples of exceptional conduct that will serve as learning outcomes. Exceptional examples of learning outcomes in particular will be introduced in the school's bulletins and on the website.

4) The opinions from the Students' Association and Alumni Association will be systematically reflected in the Action Plan of the Self-Inspection Report.

PRT Comment:

Member A:

SBI must start with branding and high-quality learning before setting up a local ranking to serve as its mission in a specific area and improving time-to time, looking towards globalization, ranking, brands and etc. In order to increase school ranking, SBI should

increase research budget per faculty member from ¥600 K annually (based on interview with School's management) to at least ¥1 M annually.

Member B:

In order to increase school ranking, SBI should increase research budget per faculty member from ¥600 K annually (based on interview with School's management) to at least ¥1 M annually.

The School's Feedback:

We will start with branding using Net Promoter System.

PRT Responses:

Thank you for SBI good reaction

Action Plan 1-2:

Concerning "Globalizing the School's Management Education"

1) A truly globalized human asset relates to a person competent to deal positively with diverse surroundings. SBI graduate school offers an entire spectrum of courses covering theories and their practical applications to overseas and domestic scenes, specific cases of big companies and start-up businesses. Such a course structure aims to foster human assets who are competent to cope with any business conditions.

2) Already in place are some of the courses conducted in English. Non-Japanese lecturers have recently begun to teach some courses on global marketing, while joint research work with non-Japanese teachers has been started. Hereafter, our school will introduce group work and group discussion with a student body of different nationalities and thus aim to foster human assets competent to develop globalized businesses.

3) At present, of the total student body of our school, only less than 10 per cent of the enrollees are Japanese nationals residing overseas. From now on, our school will enhance its PR activities intended for Japanese residents overseas and try to raise the percentage of their enrollment. In so doing, we are convinced that as we help Japanese businesspeople grasp and work out the tasks they confront overseas, we can gradually induce them into enrolling in our school.

2018 Performance:

1) In June 2018, we started exchanges with the Shanghai University of Finance and Economics (SUFE) and the China Confucius Foundation, and discussed on inter-university collaboration. In December 2018 it was decided to produce teaching materials on the theme of global Confucian business ethics in collaboration with overseas universities including the SUFE.

2019 Performance:

1) In January 2019, we signed a consent form and officially participated in the International Cultural Exchange alliance of Confucian Businessmen project, which is supported by some international education institutions including the SUFE and the China Confucius Foundation. We also started to work on the production of joint teaching material.

2) Pursuant to the MOU concluded with Tsinghua University in September 2019, we are considering the introduction to our school of lessons in English by faculty staff from Tsinghua University. We intend to create a mechanism through which our students and graduates can visit Tsinghua University and attend lectures there.

<Issues to be improved by 2022>

- 1) In addition to continuing the activities pursued in 2019 above, we will continue to search for other overseas educational institutions (especially in the United States and Europe) to collaborate with.
- 2) We will consider setting up a "Global Business Program" that incorporates various themes such as global economics, global management and cross-cultural leadership into the content of our classes.
- 3) The number of participating faculty members has increased but the proportion of non-Japanese faculty members in particular is low. We will therefore increase the number of classes taught by non-Japanese faculty including the appointment of visiting professors.
- 4) We will promote a project to create and share classes in the English language with the ABEST21 member schools.

PRT Comment:

Member A:

The school should do its best, but develop its English between the professors and its personnel before preparing to accept and exchange foreign students. In order to globalize its program, develop the English proficiency for SBI's faculty members and staffs is a must. SBI should increase the number of foreign students as well as foreign faculty members.

Member B:

In order to globalize its program, develop the English proficiency for SBI's faculty members and staffs is a must. SBI should increase the number of foreign students as well as foreign faculty members.

The School's Feedback:

We will develop English proficiency of our faculty members and staff.

PRT Responses:

Thank you for SBI good reaction

Action Plan 1-3:**Concerning "Humanizing the School's Management Education"**

The business environment in which companies operate is ever more rapidly changing due to the rapid progress in information technology and globalization. At such a juncture, if our school is to attain its objectives in education and research, it must pay duly address diverse needs in society and engage in its own advancement. Furthermore, if our school is to contribute to realization of a better society, we must endeavor all the more to foster human assets endowed with lofty ethical principles and eminent virtues and character strengths.

The task for the school to foster human assets endowed with a lofty sense of ethics as well as virtues and character strength is indeed "easier said than done." Those cases of illicit accounting and misconducts perpetrated by business managers with diplomas from prestigious business schools and universities are commonly observed not only in Japan but world-wide. Such an illicit behavioral pattern has not started in the contemporary world but has persisted since ancient days. Mere learning of philosophy and religion does not warrant learners' compliance with ethical principles when they conduct business in the real world.

In our school, much importance is attached to the moral philosophy and many courses relative to those areas are offered. Confirmation of learning results of such courses is

required, and such a confirmation procedure is in place. To our relief, we have not heard, so far, of any case of misconduct and misdemeanor involving our graduates. Nonetheless, we have no way to ascertain whether our graduates, having learned those human ethics courses, display any exemplary and better patterns of conduct than before. Regarding behavioral patterns of our students and graduates relative to social ethics and moral philosophy, we would like to systematically collect information on their experience including “nearly avoided risk” cases. Such collected information should be duly processed and categorized for common reference. This should help reassess the learning results accurately and in improved teaching subsequently.

In the area of Management Education, emphasis is placed not only on What you know but also on What you can do. What matters in education is not merely how much to teach in a given time frame. It is required for the teachers to assist the students to fully utilize what they have learned, with some advice duly given, according to the speed of their learning. Due consideration must be given to physically and mentally handicapped students. In the past, our school, fully utilizing its advantage of E-learning system, accepted a student with spiral muscular atrophy who could only move his fingers over several centimeters; another student with autism, who could not engage in any eye contact with others, was admitted as well. We will continue to welcome such disabled students.

2018 Performance:

- 1) In addition to business corporations, we admitted nonprofit organization in the exercise of business start-up program. In the case of NPOs we evaluate their social impact instead of the profits.
- 2) A student with spinal muscular atrophy and a student with autistic spectrum disorder has completed courses and successfully graduated. They both proposed business plans for people with disabilities.

2019 Performance:

- 1) One student working at a major trading company picked up an in-house project that invested 900 billion yen in three years in an organizational change exercise, and used the SDGs perspective to evaluate investment projects.
- 2) As the theme of the business planning exercises, a student employed at a company proposed a plan for generating electric power from waste plastic using a patent owned by one of the student’s relatives, in order to contribute to the twin SDG goals to “ensure access to affordable, reliable, sustainable and modern energy for all,” and “conserve and sustainably use the oceans, seas and marine resources for sustainable development goals.”
- 3) We conducted a review and decided to incorporate the phrase “sustainable growth” in our academic mission, and revised the school code in March 2020.

<Issues to be improved by 2022>

- 1) We suggest it should launch a course of the Corporate Governance, related to SDGs and ESG in 2020.
- 2) We will increase the amount of cases and assignments with the themes of business ethics and social contributions on the existing courses too, and develop a curriculum that contributes to innovation that can enable this.
- 3) We will consult with the Alumni Association and consider a mechanism for the collection and sharing of prime and specific examples of cases in which ethical problems have been

prevented or contributions to a better society made through what graduates learned on the moral philosophy course or other teaching at our school.

PRT Comment

Member A:

In addition, the school is to establish good value among the students, and the school has done well to date, but the business school is building up its leader with good value to do more in accordance with SDG and UN.

Member B:

No comment, SBI is doing good job.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 1-4:

Concerning "Collaborating with Industries in Management Education"

1) To a series of exposés on new business plans, we invite executives of venture capital companies and venture business consultants as members of a jury. They help us evaluate students' business plans and offer advice to students while engaging in exchange of views with our faculty.

2) For the benefit of our graduates, our teachers offer advice on the graduates' conceived business plans. Through our venture challenge program, some graduates who have presented a promising business plan may be recommended to venture capital funding.

3) In the context of the societal need for regenerating local communities, our school jointly runs a series of seminars with the Funai Research Institute to help integrate producers, consumers and distributors in the field of agriculture.

2018 Performance:

1) The students' final exercise, the business plan presentation, was conducted twice a year. Those awarding marks other than faculty are listed below, and discussions were held between them, the students and faculty at the presentations.

-Three directors (CVC, sales planning and investment divisions) from SBI Investment Co., Ltd.

-A director from L'Arc Co., Ltd. (an IPO support consultancy)

-A representative partner from Base partners LLP (venture capital)

-A representative partner from Social Impact Research Co., Ltd.

2) A lecture program in what we call the C-Course format is provided for Hitachi, NEC, NTT Data and Daiwa Securities. The C-Course is a completely self-instruction type course with multiple choice awareness tests in addition to lecture videos, and unlike the courses for which credits are awarded is implemented as a for-profit business. With regard to Orix, in addition to the use of lecture videos face-to-face training was incorporated and training tailored to Orix implemented. Although as yet no regular course students have taken the course, we use it as part of our curriculum creation.

2019 Performance:

1) The students' final exercise, the business plan presentation, was conducted twice a year. Those awarding marks other than faculty are listed below, and discussions were held between them, the students and faculty at the presentations. The number of participants from SBI Investments was increased from three to four, who took part in the discussions.

-Four directors (CVC and sales planning took part twice) from SBI Investment Co., Ltd.

-A director from L'Arc Co., Ltd. (an IPO support consultancy)

-A director from POC Co., Ltd (an IPO support consultancy)

2) Some of the lectures were given by invited lecturers, who held discussions with students. The reason for this is to obtain the same results as external training. Specific lecturers were as follows:

2018 Introduction to Fintech Innovation: five lecturers (representatives of companies related to robotics and AI)

Venture Management Taught by Managers: five people (representatives of venture businesses)

2019 Introduction to Fintech Innovation, Venture Management Taught by Managers, Contemporary Management Philosophy, Introduction to Online Management and the other related subject (five courses): 12 people

<Issues to be improved by 2022>

1) We will solicit the participation as markers of venture capitalists from companies other than SBI Investments at the bi-annual business plan presentations. In 2020 we are introducing to students the CVC of KDDI, as well as angel investors.

2) Some of the lectures will be given by invited lecturers, and a variety of business scenes, including fintech, AI, technology, software and system development, will be introduced.

3) With regard to joint seminars, we plan to create a new program. In specific terms, the seminars (for whom the faculty have already been more or less decided) will consist of two parts: in the first, the features required of business people from now on in the 100-year-life-society will be covered; in the second, with the keyword of "transferring jobs" Pasona (a recruitment agency) will present taking stock of one's career and one's own career plan. Pasona targets an audience of people in their 20s or 30s who are in managerial positions, in the hope that the seminars provide an opportunity for them to think about their career paths, and our graduate school places no limits on the age of participants nor whether or not they are students at the school. The seminar will be held in June 2020 aimed at all businesspersons who are considering their future.

4) Globalization is one of the topics that orientates our school. Currently, in collaboration with Tsinghua University we have plans for the implementation of joint lectures with some Asian universities. As a part of these plans, joint seminars with overseas universities will be held in Japan. In the course of holding the seminars in Japan we are considering, in addition to inviting people from overseas universities to Japan, getting them to participate in seminars online and other methods.

5) Based on the experiences of joint research into governance between some of the faculty and corporate groups (such as Hitachi), we are planning further joint research.

6) Some of the students taking the master's thesis seminar are conducting research while working at corporate think tanks etc., so joint research will be conducted through their guidance.

PRT Comment:

Member A:

The SBI school is focused on more business sectors to exchange awareness and visits of the business. The School is concentrating on IT and financial companies. SBI should concentrate on a few areas and build the good idea for a future strategy. SBI should continue to explore new technology that being adopted by financial institution such as fintech, blockchain, AI, etc. in order to keep in touch with financial industry.

Member B:

SBI should continue to explore new technology that being adopted by financial institution such as fintech, blockchain, AI, etc. in order to keep in touch with financial industry.

The School's Feedback:

We will continue to explore new technology which can be adopted by financial institutions.

PRT Responses:

Thank you for SBI good reaction

2. CHAPTER TWO: MISSION STATEMENT

Action Plan 2-1:

CHAPTER ONE: MISSION STATEMENT

Standard 3-OBJECTIVES FOR CONTINUOUS IMPROVEMENT

Criterion 4:

"The School must establish the framework for seeking the opinions of stakeholders on reviewing its mission statement continuously."

Issues to be improved:

We hope to institute an advisory committee composed of external experts and seek advice from them.

Action Plan:

In this regard, the Advisory Committee to be instituted is expected to provide us with pertinent advice for any annual revision of existing policy.

2018 Performance:

1) The establishment of an Advisory Committee has been proposed to the Administrative Board. (March 2018)

2) In response to the launch of the Students' Association, an exchange of opinions was held with its representatives and interested parties. (August 2018)

With regard to the wishes expressed by students in the questionnaire implemented each semester, it has been decided that information will be made public to students twice a year concerning the future responses of our school and the faculty.

3) An exchange of opinions with the representatives of the Alumni Association and interested parties was held. (August 2018)

We have made a decision concerning incentives for current and past students to introduce new students wishing to enter our school.

2019 Performance:

1) Exchanges of opinions with the representatives of Students' Association and interested parties and with the representatives of the Alumni Association and interested parties were held. (May 2019)

- A decision was made to equip audiovisual functions of the learning management system (LMS) with twice the speed. (September 2019)

- A course system surpassing the ceiling for number of credits was established. (January 2019)

2) An exchange of opinions was held with a former student who is a representative of a company providing education to working adults. (December 2019)

- A training program developed through study at the graduate school and collaboration with the graduate school was discussed.

3) With regard to the establishment of an Advisory Committee in March 2020, its establishment was agreed upon at the March 2020 Administrative Board meeting as an Advisory Committee to the Curriculum Coordination Council. The outline of the committee is as follows.

- Objectives: To arrange the curriculum through coordination with the business sector, and implement smooth and effective school management. With the involvement of external experts, it will debate matters related to the arrangement of the curriculum such as the establishment of new courses twice a year.

- External members:

Shuichiro Kawamura, President, Energy & Environment Investment, Inc.

Hikaru Okada, Senior Partner, KPMG Japan Deals Advisory

Ryota Miura, LPC Partner, Miura & Partners

- Internal members:

Hiroshi Fujiwara, Dean, SBI Graduate School

Noriko Ota, Chief of Secretariat, SBI Graduate School

<Issues to be improved by 2022>

1) Over 99% of the students are working adults, and we need to ascertain both in what ways the students are utilizing their learning in their careers after graduation and, in order to contribute to the creation of better life paths and the construction of a healthy society, obtain feedback about what our school can do and what is expected of it. In order to do so we wish to regularly conduct questionnaires for past students and increase opportunities to exchange opinions with senior members of the Alumni Association.

2) In addition, since not only the MEXT but also the METI are compiling advice concerning the career development of working adults, based on the advice of the newly established Advisory Committee we will pursue a review of our curriculum.

PRT Comment:

Member A:

The SBI has lost clear thought and strategy. However, approval is too lengthy, as scheduled for 2018 by the advisory Committee and approval by March 2020. Speed and strategies are very critical in achieving SBI mission and globalization SBI should consider inputs from alumni regarding its mission.

