ABEST21 Accreditation
Program-based Accreditation System
"Quality Improvement Strategies"

The School's Name:

SBI Graduate School

Year of Accreditation

2018

Date of Submission

June 30,2021

ABEST21

ABEST21 International
THE ALLIANCE ON BUSINESS EDUCATION AND SCHOLARSHIP FOR TOMORROW, a 21st century organization

Contents

I. The School's Educational System

II. Quality Improvement for the past three years

III. Educational and Research Environment Analysis

IV. The School's Strategies

We believe that the diversity of individual backgrounds and experiences, not the attributes such as nationality of faculties and of students, is important for further promoting globalization of the School's management education. We would like to draft a basic policy from this perspective.

I. The School's Educational System

1. The School's History and Profile

The SBI graduate school has been founded on a lofty philosophy of creating an institution of learning that has been laid down by the school's founder and President Yoshitaka Kitao. His enunciated principle in education is: while developing such expert human assets in the field of practical business management, the school curriculum emphasizes edification of moral philosophy. This MBA school positively endeavors to foster human assets competent to create new business, while the school actively tries to apply the research and educational achievements to the actual scenes of business operations.

- Name: SBI Graduate School
- President: FUJIWARA Hiroshi
- Address: Roppongi 1-6-1 Izumi Garden Tower 21st Floor
               Minato-ku, Tokyo 106-6021 JAPAN

- Enrollment capacity: 60 regular students per year (30 each for spring and fall term)
- Total number of students: 153 (as of April 1st, 2021)

Brief History

May 2006   SBI University Co., Ltd. was established preparing to establish the Graduate School.
April 2007 Application for Ministry of Education, Culture, Sports, Science and Technology (MEXT) for the Graduate School
Dec. 2007 Approval by the MEXT for the establishment of SBI Graduate School
April 2008 SBI Graduate School opened.
Nov. 2009 First SBI Business Plan Contest was held.
April 2010 Started non-degree programs.
Nov. 2010 2nd SBI Business Plan Contest was held.
Feb. 2012 "Business Plan Implementation Boot Camp (Dojo)" was held.
April 2012 Introduced a tuition discount or waiver system for working foreign nationals
June 2013 Introduced a tuition discount for women on childcare leave
July 2015 "SBI-U Venture Challenge System" has started.
April 2016 Campus location moved from Yokohama to Marunouchi, Chiyoda-ku, Tokyo.
July 2016 Established Financial Research Institute
March 2021 Financial Research Institute became independent as a corporation.
April 2021 Main Campus was moved from Marunouchi to Roppongi in Tokyo.

2. The Educational programs

- Degree upon completion: Master of Business Administration (professional   degree)
- Minimum Learning Period: Two years

To ensure that the students systematically acquire the knowledge and competencies required for business management, the school establishes several groupings of courses. These groups are "strategy and marketing", "organization and human resources", "finance and economics",

"management mathematics and problem-solving", "business ethics and management philosophy", and "global business."

Each of these course groups comprises of the three levels which are core, application, and expansion. Such a curriculum structure is intended for the students to flexibly select courses relevant to their knowledge and experience.

The curriculum structure is conceived in a way that the students can practically apply what they have learned here in a real world business. Through discussions, classmates can enhance their understanding of the courses offered and their required competencies as highly-skilled business professionals.

The Master of Business Administration degree will be conferred on students who successfully attain a total of 34 course credits, including those of the six required courses. In addition, students should remain enrolled for at least two years and further meet the conditions given below:

1) The students should have learned academic theories related to their business management specialty.

2) The student should have acquired a high level of principal competencies required of highly-professional businesspersons.

3. The School's Scope of Accreditation

It is a program-based accreditation for the Department of Business Administration.

II. Quality Improvement for the past three years

1. Action Plans formulated for the last three years

1. CHAPTER ONE: INTERNAL QUALITY ASSURANCE

Action Plan 1-1: Concerning the School's Strategy
<2018> 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. However carefully the midterm plan is formulated, changes will force it to be revised. Even the annual plans require a substantial number of revisions. One of the biggest changes is the decision to increase the number of enrolled students from 60 per year to 80 in the year 2023.
<2019> 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.
<2020> 1) We will decide to launch a course certification program for Japanese companies expanding overseas, and plan and develop promotions that match this. 2) 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.

Action Plan 1-2: Concerning "Globalizing the School's Management Education"
<2018> We discuss exchanges with the Shanghai University of Finance and Economics (SUFE) and the China Confucius Foundation.
<2019> We will conclude an MOU with Tsinghua University in China in order to enhance collaboration with the overseas schools.
<2020> We will prepare to set up a certification program "Global Business Program" that incorporates themes such as global economics, global management and cross-cultural leadership.

Action Plan 1-3: Concerning "Humanizing the School's Management Education"
<2018> 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. Mere learning of philosophy and religion does not warrant learners' compliance with ethical principles when they

conduct business in the real world.

We have no way to ascertain whether our graduates, having learned 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.

<2019>

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.

We will study how we should analyze any improved behaviors and practices of the students and graduates.

<2020>

1) We will increase the number of cases and assignments with the themes of business ethics and social contributions on the existing courses, and develop a curriculum that contributes to innovation that can enable this.

2) 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.

Action Plan 1-4:
Concerning "Collaborating with Industries in Management Education"

<2018>

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.

<2019>

Consider new joint research projects.

<2020>

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) Considering the necessity of Humanizing Management, Prof. Shigeta and a training company in SBI group will collaborate in the development of assessment tools which will analyze work-place climates and the leadership styles.

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."
<2018>
We will incorporate the viewpoint of sustainable developments into our mission statement.
<2019>
We will hear opinions of the Alumni Association and the representatives of student's organization on the new mission statement.
<2020>
We will ask the advisory board members' opinion about our mission statement.

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."
<2018> We will launch B2B marketing in order to increase the number of corporations etc. continuously dispatching students to the graduate school. Furthermore, we will hold seminars for faculty members on applying for Grants-in-Aid for Scientific Research and encourage them to apply for such grants.
<2019> We will reduce the donations from the SBI Group companies to about JPY 30 million per year. With regard to Grants-in-Aid for Scientific Research, after one project was selected for funding in the 2017 academic year, no project has been selected for funding for two consecutive years. Accordingly, in order to increase the number of applications, we will increase the weight given to the Grants applications as part of criteria for faculty members' personal research expenses, to be applied from the 2020 academic year.
<2020> 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 human resources development programs by more corporations. Furthermore, video lessons on obtaining external funds will be introduced for faculty and staff to view.

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."
<2018－2019> 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.
<2020> 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.

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."

<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.
<2019>
1) Transfer learning contents to the new LMS.
2) Deployment of the new LMS.
<2020>
1) Conduct a survey among students to collect feedbacks from using the new LMS
2) Analyze the above and reassess the system's design, architecture, User Interface, and implementation of the video players.

Action Plan 3-3:

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."

<2018>
By collaborating with other graduate schools, students will be able to learn courses that broaden their career choices.
<2019>
Select a graduate school to be affiliated with, including credit recognition.
<2020>
1) Select a graduate school to be affiliated with, including credit recognition.
2) Proceed with a partnership agreement with the selected graduate school.

Action Plan 3-4:

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."

<2018>
The only problem that needs to be improved is that there are only two group work sessions on marketing and organizational behavior, and student performance is evaluated. Hold more group work sessions to give grades to participants.
1) Find 3-4 courses that can include group work
2) Run the modified course in group work
3) Check the learning activities of each course
<2019>
1) Find 3-4 courses that can include group work
2) Run the modified course in group work

3) Check the learning activities of each course
<2020> 1) Find 3-4 courses that can include group work 2) Run the modified course in group work 3) Actively utilize the bulletin board to communicate with students. 4) Following the review of the learning goals for each subject, we would like to ask them to adopt appropriate learning measures in order to realize them.

Action Plan 3-5: 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."
<2018> 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.
<2019> 1) Get other teachers to check the details of new instructional content. 2) Continuous review by the teacher training groups.
<2020> We will provide the faculty members with more opportunities to observe open classes and open video recordings by other faculty members.

Action Plan 3-6: 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."
<2018> We will formulate a plan for developing the competency that students need to improve through group work in the First-Year compulsory course "Organizational Behavior."
<2019> The Admission and Curriculum Committee will consider whether or not acquisition of competency and leadership should be incorporated into the learning goals in each subject's syllabus.
<2020> We will review and improve methods for stating learning goals in all subject syllabuses to ensure that learning attainment targets are presented to students clearly.

Action Plan 3-7: 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."
<2018>

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

<2019>	
The Admission and Curriculum Committee will consider whether or it would be possible to create a matrix of main competencies and subjects that check whether these competencies are being acquired/demonstrated,	
<2020>	
The Admission and Curriculum Committee will consider reviewing subject syllabuses and improving course maps.	

Action Plan 3-8:

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."

<2018>

We will develop a policy of recruiting students living overseas and enhance our career and learning advisory services. For advice on student career paths after graduation, we will strengthen our ability to provide better service by developing new perspectives on professional careers.

<2019>

1) Career counseling requires a high degree of specialized knowledge, so we will consider and decide on a system such as whether it is provided by an off-campus expert or a full-time faculty member.
2) Conduct career counseling in line with the decided counseling system.

<2020>

1) Conduct career counseling in line with the decided counseling system.
2) Review the new system and try to improve it.

Action Plan 3-9:

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."

