[SCR-Format]

2022 edition

ABEST21 Accreditation

Program-based Accreditation System

"Self-Check/Self-Evaluation Report"

The School's Name

SBI Graduate School

Date of Submission

June 29,2022

ABEST21 International

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

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Notice

1. Principles to be attended

The greatest care must be taken in dealing with the QIS, SCR and KZR (hereinafter called "the Report"). The Report must be self-critical rather than promotional, analytical as well as descriptive. The information produced must be sufficient to allow an understanding of the School's situation and to support the work of the Peer Review Team. So, the Report should be analyzed according to the following principles.

- **Accuracy:** The Report shall be sufficiently accurate and detailed to enable the PRT to evaluate the Report.
- **Balance:** The Report shall reflect positive and negative aspects of the school's performance to enable a reasoned assessment of overall performance.
- **Clarity:** The School shall make information available in a manner that is understandable and accessible for the PRT.
- **Consistency:** The Report should be a consistent document, not a collection of separate individual data. So, The School shall select, compile, and report information consistently. The Report shall be presented in a manner that enables PRT to analyze changes in the organization's performance over time.
- **Reliability:** The School shall gather, record, compile, analyze, and report information and processes used in the preparation of the report so that its reliability can be examined by the PRT.
- **Timeliness:** The School shall provide the report within the designated deadline so that information is available to the PRT to make informed decisions on time.

2. The rationale behind the Self-Check/Self-Evaluation Report

"Self-Check/Self-Evaluation" analysis is aimed to help the school gain a clear understanding of organized improvement in its management education to find out more detailed issues to be improved in the changing environment. The SCR must be self-critical rather than promotional, and analytical as well as descriptive. The information produced must be sufficient to allow an understanding of the school's situation and to support the work of the international Peer Review Team.

1) **"Self-Check":** In "Self-Check" analysis, the school has to analyze its educational and research activities based on the ABEST21 Accreditation Standards. The data indicated in the analysis should be as of May of the year when the report is submitted. The Analysis must be conducted based on specific evidence, which needs to be shown in the report.
2) **"Self-Evaluation":** In "Self-Evaluation", the school has to describe whether or not its educational and research activities meet each Criterion of the ABEST21 Accreditation Standard.
3) **"Issues to be improved":** Based on "Self-Check/Self-Evaluation", if the school found that it does not meet the specific Standard, it has to formulate corresponding issues to be improved for quality enhancement. These issues should be described concretely and specifically, and prioritized based on their importance and urgency.

I. Dealing with the three educational environment Issues

1. Globalizing the school's Research and Education

Please describe how the school creates a global educational and research environment.

A truly globalized human asset relates to a person competent to deal positively with diverse surroundings. SBI Graduate School offers an entire spectrum of courses covering theories and their practical applications to overseas and domestic scenes, specific cases of big companies and start-up businesses. Such a course structure aims to foster human assets who are competent to cope with any business conditions. With a view to ensuring diversity, which is essential for the globalization of education, the School has been promoting diversity from the four aspects of curricula, faculty, students and education and management methods.

Specifically,

1. Affiliation with overseas schools:

- In September 2019, the School signed a partnership with Tsinghua University. Since October 2020, Chairman Kitao has offered a subject, "Business Management Theory Learned from the Chinese Classics." The slide materials of the lectures are translated into Chinese and Chairman Kitao's voice is translated and subtitled in Chinese.
- Professor Hosonuma offered lectures at Shanghai University of Finance and Economics.
  Period: 2 years in 2018 and 2019 (Intensive lectures with one credit)
  Subject name: [Chinese Classical Thought: Japanese Family Companies Management Philosophy]
  Since 2020, the COVID-19 pandemic prevented travel to China and the lectures have been suspended.
- Professor Hosonuma will collaborate with Shanghai University of Finance and Economics to produce a textbook (to be completed in March 2023)
  Title (tentative): [The Origin of Japanese Confucian Commerce and Its development]
- In partnership with the ABEST21 member schools, the School has been promoting a joint development plan for teaching materials in English and the following three schools have already signed the MOU:
  - Naresuan University, Thailand,
  - Universitas Airlangga, Indonesia and
  - Universitas Surabaya, Indonesia

2. Establishment of the Global Business Program:

   The School has established the "Global Business Program" to provide opportunities to learn from both aspects of supporting corporate internationalization and supporting internationalization of corporate managers and executives. The purpose of the program is to enhance the knowledge of management expats from a global perspective, market strategies, economic situations and taxation, etc. for Japanese companies entering overseas markets with a particular focus on the Asian region. While the program has been offered as a course certification program, the subjects other than the "Global Organizational Change Seminar", they have also been offered as an MBA Regular Course and the following courses are being offered in FY2022.* Only "Global Human Resource Management" with two credits and the others with one credit.

   - Asian Human Resource Management（Professor Hosonuma）
   - China Market Strategy（Professor Hosonuma）
   - Global Economy and Policy Measures（Professor Yamasaki）
   - Global Management Strategy I（Professor Yoshida）
   - Global Management Strategy II（Lecturer Kuroda）
   - International Tax Practice Management（Lecturer Umeda）
   - Global Human Resource Management（Professor Shigeta）
   - Global Organizational Change Seminar（Professor Shigeta）

3. Internationalization of Faculty:

   SBI Graduate School has hired lecturers with global business experience and it will further raise the level of internationalization of the faculty, open more courses offered in English and promote partnerships in education and research activities with overseas universities.