Member B:

SBI should consider inputs from alumni regarding its mission.

The School's Feedback:

We will try to respond quickly to the important issues to be improved.

The opinions of our alumni will be reflected including our mission statement.

PRT Responses:

Thank you for SBI good reaction

Action Plan 2-2:**CHAPTER ONE: MISSION STATEMENT****Standard 4-FINANCIAL STRATEGIES****Criterion 1:**

"The School must have a financial basis necessary for realizing its mission statement."

Issues to be improved:

From now on, it is incumbent upon us to consistently implement a more effective marketing strategy, thereby ensuring an increase in the number of applicants, raising the ratio of the admitted students versus applicants, and further strengthening the financial underpinnings of our school. We must intensify our student recruiting policy, raise the degree of satisfaction of our students and expand our market for corporate employees training.

Action Plan:

- 1) In addition to increasing the number of students on the regular MBA program, we will set up several certified programs focused on specific themes such as Fintech. Course fees of JPY 800,000 per person and 20 students on one program will bring JPY16 million in income, so if three certified programs take off, annual revenue growth of around JPY45 million is expected. After completing their certified program, we can expect a certain number of people to become full-time students.
- 2) We will launch B2B marketing in order to increase the number of corporations etc. continuously dispatching students to the graduate school.

2018 Performance:

- 1) Financial conditions over the past five years are as per the attached. (Please see "Annex 1: fiscal circumstances.")
 - 2) In addition to attempting to increase public relations and marketing effectiveness, we will implement an examination of holding events to solicit students. While adding events with more effective contents such as talks about their experiences by former students and open lectures by the faculty, we will systematically host and promote events.
 - 3) Track record of events held: 30 in total (six more than the previous year)
- Implemented in first half of 2018 (2018 autumn solicitation measure): 10 explanatory meetings, five open lectures.

2019 Performance:

- 1) Track record of the events held: 35 in total (five more events than the previous year)
 - Implemented in the first half of 2019 (2019 autumn solicitation measure):
10 explanatory meetings, five open classes
 - Implemented in the second half of 2019 (2020 spring solicitation measure):
15 explanatory meetings, five open classes
- 2) Number of Participants: 196 (Increased 72 from the previous year)
 - Number of individual consultations: 40 (8 cases increased from the previous year)
- 3) Number of enrollments:
 - 2019 autumn semester: 31,
 - 2020 spring semester: 36

(Total for the year: 67) (117% of enrollment quota)

Number of students dispatched to the graduate school by respective corporations: 20 (30% of the total) in which SBI Group: 19, Sony Financial: 1, Other: 1.

4) We mapped out the draft program of registration certification for the Japanese companies advancing overseas markets.

<Issues to be improved by 2022>

1) In the future context, we will aim to increase revenue via the registration certification program and so on in addition to the conventional corporate training programs.

2) While it should take still more time to raise the percentage of donations from corporations and graduates against the total revenue to the level of those of overseas business schools, we will enhance our marketing activities so that our school is to be recognized as an optimum training site by more corporations.

PRT Comment:

Member A:

The SBI should have a detailed strategy for how the funds will be handled and revenue increased. SBI should strategy the target number of students via the revenue it expects. SBI should explain in more detail about how the school will increase the revenue. Increasing number of students will increase costs too, because it will need more faculty members and staffs. At the same time, SBI also want to decrease subsidies from SBI Group. How do you cover all the costs while it seems that you are not mention about the revenue plan?

Member B:

SBI should explain in more detail about how the school will increase the revenue. Increasing number of students will increase costs too, because it will need more faculty members and staffs. At the same time, SBI also want to decrease subsidise from SBI Group. How do you cover all the costs while it seems that you are not mention about the revenue plan?

The School's Feedback:

We will set up certified programs focused on specific themes such as Fintech. If three certified programs take off, annual revenue growth of around JPY45 million is expected. Revenues can be increased by utilizing these courses as corporate training, too.

The number of faculty members has already increased in preparation for an increase in the number of students.

PRT Responses:

Thank you for SBI good reaction and looking forward

Action Plan 2-3:

CHAPTER ONE: MISSION STATEMENT

Standard 4-FINANCIAL STRATEGIES

Criterion 2:

"The School must develop financial strategies for raising the funds necessary for realizing its mission statement."

Issues to be improved:

Consolidation of financial base of our school is the task to be addressed diligently by the entire school, including the faculty and staff.

Action Plan:

- 1) Set objectives for Grants-in-Aid for Scientific Research (Kakenhi) and other grants.
- 2) Investigate the support system for applying for Grants-in-Aid for Scientific Research etc. at other universities.
- 3) Implement study groups for creating research plans.

2018 Performance:

1) We organized the Seminar for Grants-in-Aid for Scientific Research (Kakenhi) applications for the faculty in October so as to promote applications by the faculty.

Number of Grants-in-Aid for Scientific Research applications submitted in FY2018:

2 applications (Grants-in-Aid for Scientific Research C: 1, Grant-in-Aid for Young Scientists:

1), Number of applications accepted: 0

2) We looked for some similar opportunities to MEXT's Commissioned Project for Enhancement and Promotion of Training Facilities for Highly Skilled Professionals for which we applied in 2017, but we did not find any suitable project.

2019 Performance:

1) Number of Grants-in-Aid for Scientific Research applications submitted in FY2019:

2 applications (Grants-in-Aid for Scientific Research C: 1, Grant-in-Aid for Young Scientists:

1), Number of applications accepted: 0

Since one application was accepted in 2017, no applications have been adopted for two consecutive years. We will, therefore, raise the ratio of Grants-in-Aid for Scientific Research application against the standard of the faculty's individual research budget and this policy will be in effect in FY2020 and on.

2) No track record of contracted research projects.

<Issues to be improved by 2022>

1) We will select themes by which our school can contribute to the society and organize dedicated teams so as to aim at achieving at least five Grants-in-Aid for Scientific Research applications and one application adoption in a single fiscal year.

2) For the governmental subsidies, grants and aids for academic research, we will keep on updating the list. The committee will narrow them down to feasible ones and form a task force whenever needed.

3) We will take the leverage of the Fintech Research Center so as to increase the number of joint researches with corporations.

PRT Comment:

Member A:

The SBI should clarify how funding for research supports the school's income. More detail explanation is necessary to explain financial strategies of School's in order to address sustainability issue.

Member B:

More detail explanation is necessary to explain financial strategies of School's in order to address sustainability issue.

The School's Feedback:

The budget for income and expenditure for the next three years is as follows.

Activity Balance Sheet (March 2021 to March 2023)

Educational	Subject		March 2021	March 2022	March 2023
	Income	Student payment	270,160,000	279,255,000	285,890,500
		Entrance exam fee	2,400,000	2,490,000	2,610,000
		General donations	30,000,000	30,000,000	30,000,000
		Ancillary business income (Membership fee, etc.)	12,000,000	12,000,000	12,000,000
		Total educational income	314,560,000	323,745,000	330,500,500
	Expenditure	Labor costs	186,346,000	186,346,000	186,346,000
		Education & research expenses	108,956,733	108,758,495	110,799,895
		Management expenses	48,750,164	48,380,942	48,631,096
		Total educational expenses	344,052,897	343,485,437	345,776,991
Educational activity balance		△ 29,492,897	△ 19,740,437	△ 15,276,491	
Non-educational	Subject				
	Income	Interest/Dividend income	1,600	1,600	1,600
		Corporate training income	20,000,000	20,000,000	20,000,000
		Total non-educational income	20,001,600	20,001,600	20,001,600
	Expenditure	Interest on loans, etc.	0	0	0
		Total non-educational expenses	0	0	0
	Non-educational activity balance		20,001,600	20,001,600	20,001,600
Special	Subject				
	Income	Other special income	0	0	0
		Total other special income	0	0	0
	Special balance		0	0	0
Balance of the current year excluding funds			△ 9,491,297	261,163	4,725,109
Total funds			△ 20,000,000	△ 20,000,000	△ 20,000,000
Balance of the current year			△ 29,491,297	△ 19,738,837	△ 15,274,891
Balance carried forward from the previous year			75,300,265	45,808,968	26,070,131
Balance carried forward to the next year			45,808,968	26,070,131	10,795,240
(reference)					
Total activity income			334,561,600	343,746,600	350,502,100
Total activity expenses			344,052,897	343,485,437	345,776,991

Although the school payment is increasing due to the increase in the number of students, we expect that the current faculty and staff will be able to handle it. As a result, the income and expenditure will improve. In addition, although it is not reflected in the figures, it is possible to further improve the income and expenditure by strengthening certified programs and training for companies. In both cases, we recognize that it is necessary to reduce costs by secondary use of MBA classes.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 2-4:

CHAPTER ONE: MISSION STATEMENT

Standard 4-FINANCIAL STRATEGIES

Criterion 3:

"The School must take appropriate action to secure adequate budgets necessary for realizing its mission statement."

Issues to be improved:

Decrease dependence upon the SBI group's donations by implementing the new five-year plan.

Action Plan:

By reducing our reliance on the SBI Group, not only can we dispel concerns about the reduction of donations due to fluctuations in the economy of the future, maintaining our independence as an incorporated educational institution, and expanding our recruitment of a wider segment of adult students, we should also be able to undertake further industry-academia-government collaboration projects.

2018 Performance:

1) For FY2018, the revenue from our business activities was ¥369 million, the expenditure was ¥306 million and the revenue/expenditure balance was ¥63 million (¥37 million over against the budget).

2) The amount of donations from SBI Group was ¥60 million as same as that of FY2017.

2019 Performance:

1) The revenue from our business activities was ¥331 million, the expenditure was ¥338 million and the revenue/expenditure balance was minus ¥6.5 million (¥5 million over against the budget).

2) The amount of donations from SBI Group was ¥30 million, decreased from ¥60 million of the previous year.

3) In accordance with the improved financial condition, we started investing in ¥50 million of SBI Holdings' corporate bond with a portion of profit carried forward.

<Issues to be improved by 2022>

1) To maintain independence as a school corporation, promote collaboration with other companies in terms of human resource development, increase income and reduce financial dependence on the SBI Group.

2) Our initial plan was to reach revenue/expenditure breakeven in FY2020 while receiving no donations from SBI Group, but the plan has been revised to receive annual donations of ¥30 million from SBI Group after the Administrative Board's approval of the policy in FY2018 to continue to manage and operate the graduate school without receiving any current expenditure subsidy for private universities and colleges from the Promotion and Mutual Aid Corporation for Private Schools of Japan.

PRT Comment:

Member A:

Standard delivery as stated at the interview.

Member B:

SBI still should explain in detail about the cash flow and funding strategies for the next three years.

The School's Feedback:

The cash flow for the next three years is as follows.

Cash Flow Sheet (March 2021 to March 2023)

Income	March 2021	March 2022	March 2023
Subject	Amount	Amount	Amount
Student payment	270,160,000	279,255,000	285,890,500
Entrance exam fee	2,400,000	2,490,000	2,610,000
General donations	30,000,000	30,000,000	30,000,000
Ancillary/Profitable business income	32,000,000	32,000,000	32,000,000
Interest/Dividend income	1,600	1,600	1,600
Miscellaneous income	0	0	0
Advance income	59,400,000	68,500,000	74,600,000
Other income	0	0	0
Adjustment	△ 56,700,000	△ 60,700,000	△ 66,700,000
Funds carried forward from the previous year	234,864,892	196,178,924	176,679,774
Total income section	572,126,492	547,725,524	535,081,874
Expenditure			
Subject	Amount	Amount	Amount
Labor costs	186,346,000	186,346,000	186,346,000
Education & research expenses	101,086,419	102,909,650	104,909,050
Management expenses	47,915,149	48,090,100	48,291,096
Interest on loans, etc.	0	0	0
Equipment expenses	22,600,000	15,200,000	15,200,000
Other expenses	40,000,000	42,000,000	43,000,000
Adjustment	△ 22,000,000	△ 23,500,000	△ 23,500,000
Funds carried forward to the next year	196,178,924	176,679,774	160,835,729
Total expenses section	572,126,492	547,725,524	535,081,875

As mentioned above, income is increasing due to the increase in school payment. Expenditure (labor costs) is flat because it is expected to be within the range covered by the current number of faculty and staff. The donation from SBI Group for stable school management remains unchanged at ¥30 million for the next three years, but we are aiming to reduce it in the medium to long term.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

3. CHAPTER THREE: EDUCATIONAL PROGRAMS

Action Plan 3-1:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 5-LEARNING GOALS

Criterion 3:

"The School must provide academic assistance to students in choosing the courses in line with their learning objectives, in accordance with the course registration guidelines defined by the School."

Issues to be improved:

The school is planning to organize a one-on-one interview with all the students after they have spent one year with the school. These interviews will help them plan not only what courses to take to attain the degree, but also their professional career development after obtaining the degree.

Action Plan:

- 1) In order to commence with effective counseling for student's study groups to which experts are invited will be held, and cases studies in other schools researched and the information gained shared among the teaching staff.
- 2) Plan and implement a specific counseling system.
- 3) Review and improve the new system.

2018 Performance:

In addition to the admission guidance conducted by the Secretariat, we studied a possible scheme to provide useful advices for course registration after implementing interviews with individual students either six months or one year after enrollment while clarifying competency areas to be enhanced. Students are supposed to prepare their own capacity building plans including competency cultivation in the compulsory course: Organizational Behavior.

2019 Performance:

In 2019 autumn semester, we newly established an individual interviewing (counselling) system for the students one year after the enrollment. This system has been intended to provide students with counselling and advices for any concerns about studies or career development via face to face meetings with one faculty member and one secretariat member. The number of uses in FY2019, however, had remained to be zero.

<Issues to be improved by 2022>

So as to raise the usage level of the individual interviewing system, we will review its implementation methods and how we can make the system familiarized to the students.

PRT Comment:

Member A:

The students offer positive reviews on the student's administration. Based on interview with students, among the dominant expectation of the SBI's students are: networking, entrepreneurship, leadership and moral philosophy. SBI should address these expectations in its program learning outcomes.

Member B:

Based on interview with students, among the dominant expectation of the SBI's students are: networking, entrepreneurship, leadership and moral philosophy. SBI should address these expectations in its program learning outcomes.

The School's Feedback:

We will continue to enhance networking, entrepreneurship, leadership and moral philosophy.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 3-2:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 5-LEARNING GOALS

Criterion 4:

"The School must build a system to enhance communication among students, faculty, and staff, and provide academic assistance to students to help them achieve their goals."

Issues to be improved:

Going forward, we will do the following: Analyze the responses to the quiz conceived to determine how much the students have understood the lectures. Introduce into the LMS a mechanism that presents study tasks commensurate with the students' study level and offer them reference information. Thus, upgrade the level of precise measurement of the extent to which students have understood lectures.

Action Plan:

<until 2018>

- 1) Research the common specifications of LMS and select the optimal tools
- 2) Make an estimate for the new LMS revision and formulate a plan for them.
- 3) Formulate a plan for after the contents of the new LMS have started to be used.
- 4) Development of the new LMS
- 5) Verification

<2019>

- 1) Transfer of contents to the new LMS.
- 2) Deployment of the new LMS.