<2018>

Students' grades will be shared between the faculty meeting and Admission and Curriculum Committee and checked to ensure that there is no tendency for grading to be inflated.

<2019>

We will examine cases examples of GPAs at other graduate schools and determine whether or not our School's GPA distribution is appropriate.

<2020>

We will continue to carefully monitor GPA distribution.

Action Plan 3-10:

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."

<2018-2019>

1) Based on the efforts of other universities and interviews with students, we reviewed the syllabus description method.

2) Create the new syllabi in line with the new methods for its description.

3) Review and improve the new system.

<2020>

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.

Action Plan 3-11:

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."

<2018-2019>

1) Revise the current survey sheet format of class questionnaires. Review the current feedback mechanism of class questionnaires survey results and countermeasures to the students.

2) The Admission and Curriculum Committee will check the number of students of each course and their gradings to explore if they should review any curricula whenever required.

<2020>

1) 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) Establish a mechanism in which we can receive regular feedbacks on curricula from the Students' Association, the Alumni Association and the Advisory Committee.

Action Plan 3-12:

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."

<2018－2019>

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

<2020>

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

Action Plan 3-13:

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."

<2018-2019>

1) The following lectures for newly appointed learning staff (LS) will be implemented:

1. Overview/explanation of the School.   2. Explanation of LS.   3. Viewing of orientation video for new students.   4. Explanation of the purposes for using Office365, e-learning sites, and CNC.   5. Explanation of the Secretariat.   6. Handover of teaching duties.

2) A support system will be provided as follows.

1. The previously appointed LS will accompany the new LS for a certain period of time and provide

appropriate guidance.　2. If the previous LS has retired, another LS will go through the handover process together with and provide support for the new LS.　3. Veteran staff will provide OJT guidance and, depending on the issue, follow-up will be provided by the team as a whole.

<2020> 1) LS will tell us the training themes on which they would like to have classes (until September 2020). 2) Based on these requests, the FD/SD Committee will select appropriate external training (until December 2020). 3) Training classes will begin in January 2021.

Action Plan 3-14: 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."
<2018> Adopt management methods to identify individual goals and issues to be addressed.
<2019> 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.
<2020> We will reconsider the current structure of faculty members evaluation (evaluation tools, evaluators, evaluation criteria and so on) to establish a new structure.

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."
<2018-2019> We specified the target student population according to the 5-year plan.
<2020> 1) We planned the new registration certificate program mainly to SMEs which have their bases in overseas countries so as to generate lead for MBA program prospects. This new program will start in 2022. 2) We will organize non-degree adult learning courses for females and try to support their active business careers by taking the leverage of e-learning and other means.

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."
<2018-2019>

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

<2020>
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.

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."

<2018-2019>
1) In order to link in marketing to solicit students and create a process for clarifying the profile of target students, 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 to clarify the profile of the target student, and clarify the profile of the target student along the process.Then, conduct marketing activities in line with the clarified profile of target students.

<2020>
In addition to collaborations of the Admission and Curriculum Committee and the Public Relations Committee, the Self-Inspection Committee also explored some possible activities for the purpose of ABEST21 re-accreditation and the results will be incorporated in the Self-Inspection Report.

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."

<2018-2019＞
1) Create and implement segmented planning for public relations and promotional activities while targeting overseas residents, local community residents and women.
2) Identify KPI to verify policy effectiveness and outcomes, scrutinize measures implemented and deploy improvement measures.

<2020>
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. At the same time, enhance PR activities to notify the tuition reduction scheme for maternity leave and childcare leave.

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."

<2018-2019>
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.
<2020>
We will translate the Admission Policy and Selection Criteria into English and post on the Website.

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."
<2018>
In the actual evaluation of essays for admission, essays may be evaluated differently by different teachers. It is necessary to establish a system that can evaluate student essays more consistently. Create a rubric for thesis review at the Admission and Curriculum Committee.
<2019>
Review composition of the entrance examination juries.
<2020>
Train and develop the abilities of faculty members to analyze competencies of candidates.

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."
<2018>
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 prospective candidates to incorporate the results in the successive marketing planning.
<2019>
We will solicit opinions from the Advisory Committee for our target profiles of the students, student recruitment methods and admission examinations.
<2020>
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.

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."
<2018>
We will enhance the support system to identify the employment destinations of students who are not looking for a job or employees who want to change jobs. For this support, we set up a system to collect, store, and distribute relevant information to our students.
<2019>
The secretariat will make adjustments so that the best teachers can assist according to the situation by informing the students that the teachers will be the consultation desk for the students' career plans. (99% of the students are working adults, and few students want to find a job.)

<2020>

As with student learning support, we will hold a series of seminars on "how to improve specialized knowledge" and introduce applicants for employment to companies related to our school.

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."

<2018>

We will assess and study the needs of our students to map out measures to address those needs.

<2019>

We will explore what we could improve for the students with visual impairment or hearing loss by reviewing the LMS.

<2020>

We will study if we can convert the audio commentaries of video-recorded classes into written text formats.

---

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."

<2018-2020>

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 around 15.

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."

<2018-2020>

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

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."

<2018-2019>

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

<2020>

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

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."

<2018-2019>
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.

<2020>
We will sign MOUs for a project to share courses taught in English with ABEST21 member schools.

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."

<2018>
We will revise our regulations concerning the hiring of Associate Professors in order to clarify how to judge their experience as a lecturer.

<2019>
We will compile the core competencies of Professors and Associated Professors.

<2020>
We will add a field for checking the performance described by faculty hires in their curriculum vitae or resume. And we will increase the number of faculty members who can conduct Behavioral Event Interview (BEI) in order to make competency-based assessments.

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."

<2018>
When creating selection criteria for promotion, in addition to the competency sought of professors and the results of education and research, we will consider evaluating activities related to administrative issues of various committees and universities.

<2019>
We keep the current number of participating faculty members (same as the Action Plan 5-5).

<2020>
Increase the number of faculty members who can conduct Behavioral Event Interview (BEI) in order to make competency-based assessments (same as the Action Plan 5-5).

Action Plan 5-7:

CHAPTER FOUR: FACULTY
Standard 15-FACULTY SUPPORT
Criterion 1: "The School must have an educational and research environment necessary for promoting educational and research activities of its faculty members."

<2018-2019>
We will introduce a system whereby faculty members watch videos of other faculty members'

lectures and provide feedback as well as use the videos as reference for their own teaching.

<2020>
1) Twice annually we will invite faculty members from other universities with prolific research performance to present workshops.
2) We will create forums where faculty members can present their research papers prior to submission for publication in order to foster exchange among faculty members as well as improve the quality of academic papers (target:4 times per year).

Action Plan 5-8:
CHAPTER FOUR: FACULTY
Standard 15-FACULTY SUPPORT
Criterion 2: "The School must have a support system to secure the research funds necessary for promoting faculty members' educational and research activities."
<2018-2019>
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.
<2020>
Measures to increase applications for grants in aid for scientific research through FD/SD Committee activities will be reexamined.

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."
<2018-2019>
The Globalization and the Industry-Government-Academia Collaboration Committee reviewed the suggestions about the support for faculty members and provide the promising ones with financial and human resources support.
<2020>
We will organize special lectures by our faculty members in their field of studies.

Action Plan 5-10:
CHAPTER FOUR: FACULTY
Standard 16-RESPONSIBILITIES OF FACULTY MEMBERS
Criterion 3: "The School must ensure systematically that the faculty members set office hours an actively communicate with the students through e-mail in order to help them to achieve their learnin goals."
<2018－2019>
Faculty member office hours and contact information will be included on the syllabus.
<2020>
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.

6. CHAPTER SIX: EDUCATIONAL INFRASTRUCTURE

Action Plan 6-1:
CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE
Standard 17-EDUCATIONAL RESPONSIBILITIES OF STAFF
Criterion 3: "The School must institute administrative systems which are able to respond to the needs of globalization."

<2018>
In light of the evident needs by international students for an LMS with English user interface, we will explore the possibility of dual-language implementation of our existing system.

<2019>
We will assess the feasibility and resource requirement to do so. If not, we will endeavor to search alternative LMS.

<2020> We will survey Adobe Captivate Prime if it could be used as a separate LMS with English language capability.

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."

<2018-2019
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.

<2020>
Web conferencing systems and other such means for better supporting remote working will be investigated and good ones will be used.

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."

<2018-2019>
The Tokyo campus had space to display approximately 3,500 volumes, and the purchase of books and research journals will be carried on steadily. We will make it more convenient to obtain electronic journals by joining SINET or by other such methods.

<2020>
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.

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."

<2018-2019>
We will make efforts to track the number of times facilities are used and make every effort to allow for maximum effective use. 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.

<2020>
We will hold hearings to receive infrastructure improvement requests from faculty members and students.

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."

<2018-2019>
Audio time lags occurred with WebEx from Cisco Systems, which was in use, and there was sometimes interference with exchanges by video when the telecommunications environment is slowed down, so a search will be made for alternative means.

<2020>
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.

7. New issues to be improved

Action Plan N-1:
Introduction of Net Promoter Score (NPS)

<2018>
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>
We will collect information on the practices of NPS in Japan.

<2020>
1) We will create NPS questionnaire forms for this school, taking ABEST21 criteria into account, and conduct trial use of the forms.
2) We will conduct NPS surveys geared to course questionnaires and graduates.