   With the aim of increasing the number of subjects in the Global Business Subjects from five in FY2021 to nine in FY2023, the School has started hiring faculty and designing lectures. In addition, the School will open classes in English with two credits every year from FY2023 and it will establish a course certification program in English only with applicable subjects with six credits. The School will also enhance faculty with international backgrounds who can conduct lectures in English including hiring external faculty whose mother tongue is English.

2. Humanizing the school's Research and Education

Please describe how the school creates management education which aims to nourish professional morality enabling the students to assimilate diverse values, know and understand various cultures and backgrounds, and possess the advanced global expertise.

Today's business leaders should be the ones who can actively function both nationally and internationally. At such a juncture, the School is poised to foster competent business leaders who can perform continuously in producing positive results over a mid- to long-term period. Such business leaders should be ethically inspired and be competent in harnessing state-of-the-art technologies such as Artificial Intelligence. Moreover, they should also display leadership in improving its society and environments worldwide.

In order to be a talented business leader and contribute to realizing a better society, one must have a solid sense of values and moral codes. The School organizes curricula and classes from the viewpoint that it is essential to acquire Moral Philosophy as well as practical knowledge and skills such as marketing, finance and organizational and human resource management for business management education.

1. The School's ideal is for students to acquire Moral Philosophy and it aims at human development through the learning and study of the erudition of our predecessors in the Chinese classics. Such human capabilities enable business leaders to act based on ethics, comprehensive perspectives, deep insights and well-balanced care between stakeholders in making business decisions. Based on this prerequisite, the School aims at mastering the knowledge on finance, management and economics which is necessary for business leaders. Specifically, the School offers the following courses.
   - Theory of Strategies Learned from History (Introduction to Chinese Art of Wars) (Lecturer Fukuda)
   - Theory of Strategies Learned from History (How to make best use of Sun Tzu's "The Art of War" in the modern age)（Lecturer Fukuda）
   - Sun Tzu's "The Art of War" × Modern Business Administration（Visiting Professor Tanaka）*
   - Leadership Requirements Found in the Chinese Classics（Professor Moriya）
   - Theory of Leadership Resource Development ("Joganseiyo")（Professor Moriya）
   - Advanced Theory of Leadership I（"The Book of Documents"）（Professor Moriya）
   - Advanced Theory of Leadership II（"Han Feizi"）（Professor Moriya）
   - Advanced Theory of Leadership III（"Records of the Three Kingdoms"）（Professor Moriya）
   - Advanced Theory of Leadership IV（Theory of leadership found in "The Historical Records"）（Lecturer Takeuchi）
   - Advanced Theory of Leadership V（Theory of leadership found in "The Analects"）

（Lecturer Takeuchi）

- Business Management Theory Learned from the Chinese Classics（Professor and Chairman Kitao）

In addition to the subjects listed above (*excluding), one of the requirements for fulfillment is to earn at least four credits out of 12 subjects related to Moral Philosophy including "Modern Management Philosophy Studies" (Professor Hosonuma) and "Business Management Philosophy" (Visiting Professor Tona).

2. As technological innovations accelerate, the social and economic platforms are changing drastically and the level of uncertainty increasing. The School has been making efforts to further enhance the quality of education and research so that the students can acquire the qualities, characteristics and competencies necessary to enrich the age of the 100-year-life.

In the area of Management Education, emphasis is placed not only on "What you know" but on "What you do." Since FY2022, the School has offered a new course to teach how to incorporate the SDGs into business strategies. Including this course, it is required for the teachers to assist the students to fully utilize what they have learned in their working place.

3. Collaborating with Industries in the school's Research and Education

Please describe how the school collaborates with industies in the school's Research and Education.

1. In 2009 and 2010, SBI Graduate School organized the "Business Plan Contests" aimed at fostering entrepreneurs for the general public and the "Business Plan Grand Prix" and "Business Plan Practice Dojo" (7 times in total) in 2012. These were organized mainly by faculty members in charge of the "Business Planning Seminar" for the purpose of introducing business plans with high possibility of success and sharing information with society by utilizing the knowledge of faculty members in charge of the subject.

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

3. For the benefit of our graduates, our teachers offer advice on the graduates' conceived

business plans. Through our venture challenge program, some graduates who have presented a promising business plan may be recommended to venture capital funding.

4. Industry-academia joint projects are also clearly stated in the Medium-Term Management Plan. In 2021, the Faculty Meeting decided to execute the "Joint Research Project on the Next-Generation DX Information Infrastructure" as an industry-academia joint project with external private companies and the project started in 2022. It is positioned as a project which improves the quality of research and education of the School and leads to raising external funds.

5. As a part of the corporate training program, SBI Graduate School offers lectures to Hitachi Academy, NTT Data University, DOCOMO gacco and Daiwa Securities, etc. Depending on the video viewing rate, the program will lead to revenue and understanding the needs of corporate training. Through this corporate training program, the School contributes to human resource development in cooperation with industries.

II. Self-Check/Self-Evaluation Analysis

Chapter 1: "Internal Quality Assurance and Management"

Standard 1: Academic Unit Management

Viewpoint: Any school which applies for accreditation by ABEST21 (hereinafter called "the School") shall have a management system to operate the organization in an appropriate manner to meet the changes in the education and research environment.