2018 Performance:

Since it was announced that the technical support for Adobe Flash Player would end by the end of FY 2020, we decided to prioritize countermeasures and provisions for the end of support, conducted hearing from the Students' Association for specific requests and collected available information regarding candidate systems and services. In the previous upgrade, an automatic video resolution tuning feature for Adobe Flash was provided depending on each student's internet line speed, so this feature should be maintained in the new system, as well.

2019 Performance:

For the purpose of HTML5 implementation for the video player interlocking LMS and the course attendance log, we compared candidate systems and services to be used for final decision.

We defined requirements for design, configuration and implementation of the video players and LMS updates based on the requests from the students. They will be deployed in some of the self-learning training courses (in April 2020 and on).

<Issues to be improved by 2022>

- 1) The new system will be fully implemented, and any failure will be dully addressed.
- 2) We will consider how we can introduce a system in which we can alter difficulty levels of the examinations or provide some supplementary guidance depending on each student's depth of understanding.
- 3) Since the research and implementation of online education leveraging AI has been promoted by some major cram and prep schools in Japan, we will collect information and solicit opinions from experts for our future provision.

PRT Comment:

Member A:

The SBI should expand the framework to reach students in foreign countries and provide specific guidance. The SBI should develop omni-channel communication plan to encourage multi-way communications between faculties, staffs, and students. Especially, it seems that communication in SBI is happen mostly during after office hours and weekend times.

Member B:

The SBI should develop omni-channel communication plan to encourage multi-way communications between faculties, staffs, and students. Especially, it seems that communication in SBI is happen mostly during after office hours and weekend times.

The School's Feedback:

We will enhance multi-way communications between faculties, staffs, and students.

PRT Responses:

Thank you for SBI good reaction

Action Plan 3-3:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 6-MANAGEMENT OF CURRICULA

Criterion 1:

"In designing its curriculum, the School must include core courses to provide a foundation necessary for management education and research."

Issues to be improved:

The ethical reference values and human caliber required of business managers and business practitioners cannot be inculcated into the students merely by their lecture attendance. Our remaining task is therefore to try to collect information on how our students have learned our principles and how they have applied what they have learned to their business practice. We should apply the results of our collected information analysis to our education.

Action Plan:

- 1) We will study how we should analyze any improved behaviors and practices of the students and graduates.
- 2) We will implement some analysis by targeting a part of students and graduates as demonstration test cases.
- 3) We will establish a framework by which we can target and analyze all the students before they graduate.

2018 Performance:

We studied how we should evaluate improvement of their competency levels.

2019 Performance:

We requested the faculty members in charge of moral philosophy to contemplate how they can evaluate learning effects of their students during the classes as a part of our activities to review and reset the learning goals of all the courses.

<Issues to be improved by 2022>

- 1) We will completely review the learning goals of all the courses and revise their syllabi in 2020.
- 2) We will try evaluating Virtues and Character Strengths acquired, learned and demonstrated during some of the classes in 2021. In 2022, we will try to deploy them further into the other moral philosophy courses based on the evaluation results.

PRT Comment:

Member A:

Meet the criteria and positive reviews from the students. The School should develop more comprehensive scoring system in order to fulfil the needs of diversified students.

Member B:

The School should develop more comprehensive scoring system in order to fulfil the needs of diversified students.

The School's Feedback:

We will review our scoring system.

PRT Responses:

Thank you for SBI good reaction

Action Plan 3-4:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 6-MANAGEMENT OF CURRICULA

Criterion 2:

"In designing its curriculum, the School must aim at helping students acquire expertise, advanced professional skills, advanced levels of scholarship, high ethical standards, and a broad international perspective which are necessary for management professionals."

Issues to be improved:

An urgent and important task for us to address is to increase the number of courses conducted in English. We will contemplate hiring foreign teachers. We will also plan on academic and student exchanges with overseas universities and a summer program conducted overseas that grants legitimate course credits to participating students.

Action Plan:

As measures to provide students with opportunities to acquire broadened global viewpoints, we will carry out action as follows:

- 1) To produce some class content samples in English and show them to overseas universities to solicit opinions and feedbacks.
- 2) To decide basic directions based on those opinions and feedbacks and start producing class content in English.
- 3) To improve class content in Japanese, as well, since we also need to offer courses in Japanese to let students gain global viewpoints.

2018 Performance:

1) For the "Kaizen at Toyota as Operations Management" course by Professor Hideyuki Kobayashi, we distributed leaflets to more than ten participating schools and offered to circulate sample video of the lecture during the reception held after the ABEST21 General meeting in March 2017. We have ever received, however, no inquiries or requests for the video.

2) Professor Nobuya Yoshida will explore to produce a new class in English.

2019 Performance:

1) Professor Hideyuki Kobayashi developed a syllabus of "Lesson from Toyota's Kaizen for Continuous Improvements" class in English (1 credit). Production of the class is expected to start in FY2020.

2) Professor Nobuya Yoshida also started preparing syllabus of his class in English.

<Issues to be improved by 2022>

1) For those two afore-mentioned classes under consideration, preparation activities will be continued.

2) We will offer at least one class by a supporting faculty member with non-Japanese nationality (see Action Plan 5-4).

3) We will focus on providing students with international viewpoints by enhancing class content in Japanese. Those classes may be incorporated into the registration certificate program for global business.

PRT Comment:

Member A:

Meet the criteria and positive reviews from the students. The SBI should schedule and improve lectures in English Based on interview with students, among the dominant expectation of the SBI's students are: networking, entrepreneurship, leadership and moral philosophy.

Member B:

Based on interview with students, among the dominant expectation of the SBI's students are: networking, entrepreneurship, leadership and moral philosophy.

The School's Feedback:

We will increase lectures in English.

PRT Responses:

Thank you for SBI good reaction

Action Plan 3-5:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 6-MANAGEMENT OF CURRICULA

Criterion 3:

"In designing its curriculum, the School must pay attention to combining theory and practice effectively in line with its mission statement and following the current trends in management education and research."

Issues to be improved:

It will also be necessary for the School to engage in joint research work with companies and in development of new education and research methods, helped by research fund input from external sources.

Action Plan:

- 1) Investigate state of implementation at other universities
- 2) Set objectives and consider content to be implemented
- 3) Implement joint research with private sector companies
- 4) Consideration of methods to promote new joint research projects

2018 Performance:

We visited the Kobe Corporate Research laboratories and discussed future prospects and possibilities of AI from the standpoint of manufacturing industry.

2019 Performance:

A visit was made to the head of a development office at Toray Industries, Inc., and views were exchanged on the relationship of the research and development strategy of a manufacturing corporation to its contribution to performance. We decided that this issue would be one of the main themes of the school.

<Issues to be improved by 2022>

- 1) Since "R&D in manufacturing industry and its contribution to business performance" is a common issue of industry and academia, this topic will be one of the candidate research themes while continuing discussions with some manufacturing corporations in Japan.
- 2) Some other candidate themes of industry-academia joint research are as follows:
 - safety of the work environment in manufacturing industries; and
 - Interrelation between Industry 4.0 Initiatives and improved business profits.

PRT Comment:

Member A:

Meet the criteria and positive reviews from the students.

Member B:

Meet the criteria and positive reviews from the students.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 3-6:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 6-MANAGEMENT OF CURRICULA

Criterion 4:

"The School must set a process to review its curriculum systematically and update its curriculum periodically."

Issues to be improved:

From now on, based on the three-way alliance among business, academia and government, we will officially institute an Advisory Committee comprising external experts and seek their advice for a systemic review of the School's educational structure.

Action Plan:

In this regard, the Advisory Committee to be instituted is expected to provide us with pertinent advice for any annual revision of existing policy.

2018 Performance:

Based on the hearing results from the Students' Association and the Alumni Association, the Admission and Curriculum Committee studied to review the curricula in July and January and revised the curricula in August and February after the examinations by the faculty meeting.

New courses (13 courses)

- Theory of representative business management in modern Japan
- Financial accounting
- Managerial accounting
- Basic business practices in foreign exchange markets
- Measures for business dispute resolution
- Global economics and policy response
- Advanced theory of leadership IV (Leadership models found in "Shih-chi" [ancient Chinese historical record])
- Practical case studies of foreign exchange market forecasting
- Foreign exchange policy and its market
- Theory and practice of M&A
- Finance in the era of block chain technologies
- Introduction to financial and capital markets
- Seminar for master's thesis

Courses discontinued (13 courses)

- Introduction to Leadership
- Accounting (Managerial and Financial Accounting)
- Capital Policy
- Studies of Modern Corporate Management Mind
- Case Studies of Corporate Ethics
- Theory of Compliance Management
- Advanced Theory of Management Thought (Studies of neo-Confucianism)
- Chinese for business II
- Theory of Global Securities Investment
- Significance of Management Philosophy in "Analects and Abacus" in the Modern Context
- Chinese for business I
- Theory of Global Financial Market
- Business English

2019 Performance:

Based on the hearing results from the Students' Association and the Alumni Association, the Admission and Curriculum Committee studied to review the curricula in July and January and revised the curricula through the faculty meeting in August and February.

New courses (6 courses)

- Sun Tzu's "The Art of War" and modern management studies
- Theory and Practice of Economic Policies
- Artificial Intelligence (Fintech)
- Introduction to internet Shop (e-commerce) Management
- Theory and Practice of Financial Administration and Social Security
- Statistics: Mathematical Understanding of Statistical Theories

Courses discontinued (3 courses)

-Internet Economics and Business Administration

-Project Management

-Global Marketing

The Curriculum Coordination Council was repositioned as the Advisory Committee. Establishment of the Committee was approved by the Administrative Board in March 2020.

<Issues to be improved by 2022>

In light of constant changes of the times, social needs and education and industrial policies by the government, our curricula should be continuously improved and enhanced. We also hope to increase the exchanges with other business schools of recent information and their opinions.

For the purpose of organizing curricula which are instrumental to realize education and research targets and enhancing and fulfilling learning activities, we will review our class questionnaire survey methods for students and graduates so as to evaluate learning outcomes of individual courses.

PRT Comment:

Member A:

Meet the criteria and positive reviews from the students. The SBI is supposed to provide deadlines for all operations. Beside the admission and curriculum committee, SBI should also get a feedback from alumni.

Member B:

Beside the admission and curriculum committee, SBI should also get a feedback from alumni.

The School's Feedback:

Including Alumni Service and Publicity Committee, the School is getting a feedback from alumni.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 3-7:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 6-MANAGEMENT OF CURRICULA

Criterion 5:

"The School must design a system which enables its students to take related courses in other departments at the same university and at other universities, a credit transfer system with other schools, and a system to allow students to receive academic credit by completing an internship program."

Issues to be improved:

We hope to widen the gamut of course selection by our students through a network of alliances with other schools and educational institutions. This would allow our students to selectively supplement our course listings with courses offered elsewhere.

Action Plan:

- 1) Study the course of widening the gamut of course selection by our students through a network of alliances with other graduate schools.
- 2) Select a candidate graduate school for alliance including a credit transfer agreement.
- 3) Contract with the selected graduate schools for alliance.

2018 Performance:

- 1) In alliance with the joint establishment of "International Academy of Confucianism and Commerce" with Shanghai University of Finance and Economics, Southern University College of Malaysia, Andong National University of Korea and others, we studied future possibilities to share the same course on global Confucianism thoughts and entrepreneurship.
- 2) For two students from Graduate School of Management, Globis University, we accredited nine credits of Financial Accounting, Managerial Accounting and Marketing courses.

2019 Performance:

- 1) Ideas of alliance with Faculty of Policy Management, Keio University have been discussed and proposed to the University, but we are still waiting for a reply.
- 2) We signed on MOU under those items described below with Tsinghua University in September 2019.
- 3) We accredited credits of Financial Accounting, Finance and M&A courses for the students from Business School, Waseda university.
- 4) We accredited 3 credits of Organizational Behavior and Accounting courses for the students from Business Breakthrough University.

<FY2020>

- 1) We accredited eight credits of Finance, Statistics and Companies Act courses for the students from Department of Financial Studies, Graduate School, Waseda University.
- 2) We accredited five credits of Advanced Theory of Management Information course for the students from Graduate School, Takushoku University.

<Issues to be improved by 2022>

- 1) In order to increase the number of productive alliances, we will provide faculty members with more opportunities for exchanges with other universities.
- 2) We will share the class videos from other graduate schools so as to offer the courses which are difficult to be organized only by our school.

PRT Comment:

Member A:

Meet the criteria.

Member B:

Meet the criteria.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 3-8:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 6-MANAGEMENT OF CURRICULA

Criterion 6:

"The School must utilize appropriate educational methods, including case studies, site surveys, debates, discussions, and question and answer sessions between faculty members and students and/or among students."

Issues to be improved:

At present, there are only two group work sessions of Marketing and Organizational Behavior, where students' performance is rated for grading. We would like to organize more group work sessions granting grades to participants.

Action Plan:

- 1) Find out three to four courses which can include group works
- 2) Run changed courses with group works
- 3) Review learning activities of each course

2018 Performance:

- 1) Embedded group work sessions in new "Finance" course by Professor Hanamura.
- 2) For two new courses, "Artificial Intelligence" and "Theory and Practice of M&A," we decided to introduce group work sessions in 2019 autumn semester.

2019 Performance:

- 1) Group work sessions were conducted in "HRM" course on a trial basis and we decided to officially introduce them in 2020.
- 2) During the class discussions in "HRM" course with two credits and 15 modules, the total number of postings from 18 students was 568 and the average number of postings per student per module was 2.1 which marked the all-time high figures. The total number of postings by the faculty members in those discussions was 197 and the average number per module was 13.1. On the assumption that the class were face to face 90-minute session per module, 18 students orally contributed 37.8 times, 2.1 times per student, and the faculty member did so 13.1 times, the total number of oral contributions were 50.9 times which means that the average time length per oral contribution were 1-minute and 46-second. In fact, the average time length per oral contribution should have been longer in the case of face to face class setup, only the discussions would exceed the class hours. It should also be noted that class discussions are less likely to be biased to the limited number of the students since they contributed via group mails.
- 3) Similarly, in "Finance" course with two credits and 15 modules for the 1st semester of 2019, 35 students posted 295 times and the faculty members responded to all the postings by the students. In the 2nd semester, as well, the total number of postings was 282. Those of "Financial Accounting" course turned out to be the same level and it was fair to say that we established Socratic class methods.
- 4) We requested that active learning methods would be adopted in "Corporate Governance" and "Theory of Finance" courses which had been scheduled to be in 2020.

<Issues to be improved by 2022>

Following the reviews of learning goals of individual courses, appropriate measures should be introduced for more productive learning so as to achieve those learning goals.

PRT Comment:

Member A:

Meet the criteria and positive reviews from the students but SBI should look to potential demand and schedule all class events to ensure that students are able to perform. What SBI has done with HRM and Financial accounting courses were good, however how about other courses? SBI should equip all courses with choices of appropriate educational methods to meet all the students' needs for productive learning.

Member B:

What you have done with HRM and Financial accounting courses were good, however how about other courses? SBI should equip all courses with choices of appropriate educational methods to meet all the students' needs for productive learning.

The School's Feedback:

19 other courses are conducting discussions like HRM and Financial accounting.
We will introduce better educational methods in order to enhance learning outcomes.