Action Plan N-2:
Service for graduates
<2018-2019> Top-ranked business schools around the world are 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.
<2020> 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.

2. Performance of the Action Plans

1. CHAPTER ONE: INTERNAL QUALITY ASSURANCE

Action Plan 1-1:
Concerning the School's Strategy

<2018>
1) The total of 72 students enrolled in FY 2018 as shown in Annex 1.
2) As initiatives to make SBI Graduate School more widely known we have always held open-campuses 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.

<2019>
1) The total of 62 students enrolled in FY 2019 as shown in Annex 1.
2) The Advisory Committee has been set up in March 2020.
3) 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.

<2020>
1) The total of 75 students enrolled in FY 2020 as shown in Annex 1.
2) The new questionnaires have been designed, using the concept of Net Promoter Score (NPS), for the alumni and the students.

Action Plan 1-2:
Concerning "Globalizing the School's Management Education"

<2018>
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. 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.

<2019>
The MOU with Tsinghua University was signed in September 2019 with the aim to create a mechanism through which our students and graduates can visit Tsinghua University and attend lectures there.

<2020>
It was approved to set up a certification program "Global Business Program" at the faculty meeting held in April 2021.

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

<2018>
1) In addition to business corporations, we take up nonprofit organizations 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>
1) One student working at a major trading company picked up an in-house project that invested ¥900 billion 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."
<2020>
The new form of questionnaire has been developed 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.

Action Plan 1-4:   **Concerning "Collaborating with Industries in Management Education"**
<2018>
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 Lark Co., Ltd. (an IPO support consultancy)   -A representative partner from Base partners LLP (venture capital)   -A representative partner from Social Impact Research Co., Ltd.
<2019>
Based on the outcome of discussions with Kobe Steel, Ltd., we came to the provisional conclusion that in the steel industry it would probably be appropriate to first of all conduct verification testing regarding the introduction of AI into the area of quality management in hot-rolling production. Also, with regard to further use of AI, we came to the conclusion and agreement that, based on Kobe Steel's overall DX strategies, implementation should be carried out in stages while checking results for each task throughout the implementation process.
<2020>
1) We held discussions with the head of the Digital Innovation Center within Asahi Kasei's Production Technology and with regard to R&D investment ROI—that is to say, contribution to revenue from R&D activities—we learned that there will be an increasing need to focus attention on this area in future.   2) A training company in SBI group and Prof. Shigeta have developed the assessment tools to analyze work-place climates and the leadership styles.

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."
<2018> 1) In response to the launch of the Students' Association, an exchange of opinions was heled with its representatives and interested parties in August 2018. 2) Also an exchange of opinions with the representatives of the Alumni Association and interested parties was held in August 2018. 3) We revised our mission statement incorporated the viewpoint of sustainable developments.
<2019> 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 in May 2019.) 2) An exchange of opinions was held with a former student who is a representative of a company providing education to working adults in December 2019. 3) A training program developed through study at the graduate school and collaboration with the graduate school was discussed. 4) With regard to the establishment of an Advisory Committee in March 2020, its establishment was agreed upon at the March 2020 Administrative Board meeting.
<2020> The advisory committee was held in August 2020 and in February 2021.

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."
<2018> 1) Financial conditions since FY2015 are as per Annex 2. 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 classes 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 classes Implemented in second half of 2018 (2019 spring solicitation measure): 10 explanatory meetings, five open classes 4) Number of Participants: 124 (Increased by 15 people from the previous year) Number of individual consultations: 32 (2 cases decrease from the previous year) 5) Number of enrollments: 2018 autumn semester: 30, 2019 spring semester: 31 (Total for the year: 61) (102% of enrollment quota) 6) Number of students dispatched to the graduate school by respective corporations: 22 (36%) in which SBI Group: 16, Sony Financial: 5, Other: 1. 7) A seminar for faculty members on applying for Grants-in-Aid for Scientific Research was held in October and applications were encouraged. In the 2018 academic year, two applications for the Grants (Basic Research C: 1; Young Researcher: 1) were submitted but neither was selected. 8) 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). 9) The amount of donations from SBI Group was ¥60 million as same as that of FY2017.

<2019>

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)

4) 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.

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

6)   In the 2019 academic year, two applications for Grants-in-Aid for Scientific Research (Basic Research C: 1; Young Researcher: 1) were submitted but neither was selected. In order to increase the number of applications, we will increase the weight given to Grants-in-Aid for Scientific Research applications as part of criteria for faculty members' personal research expenses, to be applied from the 2020 academic year.

7) 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).

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

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

<2020>

1) A total of 55 events were held during the year (an increase of 20 events over the previous year).

2020 Autumn Semester: 18 Explanatory meetings; 6 open classes

2021 Spring Semester: 25 Explanatory meetings; 6 open classes

2) Number of event participants: 350 (an increase of 154 over the previous year)

Number of individual consultations: 69 (an increase of 29 over the previous year)

3) Number of enrollments: 2020 Autumn Semester 39; 2021 Spring Semester 41; Annual total 80 (133% of the enrollment quota)

Number of students dispatched to the graduate school by respective corporations: 13 (16%) (of which SBI Group: 12, Sony Financial: 1)

4) In addition to increasing the number of students on the regular MBA program, we will set up several certified programs focused on specific themes.

5) In the 2020 academic year three applications for Grants-in-Aid for Scientific Research (Basic Research C: 3) were submitted and one project was selected. In addition, video lessons on obtaining external funds were viewed between November 2020 and March 2021.

6) 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.

7) With the financial situation improving, a portion of the balance brought forward was used to

purchase an additional ¥50 million in SBI Holdings' corporate bonds.

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."

<2018>

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. Students are supposed to prepare their own capacity building plans including competency cultivation in the compulsory course: Organizational Behavior.

<2019>

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. The number of uses in FY2019, however, had remained to be zero.

<2020>

The individual interviewing (counselling) system was reviewed and post-consultation questionnaires were added.

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."

<2018>

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>

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 also defined requirements for design, configuration and implementation of the video players and LMS updates based on the requests from the students.

<2020>

We have analyzed and assessed the new LMS based upon the feedbacks not only from the students but also from the learning support staff.

Action Plan 3-3:

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."

<2018>
1) About sharing lectures on Confucian thought and entrepreneurship in the world in conjunction with the establishment of the "International Confucian Institute of Advanced Studies" jointly with Shanghai University of Finance and Economics, Southern Malaysia University, Andong National University, etc. Discussed.   2) Nine credits for financial accounting, management accounting, marketing, etc. were awarded to two students from the Globis School of Management.

<2019>
1) Credits were granted to students from Waseda Business School for financial accounting, finance, and M & A subjects.   2) Business Breakthrough For students from the university, 3 credits such as organizational behavior and accounting were awarded.   3) We have discussed and proposed a partnership with the Faculty of Policy Management at Keio University, but we are waiting for a reply from the other party.   4) Formed an MOU with Tsinghua University on the following items in September 2019:   Short-term internship, short-term exchange study abroad, short-term intensive lectures, establishment of dual MBA / EMBA degree system.

<2020>
1) Eight credits for finance, statistics, corporate law, etc. were awarded to students from Waseda University Graduate School of Finance.   2) For students from Takushoku University Graduate School, 5 credits such as special lectures on management information were awarded.   3) The tie-up with Keio University Business School was not fulfilled.

Action Plan 3-4:   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."

<2018>
1) Group work was incorporated into the new "finance" that Professor Hanamura is in charge of.   2) It was decided to introduce group work from the fall semester of 2019 in the two newly offered subjects, "Artificial Intelligence" and "M & A Theory and Practice".

<2019>
1) We tried group work with "HRM" and decided to officially introduce it from 2020.   2) In the discussion in the 2019 class of "HRM" 2 credits 15 units, the number of posts by 18 students was 568, and the number of posts per student in 1 unit was 2.1, which was a record high. .. The total number of posts posted by teachers in this discussion was 197, and the average number of posts per unit was 13.1. If, in a 90-minute class per unit in a face-to-face class, 18 students made a total of 50.9 remarks, including 2.1 times each for a total of 37.8 times and 13.1 times for teachers, the time for one remark The average is 1 minute and 46 seconds. In reality, one remark in a face-to-face lesson will be longer, so the discussion alone should exceed the lesson time. Since it is a post, you cannot overlook the fact that some students are not biased in their remarks.   3) Similarly, in the 2019 1st semester of 2 credits and 15 units of "finance", the faculty members responded to all of the 35 students, 295 posts, and student posts, so about 5 per student. The faculty member responded to the post. The number of posts in the 2nd semester was 282 as well.

The number of cases of "financial accounting" was the same, and the Socratic method lesson method was established.

4) In "Corporate Governance" and "Financial Theory" scheduled to start in 2020, we asked them to adopt approaches such as active learning.

<2020>

1) Group work was carried out as planned at "HRM".

2) In the 2020 1st semester of 2 credits and 15 units of "finance", 36 students, 498 posts, and the faculty members responded to all the posts of the students, so about 7 per student. The faculty member responded to the post. The number of posts in the 2nd semester was 736 as well. The number of cases of "financial accounting" was the same, and the Socratic method class method was established.

Action Plan 3-5:

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."

<2018>

1) Regular joint workshops were held six times in a year, in which faculty members mutually presented their own research areas and methodologies.

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.

<2019>

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.

<2020>

1) With regard to open classes and open video recordings, participation of other faculty members became possible.