1. Self-Check/Self-Evaluation Analysis:

Criterion 1-1 (C-01) : "The School must have a management system appropriate for its type, size and function as an educational and research organization."

1) Self-Check:

The Administrative Board and the Board of Councilors consisting of five Directors and 12 councilors mainly deliberate important management matters raised by Board of Directors and the Faculty Meeting.

The Faculty Meeting, in which participating faculty members and administration staff attend, is chaired by the President and held once a month to deliberate, resolve and report on matters related to education, research and the activities of each committee.

Under the Faculty Meeting, the "Internal Quality Assurance Promotion Committee" has been established to organize the planning and implementation of each project. Six committees are acting in each division of duties: the "Planning and Steering Committee," the "Education and Research Environment Committee," the "Entrance Examination/Academic Affairs Committee," the "FD/SD Committee," the "Public Relations Committee," and the "Globalization and Industry-Academia Collaboration Committee." In addition to those committees, the Advisory Committee with external experts has been established.

Evidence:

■E01-1: The Faculty Organization

2) Self-Evaluation:

The School fulfills this criterion.

The SBI Graduate School will continue to review its management system to be highly flexible in response to changes in its surrounding status.

Criterion 1-2 (C-02) : "The School must clarify the decision-making process for its management-related issues, and maintain a good relationship between the committees which deal with the administrative matters and the faculty meeting that examines those matters."

1) Self-Check:

The roles and authority of the Administrative Board, the Board of Councilors, Directors and the Faculty Meeting have been stipulated in the "Act of endowment," the "Rules of Directors" and the "Rules of the Faculty Meeting," etc. to ensure smooth and accurate decision-making.

The Chairman has concurrently served as the President until March 2021 and has made speedy decisions at the Administrative Board as a manager while fully understanding the fields of education. The current President has management perspectives as a Managing Director and makes decisions on matters related to education and research which are being deliberated by the Faculty Meeting. Deliberations and activities of the Administrative Board, the Board of Councilors, Directors and the Faculty Meeting etc. are shared among the stakeholders and smooth and good relationships are also maintained.

Administration staff members also participate in the executive committees listed in C-01 including the Faculty Meeting, then share both information and challenges related to the administrative matters, examine those issues and solve them where required.

Evidence:

■E02-1: Act of Endowment

■E02-2: Rules of Directors

■E02-3: Rules of the Faculty Meeting

2) Self-Evaluation:

The School fulfills this criterion.

Hereafter, the School will need to promote a coordination structure which can quickly respond to new issues between the subject areas of the six committees.

Criterion 1-3 (C-03): "The School must conduct an external evaluation of its educational and research activities systematically and periodically, for appropriate management."

1) Self-Check:

The School has incorporated the perspective of sustainable development into the Mission Statement and worked to respond to external evaluations of education and research activities through ABEST21's initiatives to evaluate certification of professional graduate schools in the field of business management and the continuation of certification evaluations by university institutions by the Japan Higher Education Evaluation Organization (referred to as "JIHEE").

While the School also shares the content of the JIHEE's report with ABEST21 and attentively listens to specific requests and opinions from external experts though exchanging opinions with the Advisory Committee with external experts from the industry as members, the School is making systematic and regular efforts and implementing appropriate management to realize sustainable and up-to-date education and research activities.

Evidence:

■ Outline of External Assessment (by ABEST21、JIHEE)

	ABEST21	**JIHEE**
FY2013	Submission of Self-inspection Report → Certified	—
FY2014	—	Preparation and submission of Self-inspection Report → Certified
FY2016	Submission of KAIZEN Report	—
FY2017	Submission of Self-inspection Report→ Certified	—
FY2020	Submission of KAIZEN Report	—
FY2021	Submission of Quality Improvement Strategies	Preparation and submission of Self-inspection Report → Certified
FY2022	Submission of Self-inspection Report	

■History of the Advisory Committee Convened

FY2020	August 3 (1st)	—
FY2021	February 24 (2nd)	August 26 (3rd)
FY2022	March 1 (4th)	August 25 (5th) (To be convened)

2) Self-Evaluation:

The School fulfills this criterion.

2. Issues to be improved:

The School will continue to review its management system to be highly flexible in response to changes in its surrounding status.

The School will promote coordination centering on the Internal Quality Assurance Promotion Committee so as to quickly respond to new issues between the six committees' subject areas.

Standard 2: Governance

Viewpoint: The School needs to establish a governance system for an appropriate decision-making process so that the academic unit management can meet the changes in the education and research environment.

1. Self-Check/Self-Evaluation Analysis:

Criterion 2-1 (C-04): "The School must have a governance system to examine systematically and periodically the appropriateness of its management."

1) Self-Check:

As stipulated in the Act of Endowment, the Councilors present their opinions on the important matters in management.

Two auditors, in cooperation with audit firms and internal audit staff, conduct audits of the School's operations, properties and the execution of duties by directors, attend the Administrative Board and the Board of Councilors meetings, present their opinions and report the results of the audits. They also review the minutes of the Faculty Meetings every month, verify the activities of each committee including the Faculty Meeting and express opinions as necessary.