PRT Responses:

Thank you for SBI good reaction

Action Plan 3-9:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 7-EDUCATIONAL LEVEL

Criterion 1:

"The School must provide an environment and a guidance system that is conducive to learning and teaching in order to maintain the quality level of educational content."

Issues to be improved:

A new system is to be instituted for teachers to peer review their colleagues teaching; this activity can help detect some aspects to be improved upon and disseminate information on commendable practices.

Action Plan:

- 1) Create a plan to improve teachers' capabilities and instructional ability at the FD/SD Committee, and incorporate mutual class visits among teachers and a system for open classes.
- 2) Regularly hold teacher training sessions (four times a year), in which one teacher introduces the content and methods used in their instruction, and a discussion involving the whole group is held.
- 3) Implement the plan to improve teachers' capabilities and instructional ability.
- 4) Get other teachers to check the details of new instructional content.
- 5) Continuous review by the teacher training groups.

2018 Performance:

- 1) Regular joint workshops were held six times in a year, in which faculty members mutually presented their own research areas and methodologies. The total number of participants: 24.
- 2) For business planning exercises, we held regular study sessions monthly, in which faculty members presented their own teaching content and methods so as to exchange views and opinions with other faculty members. Regarding the Seminar for Master's Thesis held in 2018, as well, we organized the forums in which the faculty members exchanged their views and opinions on their teaching methods in the study sessions in May and September.

2019 Performance:

- 1) Joint faculty member workshops were held four times in a year, but the number of participants was only four or five and the purpose of the sessions had yet to be fully mobilized.

2) Professor Sasaki viewed "Organizational Behavior" and "Statistics" courses by Professor Shigeta. He provided his feedbacks to Professor Shigeta and also utilized some positive findings as a useful reference to his own courses.

<Issues to be improved by 2022>

1) We will provide the faculty members with more opportunities to observe open classes and open video recordings by other faculty members so as to promote constructive feedbacks and exchange of views and opinions.

2) For new courses, we will implement peer reviews within two years after their commencements by faculty members.

PRT Comment:

Member A:

The SBI should ensure that all participants attend the meeting, otherwise the SBI task could not be completed, that we could not gain further knowledge because most of the lecturers could not speak English. With online learning situations, SBI should understand that students have various constraints regarding the learning activities. In this circumstance, the keyword is flexibility. However, too much flexibility will harm quality standards of teaching and learning. Thus, SBI should have a system that balance between flexibility and quality standards. This system should incorporate all possibility of learning activities and convert these to a holistic score system.

Member B:

With online learning situations, SBI should understand that students have various constraints regarding the learning activities. In this circumstance, the keyword is flexibility. However, too much flexibility will harm quality standards of teaching and learning. Thus, SBI should have a system that balance between flexibility and quality standards. This system should incorporate all possibility of learning activities and convert these to a holistic score system.

The School's Feedback:

We will continue to improve learning environment in order to maintain the quality level of educational content.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 3-10:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 7-EDUCATIONAL LEVEL

Criterion 4:

"The School must establish clearly defined standards for calculating grades and for evaluating the academic performance of its students, state them in its School code, and inform the students of them in order to maintain the quality level of educational content."

Issues to be improved:

There may arise such cases where our graduates fail to make full use of what they have learned at our school or fail to apply to practical use what they believe they know. In the class, students may easily exercise their objective decision in dealing with a model case, when acting as a third party to the case under study.

However, in an actual business scenario, when they can be held accountable for their decision making, they may tend to be timid and be swayed by other people's opinions. Even after having learned the theory on motivating people, in the actual business environment, more on-the-scene training is indispensable.

To cultivate one's own human character, virtuous behaviors must be frequently practiced. Our school aims to foster such human resources equipped with a high degree of professional knowledge, accurate decision-making ability, ability in human relations and self-management and an ethical code of conduct. Such people must be competent to exercise leadership to create new businesses in a globalized society and to display a behavioral pattern becoming of a high-level professional.

To foster such people in an increasing number, our school must consider and help their post-graduation activities. By making full use of our E-learning system, we will continue to make available to our graduates' opportunities for them to keep learning from our school.

Action Plan:

- 1) Select the core competencies required in graduates using all the available literature, prior research, and competency models adopted by companies.
- 2) Decide on courses and methods for confirming the courses that can help confirm display of competency acquired.
- 3) Implement faculty member training and drills for analyzing competencies.

2018 Performance:

- 1) Based on our findings from "Consideration of acquisition methods of behavioral characteristics (competency) required for entrepreneurs in the context of higher education institutions" published on the December 2017 issue of SBI Graduate School Bulletin No. 5, we decided to let the students prepare their own capacity building plans to address which competency elements to be enhanced during the group work sessions in "Organizational Behavior" course as one of the compulsory courses in the first academic year and implemented as we had planned.
- 2) In the organizational reform exercises, the students started and continued to clearly identify any excellent or best practices demonstrated in their organizational reform activities at their own workplaces, provide feedbacks to other students and review them at the end of each semester.

2019 Performance:

- 1) The article "Learning of leadership and verification of outcomes" in SBI Graduate School Bulletin No. 7, 2019 was published.
- 2) The Admission and Curriculum Committee explored how to incorporate acquisition of leadership and competencies into the learning goals in the syllabus of each course.

<Issues to be improved by 2022>

- 1) Reviews of descriptions of the learning goals in the syllabus will be implemented not only for participating faculty members but also for supporting faculty members.
- 2) In light of incorporation of competencies into the promotion criteria for participating faculty members, FD will be implemented to evaluate and analyze competencies so as to analyze competencies five faculty members or so.

PRT Comment:

Member A:

The SBI should ensure that all participants share the same value of the school and follow the school guidelines by eliminating this gap between the management and the lecturer. SBI should have a holistic score system that ensure all the students will share the same value as SBI graduates.

Member B:

SBI should have a holistic score system that ensure all the students will share the same value as SBI graduates.

The School's Feedback:

We have clearly defined standards for calculating grades and for evaluating the academic performance of its students, state them in its School code. The so called "Knowing-Doing Gap" exists in a real world. We will try to get demonstrated behaviors of our alumni.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 3-11:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 7-EDUCATIONAL LEVEL

Criterion 5:

"The School must take measures that ensure that the completion of the program and the academic performance of students are evaluated fairly, and that grades are calculated in an objective and standardized way in order to maintain the quality level of educational content."

Issues to be improved:

In our new Five-Year plan, starting from 2017, our diploma policy will be reviewed. The new policy will clearly define what the model for desirable competency is, and define what courses can help demonstrate the fact that the needed competency has been acquired. The renewed diploma policy would help prove "principal high-level competencies expected of high-level professionals" in the conduct of the person concerned.

Action Plan:

- 1) Based on the measures for the afore-mentioned Standard 7 Criterion 4, the Admission and Curriculum Committee will prepare an amendment draft of the Diploma Policy.
- 2) After the examination and approval by the faculty meeting, the draft will be escalated to the Administrative Board.

2018 Performance:

Clarified the desired competencies as described under Criterion 4 of Standard 7.

2019 Performance:

The Admission and Curriculum Committee studied whether or not the course matrix to verify core competencies and their acquisitions and demonstration would be produced.

<Issues to be improved by 2022>

The Admission and Curriculum Committee will prepare an amendment draft of the Diploma Policy and escalate the draft to the Administrative Board after the examination and approval by the faculty meeting.

PRT Comment:

Member A:

Meet the requirements but should strengthen as SBI aims to recruit more overseas students.

Member B: No comment.
The School's Feedback: ---
PRT Responses: Thank you for the commitments made by SBI
<p>Action Plan 3-12: CHAPTER TWO: EDUCATIONAL PROGRAMS Standard 7-EDUCATIONAL LEVEL Criterion 7: "The School must provide adequate registration guidance, learning guidance and academic and career guidance to respond to the needs of diversified student body including foreign students in order to maintain the quality level of educational content." Issues to be improved: From now on, as we deploy our policy to recruit students residing overseas, we will enhance advisory service for course taking and studies. Regarding advice on post-graduation career path of the students, we will enhance our capability to provide better service to them as we develop new perspectives on professional careers. Action Plan: 1) As career counseling requires a sophisticated level of expertise, a system including whether to conduct it with specialists from outside the School or by participating faculty members will be examined and decided upon. 2) Implement career counseling in line with the counseling system decided upon. 3) Review and improve the new system.</p>
<p>2018 Performance: 1) We organized the consulting system to respond to individual inquiries concerning course registration before admission and we actually provided guidance and advices to about 15% of the actual enrollment. 2) Since it turned out be difficult to staff a professional counsellor, we made researches to find external organizations which could provide consultations whenever needed. We are currently in the process to enter into contract with Pasona Inc.</p>
<p>2019 Performance: In November 2019, we started a consultation point for students on the school home page and comprehensively giving information and guidance of the course content and career issues. Upon requests to face to face interviews, we would provide individual consultations after their students filling up required items for specific topics. After then, the total number of uses has remained to be zero by the end of March 2020. <Issues to be improved by 2022> We will explore how we can promote the use of the student consultation system introduced in 2019 so as to improve the system itself.</p>
PRT Comment: Member A:

The SBI should have a specific strategy and guidelines for the marketing and management of overseas students, SBI should prepare an appropriate system to deal with overseas students, from intake to graduation and after graduation.

Member B:

SBI should prepare an appropriate system to deal with overseas students, from intake to graduation and after graduation.

The School's Feedback:

We will develop the marketing strategy and prepare an appropriate system.

PRT Responses:

Thank you for SBI good reaction

Action Plan 3-13:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 7-EDUCATIONAL LEVEL

Criterion 8:

"The School's faculty members should share information about students' course records, attendance rates for each program, total credits earned and academic grades, and develop initiatives to improve students' learning in order to maintain the quality level of educational content."

Issues to be improved:

How to handle cases of students whose overall grade point average is lower than 2.2, although they have acquired the total number of credits required for graduation. We will further address this issue in the committee concerned and formulate a policy to apply thereto.

Action Plan:

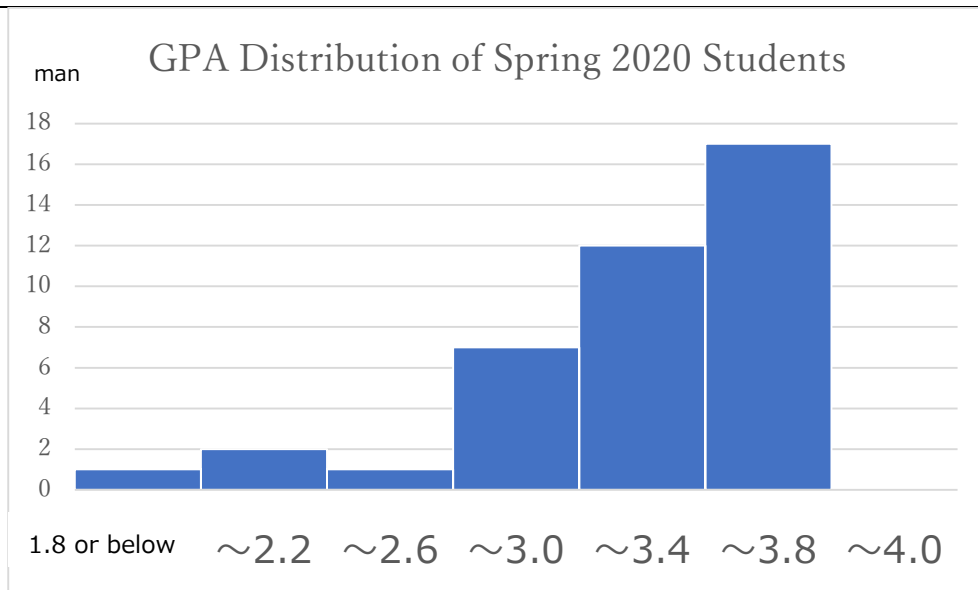
- 1) Study other business schools' policies on this matter
- 2) Formulate a draft policy
- 3) Adopt the policy
- 4) Implement the policy

2018 Performance:

- 1) We started to share information of individual students between the faculty meeting, the Admission and Curriculum Committee and other committees.
- 2) As a result of information sharing, it turned out that the grading criteria had shown inflated evaluation tendency. We, therefore, established a new guideline so that the median values for grading criteria of each course should be 85-point or less, or 80-point ideally if possible, and notified the faculty members.

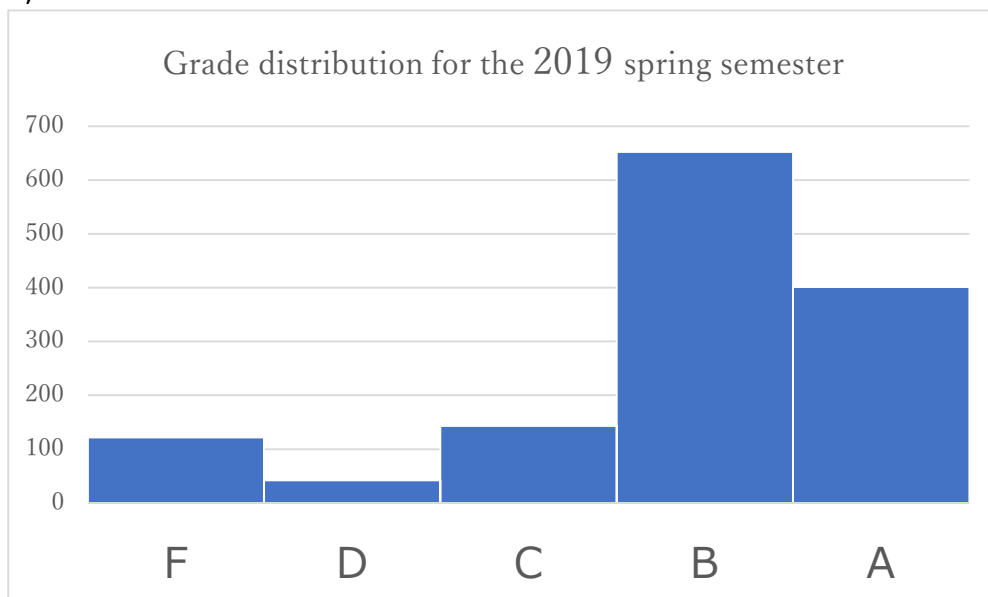
2019 Performance:

- 1) The Admission and Curriculum Committee took a survey of model cases of other graduate schools.
- 2) The GPA scores distribution of 40 graduates for March 2020 was as follows:

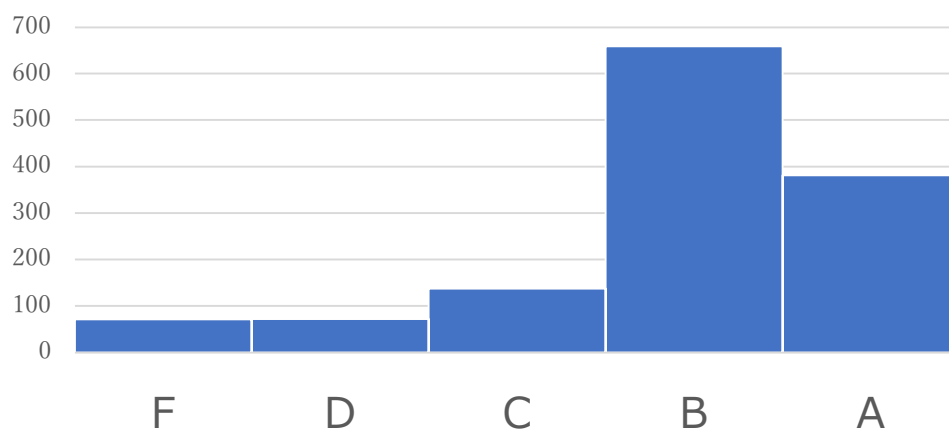


The number of graduates whose GPA scores were 2.2 or below was three (7.5%). The GPA average of all the graduates was 3.15 and the median value was 3.29.