2) A research promotion workshop was held in the 2020 academic year. President Fujiwara presented a lecture, and with a large attendance by faculty members, the workshop promoted research and exchange amongst faculty members.

Action Plan 3-6:

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."

<2018>

1) A plan for developing the competency that each individual student needs to improve through group work in the First-Year compulsory course Organizational Behavior was formulated and implemented.

2) In Organizational Change Exercises, students concretely confirmed the outstanding behavior they demonstrated during organizational change activities in the workplace, received feedback, and began their end-of-semester review, which is ongoing.

<2019>
1) An article entitles "Learning Leadership and Confirming Results" was written for and published in Issue 7 of the SBI Graduate School Bulletin (December 2019).
2) The Admission and Curriculum Committee considered whether or not acquisition of competency and leadership should be incorporated into the "learning goals" in each subject's syllabus.

<2020>
We reviewed methods for stating learning goals in all subject syllabuses and made improvements to ensure that learning attainment targets are presented to students clearly.

Action Plan 3-7:
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."

<2018>
Clarified the desired competencies as described under Criterion 4 of Standard 7.

<2019>
The Admission and Curriculum Committee considered whether or it would be possible to create a matrix of main competencies and subjects that check whether these competencies are being acquired/demonstrated.

<2020>
The Admission and Curriculum Committee reviewed syllabuses and improved course maps.

Action Plan 3-8:
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."

<2018>
1) Before enrollment, we established a system to provide individual consultation regarding courses and provided advice to about 15% of enrollees.
2) Since it is difficult to assign a specialized counselor, we investigated external organizations that can be consulted as necessary. We are in the process of outsourcing to Pasona.

<2019>
A consultation desk for students has been set up on the website, and in October 2019, we started accepting a wide range of questions from students, including lesson content and career counseling. Students who wish to consult will fill out the necessary information and implement it face-to-face. After that, the number of usages by the end of March 2020 is 0.

<2020>
The number of usages by the end of March 2021 is three. It can be used for questions other than questions about subjects, and functions as a consultation desk.

Action Plan 3-9:
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."

<2018>
Students' grades were shared between the faculty meeting and Admission and Curriculum Committee and checked to ensure that there was no tendency for gradings to be inflated. Consequently it was found that there was a tendency for gradings to be inflated, and so guidelines were formulated to ensure that the median gradings for each class fell below 85, preferably below 80, and faculty members were notified of these guidelines.
<2019>
1) The Admission and Curriculum Committee studied case examples from other universities.
2) The GPA distribution for 2020 spring graduates is as shown in Annex 3. There were three graduates with a GPA of 2.2 or lower (7.5%). The average GPA for the graduates overall was 3.15, with a median value of 3.29.
3) Median gradings for students in 2019 was 86.0 for both the spring and autumn semesters. Distribution by A, B, C, D, F grades is as shown in Annex 3.
<2020>
1）Analysis of the GPAs of the 38 2021 Spring graduates is as shown in Annex 3. There were three graduates with a GPA of 2.2 or lower (7.8%). The average GPA for the graduates overall was 3.13.
2）Distribution by students' overall subject grades in 2020 is as shown in the graph in Annex 3.

Action Plan 3-10: 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."
<2018>
We reviewed the format and items of syllabi to revise its content in accordance with the new syllabus format. The new syllabi will be published in 2019 spring semester.
<2019>
We reviewed the syllabus of business planning exercises to improve its content in the autumn semester. And the faculty meeting decided to review and revise the descriptions of learning goals of each course in March 2020 Committee meeting.
<2020>
A review of learning goals for each subject was conducted from June through September 2020. For subjects where the competencies students need to acquired and develop were not clearly stated, reviews of learning strategies and activities were requested as necessary.

Action Plan 3-11: 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."
<2018>
We reviewed the existing feedback mechanism of class questionnaire survey results and countermeasures to the students, and the frequency of "Theory of Business Strategies Building"

class with very low level of registration by the students for the past three consecutive semesters.

<2019>

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.

<2020>

A system for receiving regular feedback on curricula from the Students' Association, Alumni Association and Advisory Committee was established.

Action Plan 3-12:

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."

<2018>

The Public Relations Committee studied possible items and format.

<2019>

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

<2020>

THE KAIZEN Report was published on the Website by the end of 2020.

Action Plan 3-13:

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."

<2018>

1) In April and November, lectures were conducted for two newly appointed learning staff (LS).
2) Rules were formulated for handing over duties to newly appointed LS and a support system.

<2019>

In January and July, lectures were conducted for two newly appointed LS.

<2020>

All LSs were required to take at least one of the following two videos: "How to Design and Teach Classes" and "Tips for Student Guidance". Through these activities, we promoted the improvement of LSs' work capacity.

Action Plan 3-14:

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."

<2018>

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>
We reviewed and revised the existing research budget allocation rules in accordance with educational/academic performance records of the faculty members.
<2020>
Based on academic performance reports and self-evaluation reports the Vice-President carries out five-level evaluations and feedback is provided with comments from evaluators.

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."
<2018>
1〉 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.
2〉 We had one enrollment respectively from Miyazaki Bank and Senshu Ikeda Bank in FY2019.
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 decided to focus on marketing activities targeting such demand.
<2020>
1) We have discussed and updated our target student profile to put more emphasis on women, inhabitant in local areas and outside Japan.
2) We can provide the opportunity for such potential students to study and complete MBA course without time nor place restrictions.

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."
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 76, the number of those who passed the entrance exam was 74 and the number of those who actually enrolled was 72. The details are shown in Annex 1.
<2019>
1) As initiatives to make SBI Graduate School more widely known, we held open-campuses and explanatory meetings, released recordings of classes, and the Fintech Research Center held lectures. 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 66, the number of those who passed the entrance exam was 65 and the number of those who actually enrolled was 62. The

details are shown in Annex 1.

<2020>
1) Compared to the previous year, more people tried to get information about the school, and as a result, more people applied. The number of events and participants is as shown in Annex 1.
2) The number of applications for admission submitted in 2019 was 82, the number of those who passed the entrance exam was 80 and the number of those who actually enrolled was 75.

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."

<2018>
We expected that Professor Sasaki who was recruited in December 2018 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>
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. It was led to our targeted marketing activities for expatriate employees and their substitutional staff of the Japanese companies expanding overseas.

<2020>
We have discussed and updated our target student profile to put more emphasis on women, inhabitant in local areas and outside Japan, and planned some events for women and inhabitant in local areas.

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."

<2018>
Through activities implemented by the Public Relations Committee, we clarified the target profiles of women.

<2019>
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).

<2020>
1) We organized lectures and seminars aimed at female adult members of society facing major changes in their lives such as childbirth or their spouses being transferred for work.
2) Through orientation meetings, open classes, and other events, we strengthened PR for our tuition fee exemption system for women on maternity leave or childcare leave.

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."
<2018>
We produced the English brochure of our school for posting on the Website.
<2019>
We created the English pages of our school outlines and published on the Website.
<2020>
We translated the Admission Policy and Selection Criteria into English and post on the Website.

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."
<2018>
The Admissions Committee reviewed the evaluation items for the examination of treatises.
<2019>
The person in charge of the dissertation examination was limited to the members of the entrance examination academic affairs committee. The faculty member who reviewed the treatise cannot conduct an interview review of the applicant.
<2020>
Perform the necessary FD so that the applicant's competencies can be grasped, analyzed, and evaluated even in the entrance examination interview.

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."
<2018>   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>   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%)
<2020>   Among the 80 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: 36 (45.0%)   -Overseas residents: 2 (2.5%)   -Women: 25 (31.2%)   The advisory committee has confirmed to the three targeted groups especially the students residing

in overseas countries and the students working for local financial institutions except SBI group.

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."

<2018>
We consulted with the representative of the student association and discussed how the graduate school can assist if there is a desire to change jobs. Since it is not possible for schools and teachers to arrange job changes due to business law, we proposed to the representatives of the student association that teachers should give advice on industry trends. The specific mechanism was left as an issue for future study.

<2019>
1) A career support system was established by responding to career counseling.
2) We invited the participation of current students and graduates, and held the Entrepreneur Practice Forum 2019 in August 2019, with nearly 100 participants. In this forum, graduates who have retired from the company and started a business and graduates who have already started a business are asked to give lectures on entrepreneurial methods, hurdles, etc., and there is also a study method to utilize in entrepreneurship in school subjects and exercises. I had a school student talk to me. In addition, faculty members also participated in the forum and held a panel discussion on the theme of future entrepreneurship.

<2020>
The student counseling system introduced in 2019 has three users, and the system is starting to function.

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."

<2018>
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.

<2019>
We have identified the issues and selected possible solutions for the students with visual impairment or hearing loss by reviewing the LMS.

<2020>
We have found that there exists some good speech to text conversion software. We will explore further possibilities for taking advantages of recent technological advancements.

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."
<2018> 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> 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.
<2020> The number of participating faculty members was 16 as of April 1, 2021. The number of the students per participating faculty member was 9.6 students as of April 1, 2021.

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."
<2018> Among the four newly recruited participating faculty members, three were professors and the other one was an associate professor.
<2019> We newly recruited two participating faculty members and both of them were associate professors.
<2020> Among the 16 participating faculty members, there are 13 Professors and 3 Associate Professors.

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."
<2018> 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.
<2019> Associate Professor Ueda was hired in March 2020 as a step to increase the percentage of younger women faculty.
<2020> 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.