Evidence:

■History of the Board of Councilors meetings

FY2020	
Date	**Agenda**
May 27th, 2020	Results of the accounting audit for FY2019
	Report on the school activities and the financial settlement for FY2019
	Revision of the SBI Graduate School Code
	Establishment, revision and abolition of individual rules and standards
	[Financial Research Institute] Activity plan and draft budget for FY2020
September 17th,	Relocation of the school campus and main offices

2020	
	Signing off the agreement on colocation and approval of transactions with conflicts of interest
	Partial amendment of the Act of Endowment
	Revision of individual rules and standards
December 8th, 2020	Revision of the SBI Graduate School Code
	Establishment and revision of individual rules and standards
	Signing off the agreement on colocation
March 12th, 2021	Election of the President
	Election of the Directors
	Activity plan and budget for FY2021
	Approval of purchasing SBI bonds and transactions with conflicts of interest
FY2021	
May 24th, 2021	Results of the accounting audit for FY2020
	Report on the school activities and the financial settlement for FY2020
	Competitive transactions
	Establishment and revision of individual rules and standards
September 14th, 2021	Revision of required enrollment numbers
	Opening of the Global Business Program (Course Certification Program)
March 15th, 2022	Revision of the Act of Endowment
	Preparation of the income and expenditure statements of each activity for FY2016 to FY2020 and results of audits
	Approval of the income and expenditure statements of each activity for FY2016 to FY2020
	Approval of purchasing JPY-denominated SBI bonds and transactions with conflicts of interest
	Activity plan and budget for FY2022
	Revision of rules and standards
	Order to represent the duties of the Chairman and division of the duties of the Directors

■History of the Board of Auditors meetings

FY2020	
September 17th, 2020	Explanation of the 14th (FY2020) audit plan
March 18th, 2021	The 14th (FY2020) hearing of the Directors
May 21st, 2021	The 14th (FY2020) audit report
FY2021	

September 24th, 2021	Explanation of the 15th (FY2021) audit plan
March 10th, 2022	The 15th (FY2021) hearing of Directors
May 20th, 2022	The 15th (FY2021) audit report

2) Self-Evaluation:

The School fulfills this criterion.

In order to ensure that the governance system does not become a dead letter but produces a viable scheme, SBI Graduate School encourages the relevant officers and faculty members to be conscious of its operation and purpose under the regular guidance of the chairs of each meeting body.

Criterion 2-2 (C-05): "The School must disclose the results of the management matters examined to ensure the fairness and transparency of the governance system."

1) Self-Check:

The reports submitted to ABEST21 and their evaluations, the Self-Check Evaluation Reports submitted to JIHEE and their evaluations, financial statements, other information required to be disclosed by laws and regulations are uploaded to the "Public Information" column on the homepage and widely disclosed to the general public.

Public information on evidence contains information described in evidences without delay and it is maintained up-to-date.

The School will continue to make efforts for proper information disclosure.

Evidence:

■ Disclosed information *In Japanese Disclosed information is as follows:

Information prescribed in the Article 172-2 of the Ordinance for Enforcement of the School Education Act
Act of Endowment and each rule and standard required to be disclosed
Financial statements, audit reports and business reports (For the past 5 years)
Results of certification assessments
Systems and rules related to research activities
Student support system
Organization of the Advisory Committee

2) Self-Evaluation:

The School fulfills this criterion.

Criterion 2-3 (C-06): "The School must improve its management system and the educational and research environment in a timely manner based on the results of the governance examined."

1) Self-Check:

Each committee organizes meetings regularly or extraordinarily, as necessary, examines its responses to the deliberation results, deliberates with the Faculty Meeting, the Administrative Board for improvement in applicable cases and annually reports the results of its activities to the Faculty Meeting.

For instance, the Internal Quality Assurance Promotion Committee was newly established in 2022. It was to abolish, reorganize and enhance the function of the Self-inspection Committee that had been established so far. The aim of the Committee is to promote ensuring the internal quality required for universities including the viability of university management, the enhanced functions of faculty and administration office and the improved quality of students.

Evidence:

■ School-wide information sharing of deliberations in the Administrative Board

Date of the Administrative Board Meetings Convened	Date of the Faculty Meetings Convened (Date of feedback of the deliberations in the Administrative Board Meetings)
62nd May 24th, 2021	166th June 1st, 2021
63th September 14th, 2021	170th October 5th, 2021
64th December 7th, 2021	172th December 7th, 2021
65th January 26th, 2022	174th February 1st, 2022
66th March 15th, 2022	176th April 5th, 2022

■E06-2: The Minutes Resolving Reorganization of the Internal Quality Assurance Promotion Committee: The Minutes of the 173rd Faculty Meeting

2) Self-Evaluation:

The School fulfills this criterion.

The School will further devise ways to continue to make accurate and quick decisions even if the COVID-19 pandemic disables face-to-face meetings and on-line communications continue to be the main stream.

2. Issues to be improved:

In order to ensure that the governance system does not become a dead letter but produces a viable scheme, the School encourages the relevant officers and faculty members to be conscious of its operation and purpose under the regular guidance of the chairs of each meeting body.

In consideration of the balance between governance, the School we will maintain and improve the system in which the leadership of the Chairman and the President is properly demonstrated.

Standard 3: Self-Check/Self-Evaluation

Viewpoint: In response to the rapidly changing environment of education and research, systematic self-check/self-evaluation is required to spot the issues for improvement. Such issues should be solved based on the action plans through PDCA cycle, and the results should be examined to check whether the quality of education has been enhanced.