3) The median values of grading criteria for the students of all the 2019 courses were 86.0-point both in the spring and the autumn semesters. The distribution of grading from A, B, C, D to F was as shown in the bar chart below.



Grade distribution for the 2019 fall semester



<Issues to be improved by 2022>

- 1) For the students whose GPA scores have been 2.2 or below, we will take measures to suspend their graduations at the graduation judgment.
- 2) The Admission and Curriculum Committee will prepare countermeasures to suspend graduations and the faculty meeting will examine them.

PRT Comment:

Member A:

The SBI should explain how to support the low-performance student and what kind of system and measures to be put in place. SBI needs to develop more comprehensive scoring system that fulfil the students' needs.

Member B:

SBI needs to develop more comprehensive scoring system that fulfil the students' needs.

The School's Feedback:

We will review our scoring system.

PRT Responses:

Thank you for SBI good reaction

Action Plan 3-14:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 8-MEASURES TO IMPROVE EDUCATIONAL QUALITY

Criterion 2:

"The School must prepare syllabi which state its educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance, and disclose the syllabi."

Issues to be improved:

As described under Standard 7, Criterion 5, in our new 5-year Plan, we will clearly define what should be the desirable competency model and determine what courses can help confirm display of such competencies by the students. In so doing, we will structure course settings in such a way that "possession of a high-level competencies required of a high-level

professional person” may be verified by the demonstrated professional acumen of the person concerned.

Action Plan:

- 1) With regard to syllabi descriptions, cases at other universities will be looked at, interviews with students held and the information shared between teaching staff.
- 2) Syllabi descriptions methods considered and decided upon.
- 3) Make the aims and ways of describing the syllabi known, including to supporting faculty members.
- 4) Create the new syllabi in line with the new methods for its description.
- 5) Review and improve the new system.

2018 Performance:

- 1) We reviewed the format and items of syllabi to revise its content in accordance with the new syllabus format.
- 2) The new syllabi will be published in 2019 spring semester.

2019 Performance:

- 1) We reviewed the syllabus of business planning exercises to improve its content in the autumn semester.
- 2) The faculty meeting decided to review and revise the descriptions of learning goals of each course in March 2020 Committee meeting.

<Issues to be improved by 2022>

- 1) We will implement reviews of the learning goals of each course by September 2020.
- 2) For the courses whose competencies elements to be acquired or enhanced are still unclear, we will request their learning methods and course activities be reviewed whenever necessary.
- 3) We will explore to establish optimum evaluation methods of learning outcomes.

PRT Comment:

Member A:

The SBI should improve the learning objectives on the basis of market growth, and all new syllables should be checked by the Adversity Committee. In online learning situations educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance, and disclose the syllabi is very important to be shared and understood among all the key stakeholders, especially students, faculty members, and staffs. Thus, School's management should ensure that all of these appropriately known by the key stakeholders.

Member B:

In online learning situations educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance, and disclose the syllabi is very important to be shared and understood among all the key stakeholders, especially students, faculty members, and staffs. Thus, School's management should ensure that all of these appropriately known by the key stakeholders.

The School's Feedback:

We have syllabi which state its educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance, and disclose the syllabi. The new syllables will be checked by the Adversity Committee.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 3-15:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 8-MEASURES TO IMPROVE EDUCATIONAL QUALITY

Criterion 4:

"The School must review its curriculum quality by both examining students' course records, total credits earned, academic grades and career options, and reviewing opinions from stakeholders."

Issues to be improved:

From now on, we will review the existing items of survey questions on teaching posed to the students and collect more accurate data. We will also seek advice from the Advisory Committee to be instituted.

Action Plan:

- 1) We will revise the current survey sheet format of class questionnaires.
- 2) We will review the current feedback mechanism of class questionnaires survey results and countermeasures to the students.
- 3) The Admission and Curriculum Committee will check the number of students of each course and their gradings during the Committee meetings to be held twice a year to explore if they should review any curricula whenever required.

2018 Performance:

- 1) We reviewed the existing feedback mechanism of class questionnaire survey results and countermeasures to the students.
- 2) We reviewed the frequency of "Theory of Business Strategies Building" class by Visiting Professor Morimoto with very low level of registration by the students for the past three consecutive semesters.

2019 Performance:

- 1) We started implementing the new feedback mechanism of class questionnaire survey results in 2019 spring semester. The details of feedbacks would be posted in the e-learning system.
- 2) We explored whether or not we could apply Net Promoter Score (NPS) approaches to class questionnaire surveys.

<Issues to be improved by 2022>

- 1) We will revise the survey sheet format of class questionnaires whose revision has been delayed in order to facilitate analysis results to be effectively reflected in curriculum reviews.
- 2) We will establish a mechanism in which we can receive regular feedbacks on curricula from the Students' Association, the Alumni Association and the Advisory Committee.

PRT Comment:

Member A:

Meet the standards and good feedback of the students, but the action plan is not in line with the reforms and the approval process takes too long. SBI should revisit the process. Perhaps, SBI should benchmark its curriculum to other MBA school that focus on financial and IT.

Member B:
Perhaps, SBI should benchmark its curriculum to other MBA school that focus on financial and IT.

The School's Feedback:

We have studied the other MBA schools' curriculums. We will review our curriculum regularly while consulting with the advisory committee.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 3-16:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 8-MEASURES TO IMPROVE EDUCATIONAL QUALITY

Criterion 5:

"The School must do periodic self-check/self-evaluations and publicize the results."

Issues to be improved:

We will consider placing our KAIZEN Report on our website for public access.

Action Plan:

We will decide the items to be reported and the reporting format to post relevant information on the Website.

2018 Performance:

The Public Relations Committee studied possible items and format.

2019 Performance:

We decided to summarize the track records of continuous improvement for each ABEST21 criterion to post relevant information on the Website.

<Issues to be improved by 2022>

The KAIZEN Report will be published on the Website by the end of 2020.

PRT Comment

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 3-17:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 8-MEASURES TO IMPROVE EDUCATIONAL QUALITY

Criterion 6:

"The School must conduct faculty development/staff development in a systematic manner in order to improve its educational program quality."

Issues to be improved:

We will establish an education and training program for the benefit of our staff engaged in learning assistance

Action Plan:

- 1) Compile materials to develop a basic training course for learning support staff
- 2) Assess skill levels of learning support staff using skill inventories
- 3) Formulate individual skill development plans
- 4) Develop a basic training course for learning support staff
- 5) Select external training courses which the School will pay for learning support staff

2018 Performance:

1) We implemented lectures for two newly recruited learning support staff (LS).

1. Description of outlines of the Graduate School
2. Description of LS jobs
3. Watching of the orientation video for newly enrolled students
4. Description of the usage purpose of Office365, the e-learning site and CNC

Dates of lectures were as follows:

April 2018 for one LS (Iwai), Lecturer: Sato

November 2018 for one LS (Takahashi), Lecturer: Nakazawa

2) We established the rules of LS support structure.

1. A new LS should be accompanied with the previous LS for certain period of time to receive guidance if required.
2. Where the previous LS has already left the school, the other available LS should join the handover sessions to support a newly recruited LS.
3. LS with high proficiency level should provide OJT support and a team of LS's should follow up depending on specific issues and situation.

2019 Performance:

Following the previous year, we implemented lectures for newly recruited LS.

January 2019 for 1 LS (Yoshii), Lecturer: Nonaka

July 2019 for 1 LS (Tanaka), Lecturer: Fujimoto

<Issues to be improved by 2022>

- 1) We will provide learning staff with feedback opportunities for lecture themes which they wish to learn (by September 2020).
- 2) The FD/SD Committee will identify to select appropriate external training opportunities (by December 2020).
- 3) In January 2021 and on, we will let LS attend FD and SD training sessions based on the planned schedule.

PRT Comment:

Member A:

Meet the standards and good feedback of the students. English proficiency is a must.

Member B:

English proficiency is a must.

The School's Feedback:

We will plan English training for FD and SD.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 3-18:

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 8-MEASURES TO IMPROVE EDUCATIONAL QUALITY

Criterion 7:

"The School should establish a system for awarding faculty members who achieve distinguished teaching and research results in order to ensure high quality of education and research."

Issues to be improved:

In the new Five-Year Plan, the existing performance evaluation system will be revised. Introduction of a scheme to reward faculty members who have demonstrated commendable performance is planned, where such rewards would be in the form of compensation.

Action Plan:

- 1) We will adopt management methods to identify individual goals and issues to be addressed.
- 2) Based on evaluation outcomes resulting from the method described above, faculty members who have demonstrated outstanding performance will be rewarded either by bonus payment or commendation.

2018 Performance:

We implemented performance management of the faculty members via educational/academic performance records and self-inspection reports. However, we were not able to adopt management methods to identify individual goals and issues to be addressed.

2019 Performance:

We reviewed and revised the existing research budget allocation rules in accordance with educational/academic performance records of the faculty members.

<Issues to be improved by 2022>

- 1) We will reconsider the current structure of faculty members evaluation (evaluation tools, evaluators, evaluation criteria and so on) to establish a new structure by the end of FY2020.
- 2) In accordance with the provision of performance-based bonus payment from 5 to 20% of basic salary, we will try to secure funds so as to carry out bonus payment as early as possible.

PRT Comment:

Member A:
Meet the standards.
Member B:
No Comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

4. CHAPTER FOUR: STUDENTS**Action Plan 4-1:**

CHAPTER THREE: STUDENTS

Standard 9-STUDENT PROFILE

Criterion 1:

"The School must specify the target student population and profile of its students."

Issues to be improved:

From now on, we will try more diligently to clearly understand the profiles of our prospective students, prospects who would constitute a reserve corps of entrepreneurs for the next generation.

Action Plan:

- Specify the target student population according to the 5-year plan.

2018 Performance:

While major financial institutions have firmly established education and training systems for their employees, many of those of small and medium ones are still insufficient. If they continue to insist on the conventional business model, there are many regional banks which may face the risk of declining profits. Since there are still more rooms for contribution to regional revitalization by those employees of regional banks, we mapped out a registration certificate program by targeting such resources and distributed leaflets during the seminars hosted by the Financial Research Institute. It actually took some time for us to see visible effects, but we had one enrollment respectively from Miyazaki Bank and Senshu Ikeda Bank in FY2019.

2019 Performance:

From the standpoint of globalization, while we need to increase the number of students who reside overseas, many of the Japanese companies expanding overseas markets are facing challenges for training their expatriate employees and their substitutional staff and it could be judged that there should be potentially high demand for training overseas staff seen from the number of companies expanding overseas and their expatriate employees. We, therefore, decided to focus on marketing activities targeting such demand.

<Issues to be improved by 2022>

- 1) We will offer the registration certificate program mainly to SMEs which have their bases in overseas countries so as to generate lead for MBA program prospects.
- 2) Especially for females who may face many turning points in their corporate lives such as their/their spouses' job transfers or their childbearing, while they wish to seek for higher careers, we will organize non-degree adult learning courses for such females and try to support their active business careers by taking the leverage of e-learning and other means.

PRT Comment:

Member A:

Meet the standards and good feedback of the students with good student background. SBI is targeting the SME (both in Japan and overseas) players and female as target student population. However, SBI did not mention about why and how they will focus in these segments. More detail marketing plan is required.

Member B:

SBI is targeting the SME (both in Japan and overseas) players and female as target student population. However, SBI did not mention about why and how they will focus in these segments. More detail marketing plan is required.

The School's Feedback:

We will develop a more detailed marketing plan.

PRT Responses:

Thank you for SBI good reaction

Action Plan 4-2:

CHAPTER THREE: STUDENTS

Standard 9-STUDENT PROFILE

Criterion 2:

"The School must make efforts to secure students with target profiles through its selection processes."

Issues to be improved:

For our school to apply a rigorous selection criterion for admission, our school needs a certain number of applicants out of which qualified applicants can be selected. By raising public awareness of our school, we hope to attract more applicants and raise the competition ratio for admission. Then through a rigorous selection procedure, we hope to secure students befitting "an ideal profile of our students."

Action Plan:

We will further disseminate information on the merits of our program, advantages of E-learning, adequate learning support and other values of our school.

2018 Performance:

1) For the purpose of raising the awareness of our school, we organized open campus events, explanatory sessions of our school, open video recording of classes and conferences hosted by the Fintech Research Center.

2) The number of applications for admission submitted in 2018 was 65, the number of those who passed the entrance exam was 64 and the number of those who actually enrolled was 61.

		Open campus	Explanatory Sessions	Open class video recording	Fintech Research Center		HP access	Application forms sent/DL	Applied	Admitted	Enrolled
					Conference	Lecture					
FY 2018	times	10	20	5	2	0	151,133	68	-	-	-
	People	48	76	164	617	0	-	-	65	64	61
FY 2019	times	10	25	2	0	3	146,630	78	-	-	-
	People	54	142	52	0	118	-	-	73	71	67

2019 Performance:

1) As initiatives to make SBI Graduate School more widely known, we held open-campus and explanatory meetings, released recordings of classes, and the Fintech Research Center held conferences. The number of those events and participants is as shown on the Table above.

2) The number of applications for admission submitted in 2019 was 73, the number of those who passed the entrance exam was 71 and the number of those who actually enrolled was 67.

<Issues to be improved by 2022>

We will deploy marketing activities to launch the registration certificate program for Japanese companies expanding overseas markets so as to raise awareness of our school and increase the number of applicants for admission.

PRT Comment:

Member A:

Meet the standards. SBI should explain more detail about how the school will deploy marketing activities.

Member B:

SBI should explain more detail about how the school will deploy marketing activities.

The School's Feedback:

We will develop a more detailed marketing plan and explain how to implement the plan.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 4-3:

CHAPTER THREE: STUDENTS

Standard 9-STUDENT PROFILE

Criterion 4:

"The School must update its target student profile periodically to meet the requirements of the School's admission policy."

Issues to be improved:

Since 2017, annually all the data relative to the applicants, enrollees and graduates are analyzed and the findings from there are used for revision of the target student profile.

Action Plan:

- 1) In order to link in marketing to solicit students and create a process for clarifying the profile of target students while bearing in mind the relevancy to the profile of students sought, study groups to which experts are invited will be held, and cases studies in other schools researched and the information gained shared.
- 2) Establish a process for clarifying the profile of target students.
- 3) Clarify the profile of target students in line with the planned process.
- 4) Conduct marketing activities in line with the clarified profile of target students.