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."
<2018>

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

<2019>
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.

<2020>
It was planned to sign MOUs for a project to share courses taught in English with ABEST21 member schools, but it was postponed due to the influence of the COVID 19.

Action Plan 5-5, 5-6:
CHAPTER FOUR: FACULTY
Standard 14-FACULTY QUALIFICATIONS
Criterion 2: "The School must set rules and standards for recruiting and promotion of faculty members."
Criterion 3: "The School must have a promotion system for faculty members and evaluate each faculty member fairly and objectively through this system."

<2018>
When creating selection criteria for hiring and promotion of associate professors, the competency sought of professors was taken into consideration.

<2019>
The competency sought of professors and associate professors was approved by the faculty meeting and the Administrative Board.

<2020>
The guidebook to conduct Behavioral Event Interview (BEI) was prepared.

Action Plan 5-7:
CHAPTER FOUR: FACULTY
Standard 15-FACULTY SUPPORT
Criterion 1: "The School must have an educational and research environment necessary for promoting educational and research activities of its faculty members."

<2018>
To ensure that newly appointed faculty members are able to secure time for lesson preparation, ten School explanatory meetings and open classes were conducted by seven existing faculty members. The details are shown in Annex 1.

<2019>
1) Ten School explanatory meetings and open classes were conducted by seven existing faculty members. The details are shown in Annex 1.
2) As part of an initiative for faculty members to watch videos of other faculty members' classes and provide feedback as well as use these videos as reference for their won teaching, Professor Sasaki viewed "Organizational Behavior" and "Statistics" courses by Professor Shigeta.

<2020>
We created forums where faculty members can present their research papers, fostering exchange among faculty members as well as improving the quality of academic papers. Prof. Fujiwara made a presentation in February 2021.

Action Plan 5-8:

CHAPTER FOUR: FACULTY
Standard 15-FACULTY SUPPORT
Criterion 2: "The School must have a support system to secure the research funds necessary for promoting faculty members' educational and research activities."
<2018>
On September 25, administrative staff briefed 15 participating faculty members on 2019 application guidelines for Grants-in-Aid for Scientific Research.
<2019>
A study meeting on application for Grants-in-Aid for Scientific Research was held on October 8, and five participating faculty members took part.
<2020>
To acquire the KAKENHI funded by the government, the school purchased the course of Robust Japan to learn the know-hows to admit and prepare for it.

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."
<2018>
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>
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.
<2020>
Lead by FD/SD committee, the school arranged the lecture by Professor Hiroshi Fujiwara to share his professional knowledges, experience, and penetrating insight to the internet business. We will have the lectures by faculties on regular basis.

Action Plan 5-10:
CHAPTER FOUR: FACULTY
Standard 16-RESPONSIBILITIES OF FACULTY MEMBERS
Criterion 3: "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.
<2018>
The format of the syllabus that includes faculty member office hours and contact information was changed and the changed version was put into effect.
<2019>
The use of Microsoft Teams to hold video meetings between faculty members and students in their

courses and to share information materials was begun.
<2020>
In all classes, faculty members are utilizing teams, learning system noticeboards, and e-mail is order to communicate sufficiently with students.

6. CHAPTER SIX: EDUCATIONAL INFRASTRUCTURE

Action Plan 6-1:
CHAPTER FIVE: SUPPORTING STAFF AND INFRASTRUCTURE
Standard 17-EDUCATIONAL RESPONSIBILITIES OF STAFF
Criterion 3: "The School must institute administrative systems which are able to respond to the needs of globalization."
<2018>
It was confirmed that the candidates for new LMS can distribute English-language content.
<2019>
We have found out a problem that when operating the user interface (UI) on the LMS, the system UI itself must be put into English. 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.
<2020>
We have successfully implemented an Adobe Captivate Prime-based LMS on a trial basis.

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."
<2018>
One participating faculty member used the Roppongi Library regularly for 10 or more times per month. 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>
While offering use of the Roppongi Library to those who wished it, the use of other facilities was also investigated, but without result. 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.
<2020>
Despite the campus being relocated, the School is still unable to provide faculty members with private offices. We have been teleworking since the outbreak of the pandemic.

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."

<2018>
1) Systematic purchasing has increased holdings of books and research journals.
Number of books and journals in the Library is as shown in Annex 4.
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>
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.
<2020>
There have been no major changes apart from the reduction of exhibition space accompanying the campus's relocation, and it has been decided to implement the following measures.
1. Revise the library's arrangement by autumn 2021 to make the library easier for students to use.
2. Push forward with preparations for a system for managing the library's book collection.
3. With regard to LAN for class use, we are considering joining the next-generation Science Information NETwork (SINET6), which is being introduced in April 2022.

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."
<2018>
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>
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. The details are as shown in Annex 5.
2) No particular problems occurred with equipment and telecommunications during face-to-face class sessions.
<2020>
1) Because virtually all face-to-face classes were conducted only online in the 2020 academic year, use of classrooms and conference rooms was limited. The details are as shown in Annex 5.
2) As of April 2021, the equipment held for use in face-to-face class sessions consists of the following:
3 notebook computers, 2 projectors, 4 iPads, 6 speaker microphones, 4 Web cameras,
2 video cameras, 1 set of live distribution equipment, 2 electronic blackboards

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."
<2018>
1) Zoom was introduced to committee and administrative office meeting that is more stable and lower in cost than WebEx. 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>
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.
<2020>
1) From a security perspective we decided to use teams as much as possible until ZOOM's vulnerabilities had been checked. Subsequently, we were able to confirm that ZOOM's vulnerabilities have been addressed, and our policy now is to selectively use Zoom as appropriate for each class. 2) Learning Staff verified operations and functions, summarizing essential points for taking and teaching classes over ZOOM in an operation manual, which was distributed to students.

7. New issues to be improved

Action Plan N-1:
Introduction of Net Promoter Score (NPS)
<2019>
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.
<2020>
The questionnaire has been developed for the Alumni survey.

Action Plan N-2:
Service for graduates
<2018>
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.
<2019>
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.

<2020>
We decided to move forward with the "Digital Transformation (DX) Joint Research Project for Enterprises", in which our School is playing a central role. We will invite graduates who had expressed interest in participating once a concrete proposal had been selected to join the project and a plan for forming the Action Learning Group and carrying out activities will be discussed with the Alumni Association.

3. Quality Improvement performed last three years

1. CHAPTER ONE: INTERNAL QUALITY ASSURANCE

Our School has been implementing the KAIZEN program of ABEST21 mainly by the Business Reform Committee, and the results and issues have been reviewed by the Self-evaluation Committee. As a result, the School has been chosen this year as one of the only four winners for the ABEST 21 KAIZEN Award. We are naturally enough honored and humbled by this recognition, and encouraged to carry on our efforts to further drive our quality improvement initiatives.

Such Quality Improvement Initiatives include: a) measures to attract a diverse student body that possesses a variety of backgrounds and values to meet the needs of globalization, and b) measures to equip students with guiding principles that are essential to pursuing management philosophy focusing on humanity and social responsibility.

2. CHAPTER TWO: MISSION STATEMENT

In the 2020 academic year, revenue from business activities was ¥333 million and expenditure from business activities was ¥326 million, resulting in an operating profit of ¥7 million. We have been applying for Grants-in-Aid for Scientific Research every year, and one of three applications submitted in the 2020 academic year was accepted. The financial situation for the past five years is as shown in Annex 2.

We established an Advisory Committee and the School's operations, including industry-university-government collaboration, was discussed. In addition, questionnaires were conducted with School graduates with the aim of ascertaining how they have utilized what they learned at the School. In future, questionnaires will be carried out using the NPS format, and preparations for this were carried out.

In the 2020 academic year, a total of 55 events (explanatory meetings and open classes combined) were held, with a total of 350 participants. This is an increase over the previous year of 20 events and 154 participants, respectively. The number of enrollments in the 2020 academic year was 80 (133% of the enrollment quota).

3. CHAPTER THREE: EDUCATIONAL PROGRAMS

In order for our school to realize and attain the objectives enunciated in our founding principle and mission statement, twice annually in February and August, the faculty meeting reviews the curriculum—to add, if needed, new courses or replace existing ones with new ones—to constantly relate to the changing business management environment.

Based on the hearing results from the Students' Association and the Alumni Association as well as the results of course evaluation questionnaire, the number of students per class, the quality of class discussion, etc., the Admission and Curriculum Committee studies to review the curricula and get approval from the faculty meeting. Since 2020 Advisory Committee's opinions are also reflected in the revision process.

Our curriculum is shown in Annex 6. The school attaches a high level of importance to inculcation of ethical values and high personal caliber in our students; in this regard the school requires students to take four credit units out of a list of 14 subjects which are designated as "Moral philosophy and Humanizing Management."

The courses are divided into six course groups: " strategy and marketing" (13 subjects for total of 19 credit units), "organization and human resources"(9 subjects for 11 credit

units), "finance and economics" (16 subjects for 22 credit units), "management mathematics and problem-solving" (7 subjects for 11 credit units), "business ethics and management thought" (7 subjects for 10 credit units) and "global business" (4 subjects for 5 credit units). We will re-enhance the global business courses in preparing the certified program "Global Business Program."

In addition to these groups, there are three other courses as "Graduate Seminars," i.e., "Business Plan Development Seminar," "Leading Successful Organization Change Seminar" and "Degree Thesis Seminar" granting 4 credit units each. In order to get the degree, it is required to take at least 34 credits including one of the three graduate seminars.