1. Self-Check/Self-Evaluation Analysis:

Criterion 3-1 (C-07): "The School must have the system to practice the self-check/self-evaluation systematically and periodically."

1) Self-Check:

The afore-mentioned six committees conduct self-checks and self-evaluations for each subject area, sort out matters to be improved and bring them to the Internal Quality Assurance Promotion Committee for discussion. The discussion results are deliberated by the Faculty Meeting which is held monthly.

Annual self-inspections and PDCA are implemented in a yearly cycle. These activities are also synchronized with ABEST21's Kaizen Reports and SCR.

Evidence:

■E07-1: Structure of the Committees

■E07-2: Implementation of Self-checks

2) Self-Evaluation:

The School fulfills this criterion.

The content of certification evaluations by institutions partly overlaps with that by areas. When their implementation periods overlap, the burden of preparing reports only increases

and it does not necessarily lead to substantial improvement.

The self-checks and PDCA are synchronized with the preparation of Kaizen Reports and SCR, but in order to be more effective, it is required to make those activities more efficient and substantive.

Criterion 3-2 (C-08): "The School as an organization must share the analysis of the self-check/self-evaluation, clarify systematically the issues for improvement, develop and implement the action plan to solve such issues."

1) Self-Check:

The School is implementing voluntary and autonomous self-checks and self-evaluations to ensure the internal quality and shares relevant evidence and data by utilizing storage services in the cloud, which promote work efficiency and information sharing. The progress and results of self-checks implemented by each committee are summarized in a single table by the "Internal Quality Assurance Promotion Committee" (renamed and reorganized the "Self-Inspection Committee" in February 2022) and shared across the School.

In addition, such survey results as the class evaluation questionnaires implemented mainly by the FD/SD Committee, the exchange meetings with the students association held regularly by the Public Relations Committee and the alumni questionnaires using an IR (Institutional Research) are analyzed by each committee and the Internal Quality Assurance Promotion Committee and utilized for improvement activities every fiscal year.

Evidence:

■ E08-1: Status of Self-Checks

■ Items of the class evaluation questionnaire

	Items of the questionnaire
Q1	Was the class excellent overall?
Q2	Were you able to achieve the learning goals of the class and learn a lot?
Q3	Was the class content practical enough for you to utilize for your future career?
Q4	Did you have multi-dimensional discussions with other students to deepen your understanding of the learning subject? (Including any form of discussions either inside or outside the class, via emails or direct conversations.)

Q5	Did your faculty actively encourage the students to ask questions and discuss the subject? (For the subject that did not involve discussions, please answer "Not applicable.")
Q6	Did the faculty provide on-target feedback on the examinations, reports, etc. which you submitted?
Q7	Did the literature or materials presented help you understand what you were trying to learn?
Q8	Were you able to learn systematically as you had planned?
Q9	Did you contribute to the learning of other participants (students) by participating in discussions and debates? (For the subject that did not involve discussions, please answer "Not applicable.")
Q10	If you have any suggestions for improvement of the class, please fill in below freely.

■Items of the new graduates questionnaire

Name in full
Entrance year
Current occupation
When did you decide to take an MBA degree?
Why did you decide to take an MBA degree?
How did you gather information on schools and MBA degrees?
What were the keywords for search?
What books did you refer to?
How did you get to know SBI Graduate School?
Why did you choose SBI Graduate School?
What information was useful when you wanted to know about SBI Graduate School?
What information was missing when you wanted to know about SBI Graduate School?
How were the follow-ups and procedures for your application?
Details of the follow-ups and procedures
Please specify the school name(s) you considered other than SBI Graduate School, if you do not mind.

2) Self-Evaluation:

The School fulfills this criterion.

The School will always remember that self-checks and self-evaluations are the means to testify accountability and continue to share the results both outside and inside the School.

Criterion 3-3 (C-09) : "For the implementation of the action plan the School is required to make effort to enhance the quality of education by using PDCA cycle and examine the results."

1) Self-Check:

Based on the improvement system in accordance with the PDCA cycle, voluntary and autonomous self-checks and self-evaluations for internal quality assurance are implemented.

In the past, each committee implemented the PDCA cycle to confirm the results. Since 2022, the Internal Quality Assurance Promotion Committee has been established by enhancing the functions of the Self-Inspection Committee so as to oversee each committee's activities to enable better implementation and deployment of each committee's action plans.

In the Medium-Term Management Plan, the School has set specific and measurable targets and KPIs for major management challenges including enhanced stability of the financial foundation, globalization and industry-academia collaboration and established a system which enables action plans to measure results more objectively.

Evidence:

■E09-1: Medium-Term Management Plan (FY2022-FY2026)

■III. The Quality Improvement System、

1.【Flowchart: Improvement Process at SBI Graduate School】in the Quality Improvement Process

2) Self-Evaluation:

The School fulfills this criterion.

Criterion 3-4 (C-10): "The School must disclose the analysis of self-check/self-evaluation to its stakeholders and have a feedback system to hear the opinions."