2018 Performance:

We newly recruited Professor Kazuto Sasaki for Marketing in December 2018. We expected that Professor Sasaki would review target student profiles and make the best use of his experiences and knowledge for marketing strategy development for the graduate school. The bio of the Professor is as shown in the Annex 4.

2019 Performance:

After the Admission and Curriculum Committee verified the properties data of the newly enrolled students for spring and autumn semesters, the results were reported to the faculty meeting for information sharing purpose. As described in Standard 9 Criterion 1, it was led to our targeted marketing activities for expatriate employees and their substitutional staff of the Japanese companies expanding overseas.

<Issues to be improved by 2022>

In addition to collaborations between the Admission and Curriculum Committee and the Public Relations Committee, the Self-Inspection Committee will also explore some possible activities for the purpose of ABEST21 re-accreditation and the results will be incorporated in the Self-Inspection Report.

PRT Comment:

Member A:

Meet the standards and the SBI should have specific timetable guidance for each committee.

Member B:

No comment.

The School's Feedback:

Each committee has to develop an action plan each year with specific timetable.

PRT Responses:

Thank you for SBI good reaction

Action Plan 4-4:

CHAPTER THREE: STUDENTS

Standard 9-STUDENT PROFILE

Criterion 5:

"The School must take measures to attract a diverse student body that possesses a variety of backgrounds and values to meet the needs of globalization."

Issues to be improved:

We will review our present PR approaches intended for local community residents, women and overseas residents. Wives of Japanese company employees posted overseas may seek a return to work after their return to Japan and may want to pursue renewed studies. We hope to go after them and plan on recruiting them.

Action Plan:

- 1) Marketing strategies will be mapped out mainly by the Public Relations Committee.
- 2) We will create and implement segmented planning for public relations and promotional activities while targeting overseas residents, local community residents and women.
- 3) We will identify KPI to verify policy effectiveness and outcomes, scrutinize measures implemented and deploy improvement measures.

2018 Performance:

Through activities implemented by the Public Relations Committee, we clarified the target profiles of women.

2019 Performance:

- 1) We organized the lecture by female graduates for targeted female prospects in January 2020. The number of participants was 7 and 3 women out of those 7 actually enrolled (2 regular course students and 1 single course student).
- 2) The percentage of female enrollment was 20% for 2018 and 15% for 2019. We will continue to enhance our marketing activities.

<Issues to be improved by 2022>

- 1) We will focus on approaching expatriate employees and reserve staff of the Japanese companies expanding overseas.

2) We will organize special career courses and seminars targeting women who are facing various turning points in their corporate lives such as not only their own but also their spouses' job transfers or their childbearing.

3) We will enhance PR activities to notify the tuition reduction scheme for maternity leave and childcare leave.

PRT Comment:

Member A:

Comply with the criteria and SBI should have good plan for how to get expatriates to enter the programs compared to other universities.

Member B:

No comment.

The School's Feedback:

We will develop a more detailed marketing plan.

PRT Responses:

Thank you for SBI good reaction

Action Plan 4-5:

CHAPTER THREE: STUDENTS

Standard 10-STUDENT ADMISSION

Criterion 2:

"The School must clearly articulate its admission policy and selection criteria in brochures such as student admission materials and show them to all prospective candidates."

Issues to be improved:

Hereafter our website information and other school information materials will be translated into English.

Action Plan:

1) We will translate some part of the Website into English based on the English brochure of our school.

2) We will clearly define the Admission Policy and Selection Criteria.

2018 Performance:

We produced the English brochure of our school for posting on the Website.

2019 Performance:

We created the English pages of our school outlines and published on the Website.

<Issues to be improved by 2022>

We will translate the Admission Policy and Selection Criteria into English and post on the Website.

PRT Comment:

Member A:

Meet the standards Preparing English brochure is not enough, SBI should prepare English environment that include faculty members and staffs that able to communicate fluently in English language.

Member B:

Preparing English brochure is not enough, SBI should prepare English environment that include faculty members and staffs that able to communicate fluently in English language.

The School's Feedback:

So far, the majority of our foreign students are from Asian countries and not many of them can speak English fluently. In order to support those students, we will facilitate individual care.

PRT Responses:

Thank you for SBI good reaction

Action Plan 4-6:

CHAPTER THREE: STUDENTS

Standard 10-STUDENT ADMISSION

Criterion 3:

"The School must evaluate the scholastic abilities and aptitudes of candidates in a consistent and objective fashion through its selection processes."

Issues to be improved:

In the actual evaluation of essays for admission, there arise cases where an essay may be evaluated differently by different teachers. It is necessary to establish a system whereby a more consistent evaluation of students' essays can be carried out.

Action Plan:

The Admission and Curriculum Committee will prepare the rubric for evaluation of admission essays.

2018 Performance:

The Admission and Curriculum Committee reviewed the items to be evaluated for admission essays.

2019 Performance:

We decided that only the Admission and Curriculum Committee members would be in charge of evaluation of admission essays. We also set a rule in which a faculty member who evaluated an essay of a certain applicant could not be in charge of interviewing evaluation of the same applicant.

<Issues to be improved by 2022>

-We will implement FD required to understand, analyze and evaluate applicants' competencies during the interviews for admission.

-We will prepare the rubric for evaluation of admission essays.

PRT Comment

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 4-7:

CHAPTER THREE: STUDENTS

Standard 10-STUDENT ADMISSION

Criterion 5:

"The School must review the needs of its target student profile periodically to secure the necessary number of students."

Issues to be improved:

In this regard, the Advisory Committee to be instituted is expected to provide us with pertinent advice for any annual revision of existing policy.

Action Plan:

- 1) We will verify the property data of newly enrolled students including their genders, age segments, occupations and places of residence and implement hearing from the targeted perspective candidates to incorporate the results in the successive marketing planning.
- 2) We will implement questionnaire surveys of the graduates to verify the representing profiles of the graduates who have achieved outcomes as expected in their education and research goals and review our target profiles of the students.
- 3) We will solicit opinions from the Advisory Committee for our target profiles of the students, student recruitment methods and admission examinations.

2018 Performance:

Among the 61 newly enrolled students in total, the number of students of the three targeted groups whose percentages to be increased is as follows:

- Residents in the regions other than Greater Tokyo Area: 19 (31%)
- Overseas residents: 1 (1.6%)
- Women: 12 (20%)

2019 Performance:

- 1) Among the 67 newly enrolled students in total, the number of students of the three targeted groups whose percentages to be increased is as follows:

- Residents in the regions outside of Greater Tokyo Area: 16 (24%)
- Overseas residents: 4 (6.0%)
- Women: 11 (16%)

- 2) The Curriculum Coordination Council was repositioned as the Advisory Committee and the establishment of the Committee was approved by the Administrative Board meeting held in March 2020.

<Issues to be improved by 2022>

We will segment and prioritize the target student profiles including employees of regional financial institutions other than SBI Group companies and employees of the Japanese companies expanding overseas to deploy targeted marketing activities.

PRT Comment:

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 4-8:

CHAPTER THREE: STUDENTS

Standard 11-STUDENT SUPPORT

Criterion 2:

"The School must have administrative offices which collect and process relevant information and provide consultation for the students concerning academic guidance and career development."

Issues to be improved:

We will enhance our support system to identify new jobs for our students who are now without a profession or for those employee students who want to move to other companies. For this support, our school will set up a system to collect, store and distribute relevant information to our students. As is the case of assisting students for their learning, we will organize a series of seminars on "How to upgrade professional expertise" and introduce those would-be job hopppers to companies associated with our school.

Action Plan:

We will notify the students that faculty members can serve as contact persons for their career planning and, wherever necessary, the Secretariat will coordinate so that the best and optimum faculty members can support and assist the students. (Since 99% of them are adult students who have regular jobs, almost no students request employment assistance.)

2018 Performance:

We had a discussion with representatives of the Student's Association to consider how the graduate school could assist the students when they were seeking for career change. Because of legal constraints, neither the school nor the faculty members could provide mediation services for career change and we made a proposal that the faculty members could only provide advices on the industry trends and other information. We also decided to continue to explore specific career support structure.

2019 Performance:

1) We enhanced the career support structure by providing career counselling support.
2) While soliciting participation of the students and the graduates, we organized the Entrepreneurship Practice Forum 2019 in August 2019 and the number of participants was almost 100. In this Forum, we invited some graduates who started new businesses after leaving their former companies and graduates who had already started their own businesses to provide the students with lectures on how to start a new business, some hurdles to be crossed for success and how they should study to take the leverage of the courses and exercises offered by the graduate school for starting a new business. The faculty members also took part in the Forum to attend the panel discussion with a theme on starting a new business in the future context.

<Issues to be improved by 2022>

We will make the best use of the student consultation system implemented in 2019 to adopt measures to facilitate counselling and support for career development.

PRT Comment

Member A:

Meet the standards.

Member B: Meet the standards.
The School's Feedback: ---
PRT Responses: Thank you for the commitments made by SBI

<p>Action Plan 4-9: CHAPTER THREE: STUDENTS Standard 11-STUDENT SUPPORT Criterion 4: "The School must provide appropriate academic support and lifestyle support to international students and disabled students." Issues to be improved: In addition to the existing learning support system for the disabled people, we hope to construct an E-learning environment that is more convenient to such people. Action Plan: 1) We will try to understand the needs of our students to map out measures to address those needs. 2) We will prepare measures to support students with visual impairment or hearing loss.</p>
<p>2018 Performance: We provided special individual supports, wherever necessary, to a student who had been bed-ridden with spinal muscular atrophy (SMA) and to another student with autistic spectrum disorder (ASD) and both of them could manage to receive the degrees.</p>
<p>2019 Performance: We decided to explore whether or not we could improve environment for the students with visual impairment or hearing loss by reviewing the LMS. <Issues to be improved by 2022> 1) We will study if we can convert the audio commentaries of video-recorded classes into written text formats. 2) We will verify if there are any PC's which can be used by persons with visual impairment to explore how they can attend and listen to the video-recorded classes more effectively and productively.</p>
<p>PRT Comment: Member A: Meet the standards. Member B: No comment.</p>
The School's Feedback: ---
PRT Responses: Thank you for the commitments made by SBI

5. CHAPTER FIVE: FACULTY

Action Plan 5-1:

CHAPTER FOUR: FACULTY

Standard 13-FACULTY SUFFICIENCY

Criterion 1:

"The School must have a number of participating faculty members that is adequate for its educational programs."

Issues to be improved:

We intend to increase the number of participating faculty members as we open new courses.

Action Plan:

On the assumption that the number of students will increase, we will also increase the number of participating faculty members from 11 as of April 1, 2016 to 15 or 16.

2018 Performance:

The number of participating faculty members was 12 as of April 1, 2017 and 17 as of April 1, 2018 (see the Annex 3).

2019 Performance:

The number of participating faculty members was 18 as of April 1, 2019 and 17 as of April 1, 2020. The number of the students per participating faculty member was 9.1 students as of April 1, 2020.

<Issues to be improved by 2022>

We have seen the increase of the number of participating faculty members, but its composition should be furthermore diversified with various nationalities, genders, age segments and so on.

PRT Comment:

Member A:

Meet the standards but need to improve the English language.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 5-2:

CHAPTER FOUR: FACULTY

Standard 13-FACULTY SUFFICIENCY

Criterion 2:

"The School must maintain a sufficient number of full-time Professors and/or Associate Professors for the courses in the educational programs."

Issues to be improved:

We intend to increase the number of professors and/or associate professors.

Action Plan:

We will increase the number of participating faculty members while mainly focusing on recruiting professors and associate professors.

2018 Performance:

Among the four newly recruited participating faculty members, three were professors and the other one was an associate professor.

2019 Performance:

We newly recruited two participating faculty members and both of them were associate professors.

<Issues to be improved by 2022>

When we newly recruit participating faculty members, we should focus on diversity of the faculties.

PRT Comment

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 5-3 :

CHAPTER FOUR: FACULTY

Standard 13-FACULTY SUFFICIENCY

Criterion 5:

"The School must maintain faculty diversity in terms of age and gender."

Issues to be improved:

We will try to hire younger faculty and women faculty members in the future.

Action Plan:

Under circumstances when the number of participating faculty members is less than 20, and the situation does not provide for resignation or retirement, the issue cannot be addressed systematically. When we newly recruit participating faculty members, we should focus on diversity of the faculties.

2018 Performance:

1) The young woman (Associate Professor Seo) hired to the faculty in April 2017 left for another university in June 2018. We had her continue handling the courses she had charge of for the time being as a visiting associate professor.

2) It became necessary to increase the number of faculty handling business planning exercises. Though it goes counter to present policy, in light of the urgency of the matter and our experience to date, in October 2018, we had Associate Professor Dasai reinstated.

2019 Performance

1) Associate Professor Ueda was hired in March 2020 as a step to increase the percentage of younger women faculty.

2) As of April 1, 2020, there were 17 participating faculty members. By age group, there was one under 40 years of age, two in their 40s, two in their 50s, and 12 age 60 or above. Four of them (24%) were women.

<Issues to be improved by 2022>

1) We are actively examining a system to provide an environment for research that is attractive to younger faculty, including also the possibility of overseas training and other such programs for younger faculty.

2) Increase the diversity of the faculty, including supporting faculty members and visiting professors.

PRT Comment:

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 5-4:

CHAPTER FOUR: FACULTY

Standard 13-FACULTY SUFFICIENCY

Criterion 6:

"The School must maintain faculty diversity to meet the needs in the age of globalization."

Issues to be improved:

Given the small number of faculty members of other nationalities, we will try to raise that ratio in future.

Action Plan:

1) With regard to participating faculty members, there is no effective action to be taken other than to conduct hiring giving consideration to priority on diversity when opportunities for new hiring occur due to retirement or resignation of faculty members or other such reasons.

2) With regard to supporting faculty members there is greater freedom, so steps will be taken to conduct hiring based on globalization in conjunction with organization of the curriculum.

3) Since course videos should be created before courses are offered, it is difficult to invite visiting professors for short-term stays. Given that teaching materials are provided that can be used in video form for courses by professors of foreign nationality, we will investigate this method for students to attend courses.

2018 Performance:

1) Due to the resignation of Associate Professor Eunji Seo, there is now one faculty member of foreign nationality (Associate Professor Xiaofei Lu) among the 11 participating faculty members. (Apart from this, there is also Professor Aiho Hosonuma, a faculty member who was originally from China and acquired Japanese nationality through marriage.)

2) In 2017, it was decided that the US national Taggart MURPHY, formerly a professor at the University of Tsukuba, would offer a course on Global Political Economy, but he returned to the US and the course was not offered.

2019 Performance:

Discussions were held on a project intended to provide courses conducted in English shared with six graduate schools in Southeast Asia that are ABEST21 member schools.

<Issues to be improved by 2022>

- 1) We will sign MoUs for a project to share courses taught in English with ABEST21 member schools.
- 2) We will offer at least one course with classes taught by supporting faculty of foreign nationality.

PRT Comment:

Member A:

The SBI should collaborate with and support industry as a faculty to exchange industry feedback with good English.

Member B:

No comment.

The School's Feedback:

We will enhance collaborations with industries.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 5-5:

CHAPTER FOUR: FACULTY

Standard 14-FACULTY QUALIFICATIONS

Criterion 2:

"The School must set rules and standards for recruiting and promotion of faculty members."