The number of new courses opened in FY2018 is 13, 6 in FY2019 and 5 in FY2020. That of courses discontinued in FY 2018 is 13, 3 in FY2019 and 6 in FY2020.

4. CHAPTER FOUR: STUDENTS

We held open campuses, school information meetings, and various other PR events targeting local residents and women. (Performance for the past three years is as shown in the table below.)

Implementation year	Month	Theme	No. of applicants
2021	5	Local region	33
2020	1	Women's career advancement	7
	5	Local region/overseas	9
	7	Women's career advancement	19
	12	Women's career advancement	8
2019	12	Local region/overseas	11

The number of enrollees for the past three years is as shown in Annex 1, and the required enrollment for the 2023 academic year is to be increased, and so enrollments are growing smoothly. However, in terms of securing student diversity, it is necessary to increase the number of students who are residing overseas.

In the 2019 academic year, we introduced an individual interviewing (counseling) system, which has now begun operations. As yet only two students have undergone counselling, and the system needs to be reviewed in order to improve its functioning.

In addition, the SBIU Entrepreneur Practice Forum, which was launched in 2019, has been attended by faculty members, current students, and graduates, and lively talks and discussions were held. Held in Mach 2019, the inaugural forum drew 35 participants; the second forum was held in August 2019 and drew 62 participants; and the third forum was held in May 2021 and drew 43 participants. Since the third forum, attendees have also expanded to include people outside the School.

We have translated the Admission Policy and Selection Criteria into English and posted on the Website.

5. CHAPTER FIVE: FACULTY

The lists of participating faculty members and supporting faculty members as of April 1st, 2021, are shown in Annex 7. Furthermore, as of April 1st, 2021, the number of students per participating faculty member is 9.6. However, faculty diversity is an essential requirement for nurturing human resources capable of responding to globalization and rapidly changing society. In the case of the SBI Graduate School, in addition to promoting diversity in faculty members' fields

of specialization, gender, and teaching methods, there is high need for the School to increase the number of foreigner-national faculty members in particular. Through open classes, it has become possible for faculty members to see and hear each other's classes, providing opportunities for exchange between faculty members and enhancing lesson quality.

In the 2020 academic year, we held lectures on external competitive funding such as Grants-in-Aid for Scientific Research, encouraging faculty members to attend. In April 2021, a research team headed by Professor Hideyuki Kobayashi was successful in obtaining a Grant-in-Aid for Scientific Research (Basic Research C). Moreover, we regularly hold research promotion workshops, and Professor Hiroshi Fujiwara presented a lecture in February 2021 based on a journal paper he had written. In addition to promoting faculty members' research activities, this workshop also deepened exchange between faculty members and between faculty members and students.

The competency sought of professors and associate professors was approved by the faculty meeting and the Administrative Board in 2019. Moreover, the guidebook to conduct Behavioral Event Interview (BEI) was prepared in 2020.

6. CHAPTER SIX: EDUCATIONAL INFRASTRUCTURE

In the 2018 academic year, classrooms and other rooms were used 194 times, including the Tokyo and Roppongi campuses, for face-to-face class sessions. In the 2019 academic year, the number increased to 252 times. In the 2020 academic year, virtually all face-to-face classes were conducted only online, and so use of classrooms and conferences rooms was limited; instead, some 304 classes were conducted using the remote conference system.

With regard to the remote conference system, from a security perspective we decided to use teams as much as possible until the vulnerability of ZOOM had been checked. Subsequently, we were able to confirm that the vulnerability of ZOOM has been addressed, and our policy now is to selectively use Zoom as appropriate for each class. In addition, in order to avoid problems, Learning Staff verified operations and functions, summarizing essential points for taking and teaching classes over ZOOM in an operation manual, which was distributed to students.

Systematic purchasing has increased holdings of books and research journals. The number of books and journals in the library has increased from 2,978 at the end of 2017 academic year to 3,239 at the end of 2018.

III. Educational and Research Environment Analysis

1. External Environment Analysis (Opportunities / Threats Analysis)

Our School designs the strategies based on SWOT analysis divided into two categories that are external environment and internal environment analysis.

1-1. Opportunities

- Increasing importance of recurrent education and re-learning of working adults against the background of changes in the social environment such as employment fluidization
- Momentum for collaboration between large companies and venture communities through open innovation
- Increasing need and attention for online learning due to the spread of the COVID-19
- Improvement of Internet communication environment to make online learning smoother
- Social trends that emphasize business ethics and business anthropology
- Entrepreneurship momentum and growing educational needs that have been seen in Japan
- Increasing need to provide educational opportunities to women on childcare leave, local / overseas residents, people with disabilities, and other people who have difficulty commuting to school
- Reducing the financial burden on students by expanding the education and training benefit system

1-2. Threats

- Birth of competing schools that implement more advanced and effective e-learning
- Popularization of learning support by AI
- Expansion of programs for working adults other than graduate schools that are useful for finding employment and acquiring qualifications
- Long-term stagnation of entrepreneurial motivation due to the characteristics of Japanese who avoid risks
- Decline in tuition burden capacity due to sluggish income growth of business people
- Insufficient penetration of the form of correspondence graduate school

2. Internal Environment Analysis (Strengths / Weaknesses Analysis)

2-1. Strengths
- 14 years of extensive experience in e-learning
- Practical faculty members backed by experiences of entrepreneurship, management, global practice, etc.
- Solid lectures on moral philosophy and practical science such as finance and technology as well as high satisfaction
- Education system that can embody students' thoughts and dreams as a business plan
- Various programs such as single course and Pre-MBA that can meet diverse learning demands
- Long-term study system of up to 5 years and flexible leave system that is easy for working adults to learn
- Solid systems and events to support women's learning
- Strong network and synergistic effects with the SBI Group, which aims to be a new industry creator

・ Network of entrepreneurship support between students, graduates, and faculty members

2-2. Weaknesses

・ Maintenance of motivation for learning that students think independently due to correspondence system

・ Little acquisition of external competitive funds such as Grants-in-Aid for Scientific Research

・ Few lectures that correspond to globalization

・ Only Japanese lectures

・ The English ability of the staff that is not high enough

・ Insufficient facility environment and database to support research and study

・ Few opportunities for two-way communication between students and learning compared to the school system

・ Relatively low awareness

We will consider strategies through cross analysis (TOWS matrix) using the above-mentioned internal/external environment analysis

1. Strengths x Opportunities (Proactive Strategies)

・[Rich e-learning experiences] x [increased needs due to the CODID-19 pandemic]
Ever since its establishment, this School has consistently provided classes centered on e-learning. Thus the SBI Graduate School has a head start many of the universities and graduate schools that were forced by the COVID-19 pandemic to commence remote classes, and utilizing the expertise that we have accumulated over this time, we will build an overwhelming superiority in responding to increasing needs for online education.

・[Hands-on Teachers] x [Entrepreneurship Opportunities]
In the future, we will continue to improve our educational structure while maintaining the number of faculty members prescribed by law in order to carry out our educational and research mission and achieve our learning goals. In particular, with regard to "Business Planning Exercises"—which is a core field of study in entrepreneurship education—each tutorial class taught by one or two faculty members comprises an average of just under two students in a close to one-on-one system. As the number of students increases moving forward, we will endeavor to secure enough faculty members to maintain and improve teaching quality.

・[Enhancement of Moral Philosophy] x [Trend Towards Emphasis on Business Ethics]
As the parent body at the foundation of the SBI Group, the SBI Graduate School embodies the concept and intention envisioned by its inaugural president, Yoshitaka Kitao for graduate school education of "one pillar comprising moral philosophy in addition to practical subjects such as management". At the same time, with the increasing incidence of cases drawing business ethics into question, society began to demand a sense of ethics or moral philosophy from business operators. The SBI Graduate School's objectives coincide perfectly with society's requirements, and we will unwaveringly pursue the attainment of our aims.

・[SBI Group Synergy] x [Open Innovation]
Working in collaboration with the SBI Group, which comprises a broad diversity of enterprises, the SBI Graduate School will contribute to society by responding to changes in society's needs through our development of joint industry-university-government initiatives. Furthermore, in consideration of the delay in the Japanese government and Japanese companies digitalization,

which has been broach to the surface in light of responses to the COVID-19 pandemic, we are promoting the "Digital Transformation (DX) Joint Research Project for Enterprises", in which the School is playing a central role.

·[Diverse Range of Programs] x [Provision of Opportunities Facing Difficulties Commuting to School] [Increasing Importance of Recurrent Education]
In order to respond to the diverse education needs of adult members of society, the SBI Graduate School will begin preparing a certification program with the aim of launching the cause in the 2022 academic year. This will complete the School's course lineup of "MBA Program", "Certification Program", "Pre-MBA Course", and "Independent-learning Tutorial". This will enable us to provide forms of learning that accommodate various learning constraints students may encounter.

·[Systems/Events Supporting Women's Learning] x [Provision of Educational Opportunities for Women on Childcare Leave]
As part of our efforts to ensure student diversity, we will continue to organize and strengthen our lectures and seminars aimed at female adult members of society facing major changes in their lives such as childbirth or their spouses being transferred for work, as well as our PR for the tuition fee exemption system for women on maternity leave or childcare leave through orientation meetings, open classes, and other events.