1) Self-Check:

The School has disclosed all Self-Check/Assessment Reports and improvement reports to ABEST21 from FY2013 to the present and all the Self-Inspection Evaluations Reports to JIHEE from FY2014 to the present and all the stakeholders can view them. For the feedback system, participating faculty members work on certification evaluations and share all relevant information through regular meetings and other communication channels to enable exchanging opinions any time.

For the other stakeholders including students, the administration office serves as a point of

contact to receive opinions and inquiries on disclosed information any time. The School regularly exchange opinions with the Student Association for the self-check/self-evaluation results to get feedback.

History of Information Exchanges with the Student Association

FY2018	August 21 (1st)	—
FY2019	May 29 (2nd)	December 16 (3rd)
FY2020	August 26 (4th)	—
FY2021	February 5 (5th)	August 26 (6th)
FY2022	February 11 (7th)	Planned to be in November (8 th)

Evidence:

■Website *In Japanese The following information has been disclosed.

ABEST21
Quality Improvement Strategies (FY2021)
PRT Responses (FY2020)
KAIZEN Report (FY2020)
Certification Assessment Results (FY2017)
Self-check Report (FY2017)
Audit (Surveillance?) Report (FY2016)
KAIZEN Report (FY2016)
Certification Assessment Results (FY2017)
Self-check Assessment Report (FY2013)
Japan Institute for Higher Education Evaluation (JIHEE)
Certification Assessment Results (FY2021)
Self-Inspection Evaluation Report (FY2021)
Improvement Report for Certification Assessment Results (FY2014)
Certification Assessment Results (FY2014)
Self-Inspection Evaluation Report (FY2014)

2) Self-Evaluation:

The School fulfills this criterion.

The Medium-Term Management Plan has been established based on the analysis of self-checks and self-evaluations. For this FY, it is important to explain the content to the Advisory Committee, the Alumni Association and the representatives of the Student Association to hear opinions and reflect them on specific measures.

2. Issues to be improved:

In order to quickly respond to areas of responsibilities overlapping between each committee and new challenges, each committee needs to review the PDCA cycle and consider coordination with other committees for discussions in each committee as necessary. By continuing these initiatives, each committee will promote its implementation of various measures based on the Medium-Term Management Plan.

Standard 4: Staff Development

Viewpoint: In response to the changing environment of education and research due to the "globalizing economy, society and culture", the School must promote the globalization of management system as an education and research organization.

1. Self-Check/Self-Evaluation Analysis:

Criterion 4-1 (C-11): "The School must work be equipped with the globality of the administrative staff in line with the development of the "globalizing economy, society and culture".

1) Self-Check:

It is strongly recognized at SBI Graduate School that administrative staff members also need to develop globalized qualifications. On the other hand, all the classes at the School have been conducted in Japanese since its establishment and the students are either Japanese or foreigners who are fluent in Japanese, while there is almost no opportunity or necessity for administrative staff to work in foreign languages. At present, only 3 out of 14 staff members are able to respond to global tasks and it has been judged that their abilities to perform work in foreign languages for global communication are not sufficient. In the future, we will increase the number of staff members who can communicate and work in English for improvement.

Evidence:

None in particular

2) Self-Evaluation:

Since only three members of the staff can respond sufficiently to international tasks, SBI Graduate School only partially satisfies the standard. The School will thoroughly implement the training plans for the administrative staff from this year and hire people with

international capabilities in the future staff reinforcement.

Criterion 4-2 (C-12): "The School must practice Staff Training systematically and periodically to enhance abilities to communicate globally and to manage diversity of the administrative staff in line with the development of the "globalizing economy, society and culture".

1) Self-Check:

Staff training with a theme of globalization such as C-11 has not necessarily been implemented sufficiently. So far, SD initiatives at SBI Graduate School have focused on learning the necessary knowledge as administrative staff including compliance and personal information protection, but since 2022, the School has been working with initiatives to enhance global communication skills and abilities to manage diversity.

Specifically, in addition to promoting learning of a foreign language for each staff member, the School provided training with themes of global communication and diversity for all the staff members in March. With faculty members who had ever worked overseas as lecturers, the content of the training was based on overseas experiences of work and life in a global environment and it aimed at fostering global mindsets. The training was video-recorded for viewing multiple times and newly recruited staff members in the future can also watch it.

The training in March was conducted based on the experiences of the Japanese faculty members who had worked overseas and another training in September will be conducted based on the experience of faculty members with foreign nationalities working in Japan.

Evidence:

■History of Globalization SD Trainings (FY2022)

Month	Target	Content of Trainings
February	Some staff members*	Learning a foreign language
March	All staff members	SD training (Global diversity)
From March to May	All staff members	Self-learning training (By selecting subjects to learn from the SBI Graduate School's "Global Business" Field on a voluntary basis)
September	All staff members	SD training (To improve global communication abilities)

* Higher priorities for the administrative staff members with higher needs for their jobs

2) Self-Evaluation:

The School fulfills this criterion.

While thoroughly implementing the current plan, the School will ensure to implement the process for confirming the results and improving the plans.

Criterion 4-3 (C-13): "The School must make an effort to maintain the staff diversity consisted of the diverse background of administrative staff in order to enhance staffs' global communication ability."

1) Self-Check:

At present, all the administrative staff members are Japanese, with a female ratio of 79% and a female managerial ratio of 25%. There are no people with disabilities.

Evidence:

None in particular

2) Self-Evaluation:

While the global diversity training has been implemented to enhance the staffs' global communication abilities, it still does not meet the standard.