Issues to be improved:

We will revise our regulations concerning the hiring of associate professors in order to clarify how to judge their experience as a lecturer.

Action Plan:

Revise our regulations concerning the hiring of associate professors.

2018 Performance:

Core competencies were examined with reference to related papers and books.

2019 Performance:

The competencies to be required of professors and associate professors were approved by the faculty meeting in March 2020.

<Issues to be improved by 2022>

- 1) We will add a field for checking the performance described by faculty hires in their curriculum vitae or resume so that those items can be confirmed during employment interviews.
- 2) Increase the number of faculty members whose competency can be ascertained and analyzed in employment interviews.

PRT Comment:

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 5-6:

CHAPTER FOUR: FACULTY

Standard 14-FACULTY QUALIFICATIONS

Criterion 3:

"The School must have a promotion system for faculty members and evaluate each faculty member fairly and objectively through this system."

Issues to be improved:

Concerning promotions, we will carry out our review such that, in addition to educational and research achievements, we also evaluate activities relating to work on committees of various kinds and on university administrative matters. Based on this review, we will judge whether the person has the ability and the behavioral characteristics to adequately perform duties at the higher level being considered for him or her. In order to perform reviews in a fair and objective manner, we are also studying revisions to further clarify the Regulations for Faculty Selection.

Action Plan:

When creating selection criteria for promotion, also take into consideration the competency sought of professors.

2018 Performance:

When creating selection criteria for hiring and promotion of associate professors, the competency sought of professors was taken into consideration.

2019 Performance:

The competency sought of professors and associate professors was approved by the faculty meeting and the Administrative Board.

<Issues to be improved by 2022>

Same as for Action Plan 5-6.

PRT Comment:

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 5-7:

CHAPTER FOUR: FACULTY

Standard 15-FACULTY SUPPORT

<p>Criterion 1:</p> <p>"The School must have an educational and research environment necessary for promoting educational and research activities of its faculty members."</p> <p>Issues to be improved:</p> <p>For faculty members who are required to prepare new courses, however, we hope to cut down on their assignment to committee activities and graduate school events. This reduction in responsibilities of faculties will ensure an appropriate environment for education and research work.</p> <p>Action Plan:</p> <p>In March of every year, ascertain the number of courses that faculty members supervise, the number of credits involved, the number of students they supervise, and so on, together with their research plans and upcoming courses they are scheduled to offer, and reflect the results in the following academic year's committee assignments and duties at explanatory meetings and other such events.</p>
<p>2018 Performance:</p> <p>In order to assure new faculty members, the time for creating courses, existing seven faculty members conducted 10 open lectures for candidate students at explanatory meetings. (Annex 6)</p>
<p>2019 Performance:</p> <p>1) Seven existing faculty members conducted 10 open lectures for candidate students at explanatory meetings. (Annex 6)</p> <p>2) Professor Sasaki viewed "Organizational Behavior" and "Statistics" courses by Professor Shigeta as part of an initiative to have faculty members view course videos by other faculty members to provide them with feedback as well as for their own reference.</p> <p><Issues to be improved by 2022></p> <p>1) Twice a year, we invite teachers from other schools who have a lot of record of research results to hold a study session.</p> <p>2) Create opportunities for faculty members to give presentations on their papers before submitting them both to promote exchange among faculty members and to improve the quality of their papers. (Goal of four times per year)</p>
<p>PRT Comment:</p> <p>Member A:</p> <p>Meet the standards but English language is major issues.</p> <p>Member B:</p> <p>No comment.</p>
<p>The School's Feedback:</p> <p>---</p>
<p>PRT Responses:</p> <p>Thank you for the commitments made by SBI</p>
<p>Action Plan 5-8:</p> <p>CHAPTER FOUR: FACULTY</p> <p>Standard 15-FACULTY SUPPORT</p> <p>Criterion 2:</p>

"The School must have a support system to secure the research funds necessary for promoting faculty members' educational and research activities."

Issues to be improved:

We hope to make it possible in future for more faculty members to apply for grants in aid of scientific research.

Action Plan:

- 1) Hold seminars for participating faculty members and promote their applications for grants in aid for scientific research.
- 2) Strengthen the system for supporting applications for Grants-in-Aid for Scientific Research.

2018 Performance:

On September 25, administrative staff briefed 15 participating faculty members on 2019 application guidelines for Grants-in-Aid for Scientific Research.

2019 Performance:

A study meeting on application for Grants-in-Aid for Scientific Research was held on October 8, and five participating faculty members took part.

<Issues to be improved by 2022>

- 1) Since the actual number of applications for Grants-in-Aid for Scientific Research and the number of successful applications has not increased, as stated for Standard 4, Criterion 2, measures to increase applications for grants in aid for scientific research through FD/SD Committee activities will be reexamined.
- 2) The matter of conducting joint research with the Financial Research Institute will be examined.

PRT Comment:

Member A:

Meet the standards but English language is major issues. The School must encourage faculty members to do research and give incentives to those who use their research results as additional topics in the course that become his/her responsibility.

Member B:

The School must encourage faculty members to do research and give incentives to those who use their research results as additional topics in the course that become his/her responsibility.

The School's Feedback:

We will encourage faculty members to do research and give incentives to those who use their research results as additional topics in the course.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan 5-9:

CHAPTER FOUR: FACULTY

Standard 16-RESPONSIBILITIES OF FACULTY MEMBERS

Criterion 2:

"The School must ensure systematically that the faculty members strive to teach cutting-edge expertise and specialized knowledge in their respective fields of study in order to achieve the learning goals."

Issues to be improved:

Going forward, we intend to conduct empirical research on recent theory by various means, including promoting joint research with corporations. We hope to strengthen our efforts to incorporate the results in our courses.

Action Plan:

We will have each faculty member suggest possibilities for joint research with corporations that support these aims. The Globalization and the Industry-Government-Academia Collaboration Committee will review the suggestions and provide the promising ones with financial and human resources support.

2018 Performance:

With regard to appropriate approaches to the one-on-one interviews that are becoming widespread in Japan, it has been decided to proceed with cooperative work with a training company that showed interest in Professor Shigeta's paper "How to Conduct Monthly Performance Review Enhancing Intrinsic Motivation" published in the *Journal of Assisting Dialogue and Communication Studies* Vol. 3 in 2015.

2019 Performance:

- 1) Regarding methods for conducting one-on-one interviews, a consultant from the company that Professor Shigeta was engaged in cooperative work with was given guidance of various kinds, including by the use of example interviews from organizational reform exercises.
- 2) A visit was made to the head of a development office at Toray Industries, Inc., and views were exchanged on the relationship of the research and development strategy of a manufacturing corporation to its contribution to performance.

<Issues to be improved by 2022>

- 1) The comparative effectiveness of usual one-on-one interviews and the method recommended by Professor Shigeta will be verified.
- 2) The possibilities for industry-academia collaborative research will be explored in terms of the safety of the work environment in manufacturing industries, the interrelation between Industry 4.0 Initiatives and improved business profits, and digital transformation.

PRT Comment:

Member A:

Meet the expectations, but English is a key problem and SBI 's mission of comprehension is not clear to them.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 5-10:

CHAPTER FOUR: FACULTY

<p>Standard 16-RESPONSIBILITIES OF FACULTY MEMBERS</p> <p>Criterion 3:</p> <p>"The School must ensure systematically that the faculty members set office hours and actively communicate with the students through e-mail in order to help them to achieve their learning goals."</p> <p>Issues to be improved:</p> <p>We are planning not only to specify office hours of teacher and teaching assistant on the syllabus, but also to prescribe the means to have a meeting and a phone conversation, etc.</p> <p>Action Plan:</p> <p>Faculty member office hours and contact information will be included on the syllabus.</p>
<p>2018 Performance:</p> <p>The format of the syllabus that includes faculty member office hours and contact information was changed and the changed version was put into effect.</p>
<p>2019 Performance:</p> <p>The use of Microsoft Teams to hold video meetings between faculty members and students in their courses and to share information materials was begun.</p> <p><Issues to be improved by 2022></p> <p>Cases of the successful use of Microsoft Teams to share information and perform TV conferencing will be collected and the best practices will be shared among faculty members.</p>
<p>PRT Comment:</p> <p>Member A:</p> <p>Meet the standards and student are happy. No comment since the students appreciate the prompt response from faculty members even though in after office hours and in weekend times.</p> <p>Member B:</p> <p>No comment since the students appreciate the prompt response from faculty members even though in after office hours and in weekend times.</p>
<p>The School's Feedback:</p> <p>---</p>
<p>PRT Responses:</p> <p>Thank you for the commitments made by SBI</p>

6. CHAPTER SIX: EDUCATIONAL INFRASTRUCTURE

<p>Action Plan 6-1:</p> <p>CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE</p> <p>Standard 17-EDUCATIONAL RESPONSIBILITIES OF STAFF</p> <p>Criterion 3:</p> <p>"The School must institute administrative systems which are able to respond to the needs of globalization."</p> <p>Issues to be improved:</p> <p>In conjunction with the future development of content in the English language, it will also be necessary to set up the LMS for content distribution in an English language environment.</p> <p>Action Plan:</p>
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If it comes about in future that foreign students take courses in English, then LMS that students can use in English will be tested and preparations will be made to comply within a short time frame so that prompt support for such use can be provided.

2018 Performance:

It has been confirmed that existing LMS and candidate products for new LMS that are presently under active consideration can also distribute English-language content without any special modification.

2019 Performance:

There is a problem that when operating the user interface (UI) on the LMS, the system UI itself must be put into English or students who do not understand Japanese will be unable to use it. The possibility of addressing this problem by using a separate LMS with English-language capability was considered. It was determined that when the number of students is small, then, for example, Adobe Captivate Prime, which is an LMS from Adobe Inc., has good cost performance.

<Issues to be improved by 2022>

Adobe Captivate Prime will be used on a trial basis.

PRT Comment:

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 6-2:

CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE

Standard 18-INFRASTRUCTURE SUPPORT

Criterion 2:

"The School must provide an office for faculty members to prepare for class, especially an individual office for each participating member."

Issues to be improved:

Courses offered at this school are primarily E-learning based; therefore, it may not be necessary that faculty members have an office at the school to prepare for their courses, to receive students who visit, and so on. However, we are continuing to examine the operation using the Roppongi Library* and other possibilities in our search for a more satisfactory approach to providing an office and library functionality.

* Roppongi Library: A membership system library that can be used for a monthly charge of ¥9,450. The library is open from 07:00 to 24:00. In addition to its library function, semi-private rooms for co-working and meeting rooms are also provided, and users can also work in an open café.

Action Plan:

One faculty member will use the Roppongi Library on a trial basis, and depending on the resulting evaluation, faculty members who wish to do so will be allowed to use it.

2018 Performance:

- 1) One participating faculty member used the Roppongi Library regularly for 10 or more times per month. The advantages included good location, a full range of cultural events, useful for gathering information, and so on. On the other hand, disadvantages were also identified, such as that it is no longer quiet when special events are being held, there is no space when users can rest when tired, and so on.
- 2) Given the advantages and disadvantages shown for the Roppongi Library, it was decided to allow use by faculty members who wished it. However, no further faculty members wished to use it.

2019 Performance:

- 1) While offering use of the Roppongi Library to those who wished it, the use of other facilities was also investigated, but without result.
- 2) Some faculty members prepared for face-to-face class sessions and other such activities in the private spaces for faculty use on the Tokyo campus (there are spaces for five).

<Issues to be improved by 2022>

- 1) The use of co-working spaces and other such highly usable facilities other than just the Roppongi Library will be considered.
- 2) For individual consultations with students, the meeting rooms on the Roppongi campus will be made more usable.
- 3) Web conferencing systems and other such means for better supporting remote working will be investigated and good ones will be used.

PRT Comment:

Member A:
Meet the standards.
Member B:
No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 6-3:

CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE

Standard 18-INFRASTRUCTURE SUPPORT

Criterion 3:

"The School must systematically maintain a collection of books, academic journals, and audiovisual materials necessary for the educational and research activities of both students and faculty.

Issues to be improved:

Although we have been taking steps to improve our library collection, it is still insufficient in terms of both quality and quantity. There are concerns that the system for viewing and subscribing to online journals will become expensive. Going forward, we will pursue activities

centered on the Academic Information and IT Committee to conduct systematic purchases of books and academic journals, to review the means used to obtain online journals, to consider joining and using SINET, to consider whether or not to make use of the Roppongi Library, to study collaboration with other university libraries, and so on.

Action Plan:

- 1) The Tokyo campus has space to display approximately 3,500 volumes, and the purchase of books and research journals will be carried on steadily.
- 2) We will make it more convenient to obtain electronic journals by joining SINET or by other such methods.

2018 Performance:

- 1) Systematic purchasing has increased holdings of books and research journals.

Number of books and journals in the Library

Aggregation date: March 31	No. of books
2009	1,622
2010	1,753
2011	2,007
2012	2,189
2013	2,233
2014	2,306
2015	2,450
2016	2,619
2017	2,760
2018	2,978
2019	3,091
2020	3,197

- 2) Discussions with NTT East regarding SINET have begun. The use of EBSCOhost has been continued.

- 3) As a result of reexamination of the desired state of the book budget, it was decided to cover the cost of purchasing publications, including electronic journals, in the research expenses allocated to each individual. This has been put into effect.

2019 Performance:

Priority was given to improvement of the network and terminal environment, and joining SINET5 in the present period has been postponed. The use of EBSCOhost has been continued.

<Issues to be improved by 2022>

- 1) We will increase library holdings to the upper limit of display space on the Tokyo campus by academic year 2022.
- 2) We will decide on subsequent operation before reaching the upper limit of display space. For example, display items in order of those borrowed more and place holdings above the limit in storage.
- 3) We will promote membership in SINET5, which is safer and faster. Also include for consideration the possibility of eventually forming tie-ups with other universities and

research institutions for exchanging data. Joining SINET5 will be necessary for that purpose, as well.

PRT Comment:

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 6-4:

CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE

Standard 18-INFRASTRUCTURE SUPPORT

Criterion 4:

"The School must effectively utilize and maintain facilities and equipment appropriate for its educational and research activities and the delivery of its educational programs."

Issues to be improved:

As stated under Criterion 3, the Academic Information and IT Committee was established in April 2017, and we intend to make a further study of how we want our facilities and equipment to be, including our library functionality.

Action Plan:

- 1) We will make efforts to track the number of times facilities are used and make every effort to allow for maximum effective use.
- 2) After face-to-face class sessions, we will check whether or not there are problems with equipment and telecommunications and address them as necessary by repairs, adjustments, replacement of obsolete items, and so on.

2018 Performance:

The classrooms and meetings rooms on the Tokyo campus were used for face-to-face class sessions 85 times in the 2017 academic year and 91 times in the 2018 academic year. The seminar rooms, meeting rooms, and other such rooms on the Roppongi campus were used for face-to-face class sessions 109 times in the 2017 academic year and 106 times in the 2018 academic year. These facilities, including the equipment, saw constant use.