2. Weaknesses x Opportunities (Issues for Improvement)
·[Maintenance of Learning Motivation] x [Social Trends Emphasizing Moral Philosophy]
Utilizing our advantages of being a small-sized graduate school where students and faculty/staff have a close distance, the SBI Graduate School has flexibly provided learning support in response to students' voices. In future, we will endeavor to construct an even more effective support system by collecting and analyzing students' opinions from counselling contacts such as individual interviews (counselling), as well as collecting and analyzing data about the length of time students spend studying and using this information to provide support for students in formulating appropriate study plans. In addition, we will continue to support extracurricular activities conducted by the Students' Association and Alumni Association by providing faculty members as speakers as part of efforts to maintain students' motivation to think for themselves based on moral philosophy.

·[Opportunities for Two-Way Communication Between Students and in Learning Activities] x [Improvement of the Communication Environment]
We have increased the number of classes incorporating group work, thereby increasing opportunities for two-way communication between students and between students and faculty members. In addition, the increase in the class attendance rate resulting from everyone participating in classes remotely is also contributing to improved two-way communication. For social gatherings held remotely by the Students' Association, ZOOM group session function enables an even greater number of participants than face-to-face gatherings, and use of this service is expected to expand in the future.

·[Small Amount of External Finding Acquired] x [Social Trends Emphasizing Business Moral Philosophy] [Educational Needs of Entrepreneurship]
Many of the research topics pursued by the School's faculty members are highly timely, and we are endeavoring to promote research activities and obtain Grants-in-Aid for Scientific Research and other external competitive funding. Furthermore, at the faculty meeting held in April 2021, School President Hiroshi Fujiwara proposed establishing a "Digital Transformation (DX) Joint

Research Project for Enterprises" aimed at acquiring external funds, and preparations aimed at realizing these projects have begun.

・[Lack of Discussion Addressing Globalization] x [Need to Provide Overseas Residents with Educational Opportunities]
More than 70,000 Japanese companies have offices and/or factories located overseas, with some 460,000 Japanese staff stationed overseas. However, it appears that there currently is no organization that provides trans-ocean education from the global perspective that Japanese staff stationed overseas need. With our rich experience with e-learning, the SBI Graduate School has the qualification and mission to perform this service, but our current lineup of global business classes is insufficient. We intend to urgently improve this lineup and create a system for providing education to Japanese staff stationed overseas.

3. Strengths x Threats (Differentiation Strategies)

・[Rich e-learning Experience] x [Emergence of Innovative Rival Schools] [Diffusion of Academic Support through AI]
Rather than being complacent about our superior e-learning experience, we need to focus attention on trends in advanced technologies such as AI and incorporate them as appropriate. However, more that the means by which classes are provided it is the content of the classes themselves that needs differentiation. In future, we will continue to adopt new lessons in addition to brushing-up existing classes in order to provided education that meets the needs of the times.

・[Diverse Program] [Long-term Study System and Flexible Leave of Absence System] x [Decline in Ability to Bear the Burden of Tuition Costs]
The addition of the new Certification Program when it is to be introduced in the 2022 academic year to the School's existing long-term study system enabling program extension up to a maximum of five years and flexible leave of absence system will complete a set of five study methods ranging from regular course to single subjects, thereby providing students with a broad range of options from which to select in accordance with their individual situations. Furthermore, for students experiencing difficulties paying tuition fees, we provide information about various Japan Student Services Organization (JASSO) scholarships and education loans available to students, and we will continue to provide this assistance.

4. Weaknesses x Threats (Avoiding Fatal Wounds)
・[Japanese-only Classes] x [Emergence of Innovative Competing Schools]
The provision of classes taught in English continues to be an issue, and there is a need to set about addressing this issue in earnest. After deciding the form that the School should take in five years' time, we will set milestones for achieving this objective.

・[Lack of Classes Addressing Globalization] x [Expansion of programs for working adults other than graduate schools]
As demand for programs capable of providing global perspectives and knowledge grows, there is no guarantee that prospective students will select graduate school courses if similar courses are provided more accessibility by other institutions. We will proceed with plans to introduce global business subjects in formats that are more accessible and easier to take than regular course subjects, like the Certification Program.

・[Low Awareness] x [Lack of Diffusion of Distance Learning as a Form of Study]
Studying online has become the norm due to the COVID-19 pandemic, and it is thought that the reputations of distance learning universities will be boosted. Under these circumstances, it is

possible that the SBI Graduate School's innovativeness may gain renewed recognition, and we believe that if promoted effectively, this point could lead to increased awareness of the School.

·[Insufficient Facility Environment and Database] x [Emergence of Innovative Rival Schools]
In addition to continuing to maintain, improve, and appropriately operate and manage campus learning facilities, we need to create an environment that reflects the diversity of students, faculty, and staff, such as maintaining barrier-free facilities. Furthermore, we will continue to provide electronic journals that are effective for remote students and faculty members.

3. Goal Formulation and Quality Improvement

(1) Goal Formulation
The draft of the medium-and-long term challenges will be mapped out by the Business Reform Committee and it will be further discussed and sorted out by the Self-Evaluation Committee. The result will, then, be incorporated into the mid-term plans which are expected to be approved by the faculty meeting and the Administrative Board in March 2022.

(2) Effort in Quality Improvement
1. Outline
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.

2. Globalization
The globalization level should be raised, while expecting for future certification by AACSB, AMBA or EFMD (EQUIS). The following two points are mainly deemed as essential to develop talents who can actively participate in global business arenas: one is to enhance the global business subjects to provide knowledge required for globalization, since the lineup of those subjects is currently below the expected level in comparison to the other subjects, it should be urgently improved; and the other is to provide the forum to understand cross-cultural communications through group works and discussions among students with diversified nationalities, but it is difficult to attract students with diversified nationalities only via class lessons conducted in Japanese, so it is essential to arranges more lessons to be conducted in English. Those two measures are necessary for globalization, and they should be steadily promoted.

3. Humanization
Based on an idea that business leaders, who start new businesses and act globally, need to acquire management philosophy and business ethics, the importance of humanizing management education has been highly regarded since the foundation the School. In accordance with the survey of enrolled students for 2020, nearly 70% of the new entrants chose the School to "develop personalities as superior business leaders through lessons" (via multiple answers), so this aspect is widely recognized as one of the characteristics of the School and it also indicates the basis of high level of student satisfaction after the admission.

Through Humanizing Management Education, "What you can do" matters more than "What you

know." Education does not mean to teach more things within a limited time, but it requires to support students to make the best use of what they have learnt with their respective learning speed. As a matter of course, the care for students with physical or mental handicaps is essential. While taking the leverage of e-learning, the School has ever accepted students with spinal muscular atrophy (SMA) or autism disorder.

4. Promotion of Industry-Academia Collaboration

During the business planning presentation exercises, executives of venture capitals and corporate consultants have been invited as judges to evaluate and provide advice to students' business plans, while exchanging views and opinions on curricula. For graduates, as well, the venture challenge system has been in place in which faculty members coach business plans mapped out by graduates to provide funding opportunities from venture capitals based on the results of examination of their plans. In FY2021, the industry-academia collaboration project is expected to start to promote the area of DX where Japan has been behind the other advanced nations.

5. Enhancement of Education and Research

In order to realize the educational ideals to train up professional talents who can exercise leaderships in the global society through the education aiming to learn both practical science and moral education, it is essential to make permanent efforts to reflect excellent research results of the faculty members into the classroom lessons, provide the enhanced subjects and curricula and ensure the sufficient number of faculty members. From this standpoint, for research activities, it is desired that participating faculty members actively conduct their research activities to result in more adoption of the Grants-in-Aid for Scientific Research and it should be reflected in more improved bulletin of the School. For education, in order to enhance the curricula, the content of the lessons will continue to be updated and reshuffled every year.

6. Improved Quality and Quantity of Students

In order to train up talents to generate innovation and excellent outputs which contribute to creating better societies and to foster venture capitalists who contribute to resolving a number of social issues and problems, it is imperative to raise the quantity of students and to improve their qualities, as well. For that purpose, recruiting activities will be promoted to increase the number of students who are dispatched from corporations other than SBI Group companies and recommended from universities and it will be planned to increase the number of applications from general students while guiding them to trial lessons and explanatory meetings through the enhanced blogs on the HP. And the enrollment conditions other than regular courses will also be improved to let individual students select courses suited for their time and financial constraints.

7. Strengthened Financial Foundations

Where the financial foundations of the School are enhanced with increased revenue and the dependency on SBI Group becomes less, there will be less concerns for reduced donations due to the impacts from changes in the future economic conditions and the independence as an educational corporation will also be maintained. The amount of donations from SBI Group has been steadily on the decrease from ¥120 million per annum for the academic year 2015 to ¥30 million for the academic year 2020. For the future measures to increase revenue, in addition to the aforementioned increase in the number of students and revenue from more course enrollments other than regular subjects, active measures will be taken to lead to acquisition of external funds.

IV. The School's Strategies

1. The School's Mission Statement

SBI Graduate School has compiled its educational and research objectives into a "mission statement" that states: Educate individuals, through educational and research activities that combine management theory and practice, to be competent professionals who can become leaders and create innovative businesses for sustainable developments in the global society. These professionals will not only have a high level of knowledge in their specialized fields but also high levels of cognitive, interpersonal, and self-management skills with moral conscience.