Since FY2022, the School has set new items of globalization for job goals including learning English, cross-cultural understanding, cooperativeness and flexibility. While the School will promote hiring foreigners, it will add such elements of diversity as language skills and experiences of working overseas to the conditions of employment in hiring Japanese administrative staff. Due to the low male ratio, the School will also actively recruit male staff.

Criterion 4-4 (C-14): "The School must evaluate staff performance systematically and periodically in line with the development of the "globalizing economy, society and culture".

1) Self-Check:

In order to enable administrative staff members to work positively, SBI Graduate School follows the practices of SBI group companies and lets each of them set targets twice a year and conduct self-evaluation of each goal and evaluation by each superior every six months. In the interview with staff members, the School shares their intentions and goals and consults so that they can grow autonomously to realize their desired careers. The School also has adopted the 360-degree evaluation as a mechanism to objectively recognize external evaluations of their behaviors.

However, the previous evaluations have not been sufficient from the viewpoint of globalization. As described in C-13, the School will set up such items as learning English and

globalization for job goals and evaluate them in the future.

Evidence:
None in particular

2) Self-Evaluation:

The School fulfills this criterion.

It is necessary to evaluate the extent of contribution by the administrative staff members to realizing the action plans concerning globalization in the new Medium-Term Management Plan.

2. Issues to be improved:

The School will start reinforcing the staff members with abilities to smoothly execution jobs in English and, in the future context, it will secure the diversity of staff members with globally diversified backgrounds and aim at being an inclusive organization.

Chapter 2: "Mission Statement"

Standard 5: Mission Statement

Viewpoint: The School should clearly define its Mission Statement, which states the ideal human resources to be nurtured as well as ideal expertise, skills, and competencies. Since the School belongs to the parent university as an educational organization, the Mission Statement of the School must be a part of the Mission Statement of the university. The School must secure the financial resources needed to realize the Mission Statement.

1. Self-Check/Self-Evaluation Analysis:

Criterion 5-1 (C-15): "The School's mission statement must be a clear statement which includes developing expert knowledge, fundamental knowledge and sophisticated expertise in the realm of management."

1) Self-Check:

Based on its school motto, SBI Graduate School has set forth the "Philosophy" and the "Goals" and, incorporating them, the Mission has been stipulated in the Article 1, Section 2 of the School Code to set knowledge, skills and qualifications to be developed.

"It is our mission, through education and research that fuses theory and practice related to business management, to nurture highly-skilled professionals who possess high-level professional knowledge, an appropriate sense of judgment, interpersonal skills, self-management ability and ethical standards so that they can demonstrate leadership for

creating new business in the global community and achieve sustainable development."

Based on this, the Learning Goals of Criterion 7-1 has been set forth.

Evidence:

■E15-1: Mission Statement

2) Self-Evaluation:

The School fulfills this criterion.

Criterion 5-2 (C-16): "The School's mission statement must support the mission of the parent university."

1) Self-Check:

This criterion does not apply to the School.

Evidence:

2) Self-Evaluation:

Criterion 5-3 (C-17): "The School's mission statement must aim at character-building of the members of the modern society as well as nurturing professionals to meet the needs of the globalizing economic society."

1) Self-Check:

The School's mission statement clearly aims to nurture character-building of the people by stating that on top of the high-level professional knowledge, leaders should possess an appropriate sense of judgment, human relations skills, self-control ability and an ethical viewpoint in the global community.

Evidence:

■E17-1: Mission Statement

2) Self-Evaluation:

The School fulfills this criterion.

We continue to review our mission statement periodically.

Criterion 5-4 (C-18):

"The School must publish its mission statement to the stakeholders, including students, utilizing various information media. Regarding the contents of the mission statement, the School must hear the opinions from the stakeholders systematically to review its mission statement periodically."

1) Self-Check:

The School publishes the Mission Statement on its website, brochure and orientation materials, etc. It also takes various opportunities inside and outside the School including explanatory sessions and open campuses to disseminate it to stakeholders including students.

The content of the Mission Statement is being verified and reviewed in tandem with the ABEST21 certification evaluation and the JIHEE certification evaluation processes. Based on the verification by the Internal Quality Assurance Promotion Committee, the School revises the Mission Statement by obtaining approvals from the Faculty Meeting and the Administrative Board.

The School also solicits opinions through the results of discussions at the Advisory Committee with external experts as participating members and exchange meetings with representatives of the Alumni Association and the Student Association and promotes regular and continuous reviews.

Evidence:

■E18-1: Who We Are/Education Philosophy/Three Policies

■E18-2: The Minutes Resolving Revision of the Mission and the Comparison Table of the Old

and New School Codes: The Minutes of the 150th Faculty Meeting

2) Self-Evaluation:

The School fulfills this criterion.

Regarding the content of the Mission Statement, the School will coordinate with organizations inside and outside the School and systematically solicit opinions from each stakeholder to regularly review it.

2. Issues to be improved:

In order to flexibly and quickly respond to changes in the society and the times, it is important for all the members of the School to continuously recognize and understand the Mission Statement. In addition to the regular and continuous reviews mainly by participating

faculty members and administrative staff, based on the recognition that dissemination and awareness of the Mission Statement among supporting faculty members and administrative staff members is also important, the School will consider creating such opportunities.