2019 Performance:

- 1) The classrooms and meetings rooms on the Tokyo campus were used for face-to-face class sessions 148 times, which is a large increase over usage up to the previous academic year. The seminar rooms, meeting rooms, and other such rooms on the Roppongi campus were used for face-to-face class sessions 104 times, which is the same level of use as the previous academic year.

Tokyo campus

Category	FY2017	FY2018	FY2019
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	Use for classes	Other than for classes	Use for classes	Other than for classes	Use for classes	Other than for classes
Classroom	56	33	54	2	82	4
Meeting room	29	15	37	18	66	52

Roppongi campus

Category	FY2017		FY2018		FY2019	
	Use for classes	Other than for classes	Use for classes	Other than for classes	Use for classes	Other than for classes
Seminar room	67	7	54	2	49	3
Presentation room	5	0	3	0	0	0
Meeting rooms	37	1	49	0	55	0

2) No particular problems occurred with equipment and telecommunications during face-to-face class sessions. As of April 2020, the equipment held for use in face-to-face class sessions consists of the following:

-Notebook computers: 4

-Projectors: 2

-iPads: 4

-Speaker microphones: 6 (for use by participants at remote locations)

-Web cameras: 4 (for use by participants at remote locations)

-Video cameras: 2

-Live distribution equipment: 1 set

-Electronic blackboard: 2

<Issues to be improved by 2022>

1) We will hold hearings to receive infrastructure improvement requests from faculty members and students.

2) We will ascertain the state of facilities and so on at other graduate schools and investigate items for improvement in committee.

PRT Comment:

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

Action Plan 6-5:

CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE

Standard 18-INFRASTRUCTURE SUPPORT

Criterion 5:

"The School must provide study environments which enable students to engage in self-study, and encourage students to make use of these environments."

Issues to be improved:

We will be continuing to take steps to further upgrade the web-based environment, including improvement of the web conference system.

Action Plan:

Audio time lags occur with WebEx from Cisco Systems, which is currently in use, and there is sometimes interference with exchanges by video when the telecommunications environment is slowed down, so a search will be made for alternative means.

2018 Performance:

1) A product called Zoom that is more stable and lower in cost than WebEx was introduced to committee and administrative office meeting. An account for use in face-to-face class sessions was subsequently purchased and it has entered operation. Since operation of this product began, no particular problems have occurred, and it has performed well.

2) Management tools were prepared and distributed by course support staff. Participants in individual consultations and on-line explanatory meetings when recruiting students were provided with manuals and were asked to use the tools.

2019 Performance:

1) There was a suggestion from a faculty member that it may be good to have computers with statistical software installed available for use in study rooms, and it was decided to consider this possibility.

2) In response to a request made on course questionnaires, it was decided to make Microsoft Teams, which had been in use for some courses, available for use in all courses.

<Issues to be improved by 2022>

1) We will begin using Microsoft Teams in all courses, but the use of other, superior systems, including Zoom after security has been strengthened, will continue to be investigated.

2) If it becomes necessary to conduct all face-to-face class sessions by web conferencing systems, as has recently been the case, it will be a necessary condition of use that faculty members and students be proficient in operation of those systems. Measures for that purpose will be devised and implemented.

3) We will reach conclusions about whether or not computers with statistical software installed can be used in study rooms.

PRT Comment:

Member A:

Meet the standards.

Member B:

No comment.

The School's Feedback:

PRT Responses:

Thank you for the commitments made by SBI

II. New issues to be improved

Action Plan N-1:

The previous SCR declared the aim of becoming the top-ranked business school where Japanese adults can study online in the Business School Survey conducted by the Nihon Keizai Shimbun and Nikkei HR for 2022. However, this survey has not been conducted since March 2017. The survey method involves questionnaires to personnel managers at corporations, and the rankings are not necessarily to be considered accurate.

On the other hand, there are known surveys by The Economist, The Financial Times, Bloomberg Businessweek, and Quacquarelli Symonds that rank internationally famous MBA programs. These basically cover schools with participating MBA programs that are accredited by international certification authorities (EQUIS and AACSB). Furthermore, in Japan there are no official ranking announcements by the Ministry of Education, Culture, Sports, Science and Technology or other such agency.

We therefore intend to set up a structure for conducting surveys, using accreditation standards for reference, to determine the Net Promoter Score (NPS), which has been taken up in many industries. After setting a target with the NPS as an index, we will implement provisions addressing priority items, make measurements of the provisions, and deploy improvement measures.

2019 Performance:

1) After preliminary examination of documents such as "The Ultimate Question 2.0: How Net Promoter Companies Thrive in a Customer-Driven World," interviews were carried out with Japanese and foreign non-life insurance companies that are making widespread use of the NPS.

2) Test surveys were conducted jointly to determine whether the NPS could be used in place of the conventional customer satisfaction surveys of patients at a Japanese hospital.

<Issues to be improved by 2022>

1) We will work jointly with educational institutions considering the adoption of NPS to create NPS questionnaire forms for institutions of higher education.

2) We will create NPS questionnaire forms for this school, taking ABEST21 criteria into account, and conduct trial use of the forms.

3) We will conduct NPS surveys geared to course questionnaires and graduates.

4) We will investigate the possibility of NPS comparison with other schools in the future by making use of outside research organizations or other such means.

PRT Comment:

Member A:

Meet the requirements, but SBI should concentrate on how to adapt to COVID19 and market changes.

Member B:

No comment.

The School's Feedback:

We will continue to adapt to Covid-19 and market changes.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

Action Plan N-2:

In many cases, the business plans and organizational reform plans created by graduates while in school here have come up against problems and obstacles while in the course of implementation so that prompt measures to deal with those issues were called for. Today, as the speed of technical innovation and social change increases, the necessity for recurrent education and lifelong learning can be said to have become greater than ever before.

In fact, a graduate who completed a program here in March 2017 and started an organic cotton business approached us later (in the summer of 2018) to consult about expanding overseas and related matters. Professor Hideyuki Kobayashi provided advice to this graduate at no charge. There are other such cases, as well. However, these occasions are handled on an ad hoc basis, and no rules have been decided regarding the extent of services to be provided at no charge and other such matters.

INSEAD and other such top-ranked business schools around the world are also increasing the number of online seminars and other such events on the latest management and leadership trends and concepts that they provide at no charge for their graduates.

At this school, too, we want to strengthen these kinds of services for graduates, assist them in crystallizing what they learned while studying here in the form of results, and increase graduate satisfaction. At the same time, we also want to enhance the learning outcomes of this school's educational programs.

2019 Performance:

-We discussed with the alumni association whether our faculty could play an advisory role in the formation of the Action Learning Group by inviting alumni who are willing to help the graduates in solving their own problems.

-In January 2020, Professor Shigeta held a free seminar for graduates in the Roppongi presentation room on the topic of Career Design for 100-Year Life. Approximately 30 people took part, including online participants.

<Issues to be improved by 2022>

-We will select model cases of support for graduates forming Action Learning Groups, carry out trials, and make a systematic inventory of the issues involved.

-We will formulate plans that will enable online seminars and study groups to be held for graduates on a regular basis.

PRT Comment:

Member A:

Meet the requirements, but SBI should concentrate on how to adapt to COVID19 and market changes.

Member B:

No comment.

The School's Feedback:

We will continue to adapt to Covid-19 and market changes.

PRT Responses:

Thank you for SBI good reaction

III. PRT Comment on KAIZEN Performance

1. Comprehensive Comments

PRT:

The PRT judges that general Standards and ABEST21 Accreditation Standards KAIZEN have met the criteria based on the above analysis. The remaining problems will also be evaluated and identified in accordance with acceptable plans. Efficient PDCA cycle practice is expected. Even if the present condition is changed. However, quality and opportunities for better education and study are still possible for KAIZEN. "Educational Programs": one of the learning goals of the MBA programs is the global participation and curricula should be structured systematically based on the common interest as specified in the mission statement. Additional analyses or counter measures must be provided that contact between students, SBI and staff is more efficient.

SBI should examine how the programs, such as leadership and critical thinking, build important competencies. SBI should investigate steps to enable students to use the SBI's counselling. SBI must explicitly state its profile of students. SBI should include a simple profile of the student that includes the age, sex, and background composition of the student body. In order to adapt the local culture and foreign students, SBI should illustrate how SBI members interact with stakeholders in order to facilitate study and training. SBI should illustrate how the SBI members use their experience and know

how to teach. "Supporting personnel and infrastructure": SBI should clarify the arrangement of its SBI to support its members and determine if the scheme is appropriate to enhance education quality contact between student and SBI. SBI has begun to partner with different universities worldwide, lack of English skills by faculty and staff is nevertheless one of the apparent weaknesses. This will seriously affect the ambitions of SBI to go worldwide. The student would actively promote SBI if this can be achieved. SBI administration must create a dedicated unit to handle the needs and interests of student in a special system. Institutionalization is required in partnership with alumni organizations. There are many new ideas and overall direction of the SBI is strong, but English is to be improved. In order to provide rich and real- time information, SBI should have an integrated system and mechanism connects every system. The role highlights the standard of graduates the SBI seeks to achieve but does not define the objectives and emphasis of the SBI mission.

Member A:

Chapter 1- Mission

Member A: The PRT team concluded that SBI has recently concentrated on advisory panel to help the management team and bridge the gap with new innovations and practices, while management clarified that management education quality took place.

Member B: SBI mission is: "Train individuals to be specialized professionals who can become leaders and create innovative businesses in the global society. These professionals will have a high level of knowledge in their specialized fields. In addition, they'll possess proper judgment, interpersonal skills, self-control and high morals, achieved through educational and research activities that combine management theory and practice." This mission emphasizes the quality of graduates that the SBI Graduate School (SGS) wants to achieve but does not specifically state the target segments and focus of SGS's strength which is directed to finance and IT by emphasizing entrepreneurial development in each student. In

practice, apart from remaining focused on traditional segments in the financial industry, SGS has focused its strategy on several new target markets, namely Japanese companies expanding overseas (B2B), local residents, and women. Moreover, SGS desires to go global and reduces dependence on the SBI Group. SGS also operates a fully online teaching method, making it different from other MBA schools. These matters should be listed on SGS mission statements so that all stakeholders can conform to SGS's mission.

Chapter 2 – Educational Program

Member A: Since the SBI has just improved its mission, it is also necessary for SBI to entail improvements to the SBI's learning goals.

Member B:

Chapter 3- Students

Member A: Overall, the MBA students interviewed are happy with the MBA program offer by the SBI. All accepted that the beauty of the MBA program is that it emphasizes leadership and globalization. The reasons for choosing an MBA program at SBI are due to strong online experience.

Member B: Based on interviews with students, the students were very happy and enthusiastic about what SGS had done. They were very happy with the fast service by both faculty members and staff regarding the problems they faced even at the end of the week. They also get what they hope, namely networking, entrepreneurship, leadership, MBA knowledge, global operations, and moral philosophy. A slight problem is related to the scoring system, especially at the beginning of being a student. Students feel they have to question the value they get to get an explanation of faculty. A comprehensive and fair scoring system is required to satisfy the needs of a wide variety of student backgrounds.

Chapter 4- Faculty

Member A: The School report show that the faculty have diverse and very experienced, the member of the faculty dedicated in addition management has also been told that the faculty member engaged in research often through the use the internal funding. The overall management of the faculty is good and there are many new ideas, but the English language needs to be strengthened.

Member B: Based on interviews with faculty members, it can be seen that faculty members enjoy their work, which often uses their night and weekend time. However, with the additional research burden that is the target of management, they are likely to become very overloaded. This should be discussed in order to find a win-win solution.

Chapter 5 - Supporting Staff and Infrastructure

Member A: Overall, the supporting staff are very good, but the English language needs to be strengthened, the infrastructure is very good.

Member B: SBI mission is: "Train individuals to be specialized professionals who can become leaders and create innovative businesses in the global society. These professionals will have a high level of knowledge in their specialized fields. In addition, they'll possess proper judgment, interpersonal skills, self-control and high morals, achieved through educational and research activities that combine management theory and practice." This mission emphasizes the quality of graduates that the SBI Graduate School (SGS) wants to achieve but does not specifically state the target segments and focus of SGS's strength which is directed to finance and IT by emphasizing entrepreneurial development in each student. In practice, apart from remaining focused on traditional segments in the financial industry, SGS

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The School's Feedback:

We deeply appreciate very valuable insights and advice of PRT members.

PRT Responses:

Thank you for SBI good reaction with a view to having a better report by next year

2. Good Practices in improvement

PRT:

SBI's attempts to concentrate on creativity and technology in general, The SBI benefited many MBA students seemed eager in business or doing own business.

It is good ideas to help community learning and networking students with one another and the lecturer.

Member A:

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Member B:

"The online MBA School that combine flexible online learning, global knowledge, moral philosophy, and entrepreneurship."

This title fully reflects SGS' mission and the kind of management education that the School is constantly working for.

The online MBA School that combine flexible online learning, global knowledge, moral philosophy, and entrepreneurship. This title fully reflects SGS' mission and the kind of management education that the School is constantly working for.

3. Matters to be noted

PRT:

The management teams give verbal details for all area, in all the above chapters, this helps

PRT to write a report. The SBI innovations are pleased with the PRT team. The SBI operates in conjunction with the mission to develop the MBA program. As a result, the SBI working with industries to secure research funding, increase student number outside Japan by collaboration with Asian universities. and focus on research. SBI services are only adequate for MBA students. The selection of students based on their entry, job experience and interview, The SBI which attracts and picks students and increasing its promotion to get more students. The SBI is working closely with advisory councils to achieve enhancements to the quality of education based on changes to the business climate.

Member A:

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Member B:

So far, SGS has done many things that in line with SGS's objectives and strength points. However, there are some suggestions to be considered by SGS management:

1. As online-based education institution, all elements such as: educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance, and disclose the syllabi is very important to be shared and understood among all the key stakeholders, especially students, faculty members, and staffs. School's management should ensure that all of these elements appropriately known, understood, shared and implemented by the key stakeholders. Therefore, SGS should have an integrated system and mechanism that connect all subsystem to provides rich and real time information.
2. SGS's desire to go global is a good thing. SGS has started to collaborate with various world universities, such as Tsing Hua University, the Shanghai University of Finance and Economics, Malaysia's Southern University College, and Korea's Andong National University. However, one obvious weakness is the very lack of English language skills from faculty members and staffs. This will have a serious impact on SGS's aspirations to go global.
3. The desire to increase the quantity and quality of research must be a concern of management, faculty members and staff. For this reason, SGS must make the research culture into a strong culture in addition to the deeply rooted culture of teaching and learning. This can be done by increasing the research budget per faculty per year, helping the process of obtaining research costs (grants) and projects from industry, and preparing special staff who help researchers to be able to conduct research properly, etc.
4. NPS which is used as a tool for market development must involve a business process that includes services for the after-graduation life of the alumni. This should involve finding and meeting the needs of alumni that SGS will fulfill. If this can be done, then the alumni will voluntarily promote for SGS. SGS management must create a dedicated unit to run a special system for managing the needs and desires of alumni. Collaboration with alumni

organizations must be institutionalized.

The School's Feedback:

We thank you again PRT members for their very valuable opinions.

NPS would help us find and meet the needs of alumni, we believe.

PRT Responses:

Thank you for SBI good reaction and support during interviews and report.