2. The School's Quality Improvement System

At SBI Graduate School, we've established a PDCA (Plan-Do-Check-Act) management method that works in conjunction with ABEST21's accreditation review process to fully utilize their evaluation at our school. First, we gather information from our stakeholders, including businesses, alumni and present students, concerning their needs and expectations (details are given later). The school then prepares a "Self-Evaluation Report" that examines our educational and research activities, keeping in mind the achievement of our goals as an educational and research institution. Based on our report and the advice given by ABEST21 in their review process, we prepare a "midterm plan." The progress made on this plan is reviewed every year and is incorporated into the "KAIZEN REPORT," with necessary changes incorporated into the plan. We have created specific steps in our procedures as we strive to innovate and improve upon our educational and research activities. A flowchart illustrating the steps taken is shown as follows:

Flowchart: Improvement Process at SBI Graduate School

49
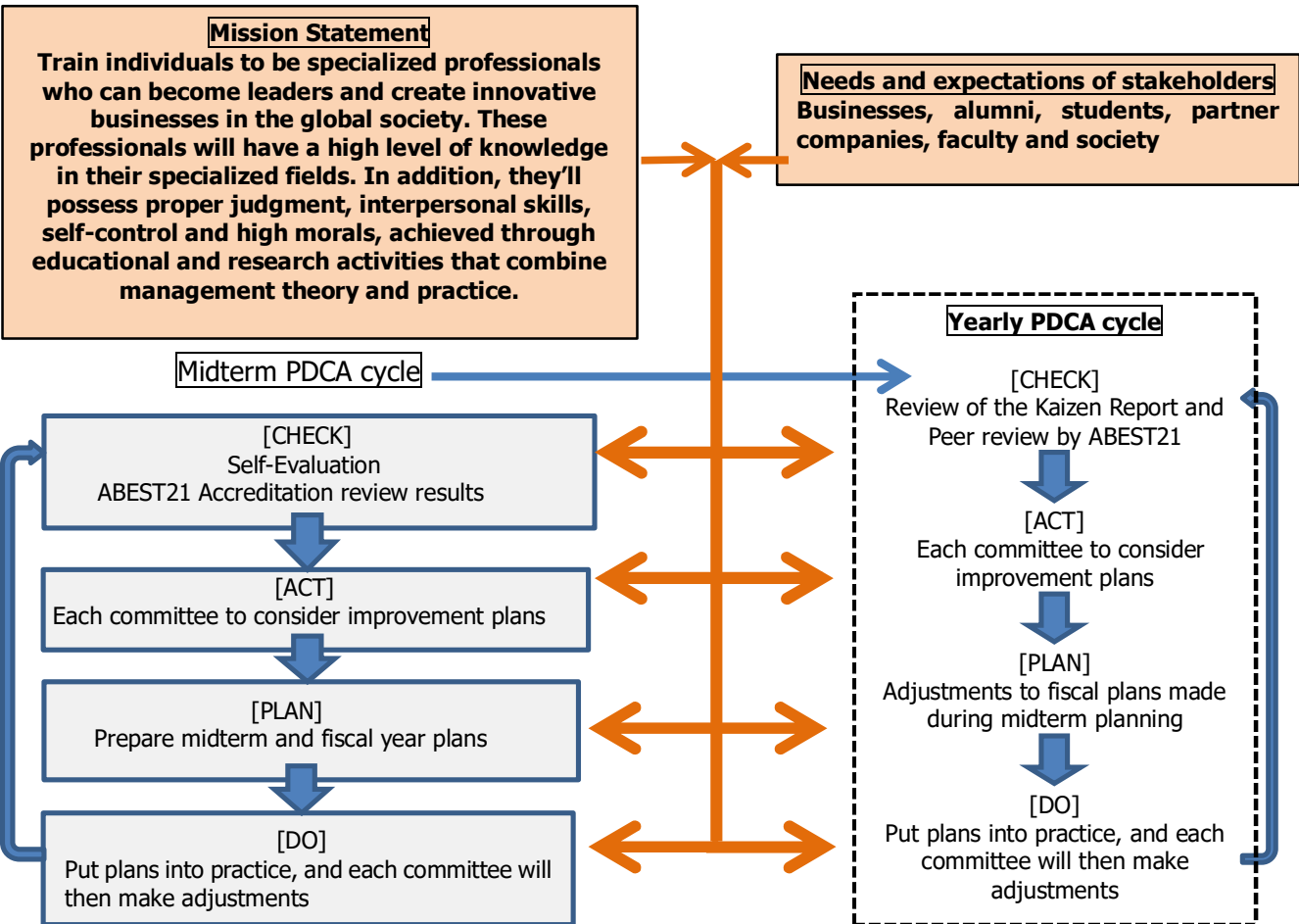
When the process above is in place and operating, we recognize this stage as the beginning of the PDCA cycle. Through this PDCA process, we have carried out a series of innovations, including improving the curriculum, reducing tuition, cutting staff and introducing a new E-learning system, which has led to an increase in the number of new students. To be able to effectively realize our educational and research objectives, we will further examine and improve the current PDCA cycle.

3. The School's Strategies for achieving the School's Goals

The main goals and strategies which are expected to be incorporated into the Mid-term Plan mapped out in March 2022 are as follows:

1. Learning Outcomes
・Percentage of new business start-ups by the graduates
・Improved NPS evaluations

Tracking survey will be started to confirm whether or not the graduates have realized new business start-ups including internal new business start-ups after graduation. The target percentage of new business start-ups will be set to 30%, which is slightly higher than approx. 25% published in the Self-Check Report for 2017, and efforts will be made to improve the percentage including confirmation of intentions for venture start-ups at the time of selection for admission and provision of advice after graduation. And the survey for the graduates will be taken by NPS in September 2021. Through those activities specified below, the NPS evaluations are expected to be improved with statistical significance in September 2023.

2. Globalization
・Enhancement of the global business subjects and curricula and new establishment of the course certification program.
・Establishment of the courses conducted in English

For the academic year 2022, the number of global business subjects will be increased from four at present to six and the course certification program regarding global business will be launched. For the future updating of the courses, global aspects will be incorporated as much as possible and any subject which deserves to be classified as a global business subject will be re-classified. Including that re-classification, the number of global business subjects will be increased to eight for the academic year 2024.

From the academic year 2023, 2-credit of courses conducted in English will be additionally established per year and 6-credit equivalent courses will be established for the academic year 2025 to enable launching the course credit certification program only with English courses. For that purpose, some of the newly established or revised courses by the current faculty members will be converted in English courses in addition to utilizing external teaching staff whose mother language is English.

3. Humanization
・ Further enhancement of moral philosophy subjects
・ Support for ESG and SDGs promotion

At the School, 12 out of total 60 subjects are moral philosophy-related, and each student should compulsorily select 4 credits out of those 12 subjects. Those curricula will be maintained in the future and enhanced further via updating of the course content. And the promotion of activities related to ESG investment and SDGs at students' corporations will be supported through moral philosophy lessons and exercises.

4. Promotion of Industry-Academia Collaboration

・Launching industry-academia joint projects
・Constant execution of multiple industry-academia joint projects
　While continuing such activities as participation from corporations in the business planning presentation exercises, the venture challenge system and corporate training, the School will aim at permanent promotion of industry-academia joint projects so that multiple projects will be in progress at the same time. As the first trial, based on the fact that the Japanese government and corporations are behind the digitization trend, which has become evident in the wake of COVID-19 pandemic, the "Digital Transformation (DX) Joint Research Project for Enterprises" centering around the School will be launched by the end of the academic year 2021. Furthermore, another new industry-academia joint project will be launched in the academic year 2022.

5. Enhancement of Faculty members
・ Improved research outcomes of the participating faculty members
・ Securing the optimum number of faculty members in charge of seminars
　For research activities, the number of annual applications for the Grants-in-Aid for Scientific Research by the participating faculty members will be at least 5 and at least 1 of them is expected to be adopted. Each participating faculty member will also aim at submitting 3 essays on every year average. For education, the number of students per seminar per semester will be maintained two or less and the sufficient number of faculty members should be secured. And for the enhanced curricula, the content of the lessons will continue to be updated and reshuffled every year.

6. Improved Quality and Quantity of Students
・ Expansion of required enrollment
・ Increased competitive ratio of the entrance examination
　For the academic year 2023, the number of required enrollment will be expanded from the existing 60 students to 70 and the competitive ratio of the entrance examination is expected to be 1.2 times. For the academic year 2026, the competitive ratio would be targeted to be 1.8 times. As a series of measures for this aim, recruiting activities will be promoted to increase the number of students who are dispatched from corporations other than SBI Group companies and recommended from universities and it will be planned to increase the number of applications from general students while guiding them to trial lessons and explanatory meetings through the enhanced blogs on the School website. And the course credit certification program will be launched in the academic year 2022 and we will increase credit certification programs in the following years.

7. Strengthened Financial Foundations
・ Tuition increase
・ Acquisition of external funds
　The amount of annual donation from the SBI Group will be maintained to be ¥30 million as present and the financial foundations will be enhanced through various measures for revenue increase. To be specific, in addition to revenue increase from tuitions by expanding the number of students and extending the enrollment conditions beyond the compulsory subjects, the School will aim at acquiring the external funds, while deploying various activities including active applications for such external research funds as the Grants-in Aid for Scientific Research, launching industry-academia joint projects, execution of the promotions of corporate training for different segments, soliciting donations from corporations other than SBI Group companies and graduates and so on.