Standard 6: Financial Strategies

Viewpoint: The School needs to secure necessary funds to realize its mission statement. For this purpose, both short-term and long-term financial strategies should be planned, particularly to raise external funds.

1. Self-Check/Self-Evaluation Analysis:

Criterion 6-1 (C-19): "The School must have a financial basis necessary for realizing its mission statement."

1) Self-Check:

Since its establishment, the School has been operating only with donations from the SBI Group without receiving subsidies for current expenditures to private institutions of higher education, but with the increase in the number of students, the amount of donations has been steadily decreasing. As a result, the percentage of donations to revenue from business activities has decreased significantly from 29.5% in FY2016 to 8.8% in FY2021.

In terms of the balance in incomes and expenditures for the current fiscal year, despite the reduction of the amount of donations to 30 million yen, it turned to be 7 million yen positive in FY2020. In addition to the increase of ECF and tuition payments, as the focus on online learning and recurrent education has been enhanced, the sales of online learning through the secondary use of teaching materials, as incomes from other than educational activities, have increased to contribute to the improved balance of incomes and expenditures.

In addition to the acquisition of competitive research funds such as Grants-in-aid for Scientific Research as external funds, the School is continuously promoting the acquisition of external funds including the formation of the "Joint Research Project for the Next Generation DX Information Infrastructure" with private sponsor companies with an initiative and lead by the President.

In addition to the ECF and tuition payments from the students, SBI Graduate School has been promoting the acquisition of external funds through the continuous secondary use of online learning materials, while achieving a more stable revenue base, and its financial status has turned to be healthier. Coupled with the results of continuous efforts to fulfill the admission quotas and the increased payment of ECF and tuition with the increase of the

number of students, the School has been promoting a sounder financial foundation while reducing its dependency on donations and qualitatively changing the balance of incomes and expenditures.

Evidence:
■E19-1: Incomes and Expenditures.

■E19-2: The Outline of the Joint Research Project for the Next Generation DX Information Infrastructure

2) Self-Evaluation:

The School fulfills this criterion.

It is necessary to acquire external funds and increase donations from outside the SBI Group.

Criterion 6-2 (C-20): "The School must develop yearly financial strategies for securing the funds necessary for realizing its mission statement."

1) Self-Check:

One of the keys to establishing a stable financial foundation is the increase of required enrollment numbers. The admission quota was raised from 60 to 80 in FY2022 and the actual number of students has also increased. In response to this, the Medium-term Management Plan was reviewed to further increase the quota. It is also expected that sales of online learning by secondary use of teaching materials will increase as incomes other than educational activities. In order to be widely learned by the general public, the School will continue to promote the sale of online learning by secondary use of class materials, etc., while achieving more stable financial foundation by receiving orders for corporate trainings.

On the other hand, as a means for acquiring external funds, the School aims at acquiring Grants-in-aid for Scientific Research (Kakenhi) and promotes industry-academia joint projects. The FD/SD Committee has been taking the lead for promotion and, in FY2020, the School attended the "video course for acquiring external funds" offered by Robust Japan Co., Ltd. to promote R&D activities and the acquisition of competitive R&D funds. The Joint Research Project for the Next Generation DX Information Infrastructure with external private companies was started in 2022 and it is expected to lead to acquiring external funds and improved quality of education and research.

Evidence:

■E20-1: The Medium-Term Management Plan (FY2022-FY2026)

■Transition in the number of applicants, successful applicants and enrollment

(In persons)

Semester	No. of applicants for each semester	The annual no. of applicants	No. of successful applicants for each semester	The annual no. of successful applicants	No. of enrollments for each semester	The annual no. of enrollments
2020 Spring	36	75	36	75	36	75
2020 Autumn	39		39		39	
2021Spring	45	96	43	87	41	84
2021 Autumn	51		44		43	
2022 Spring	72	※	61	※	60	※

* 2022 Autumn is still open for applications and the number is only for one semester

■List of Grants-in aid for Scientific Research Issued

FY	Research type	Amount to be issued	Representative researcher	Research content
FY2020	－	－	－	－
FY2021	Basic and generic research (C)	4,030,000 yen	Prof. Hideyuki Kobayashi	Characteristics and Background Factors Analysis of Bankruptcy Legislations in Seven Asian Countries - Perspectives from Small and Medium-sized Business Owners and Their Business Cultures
FY2022	－	－	－	－

■E20-4: The Outline of the Joint Research Project for the Next Generation DX Information Infrastructure

2) Self-Evaluation:

The School fulfills this criterion.

Since the labor cost expenditures associated with the increase of faculty members and administrative staff to ensure the quality of education, the School will make efforts to reduce cost by improving efficiency through systematization, review of business flows, renovation and renewal of the current management system of the administration office.

In terms of incomes, the School will aim at acquiring more Grants-in-aid for Scientific Research for acquisition of external funds and strive to expand industry-academia joint projects.

Criterion 6-3 (C-21): "The School must plan short-term and long-term financial strategies to secure adequate budgets necessary for realizing its mission statement."

1) Self-Check:

Regarding the financial strategy planning, the School had incorporated financial plans into the management improvement plans until 2021. In 2022, the School integrated the plan with the Medium-term Management Plan and mapped out the management plan and the financial strategy for the next five years. The new Medium-term Management Plan reflects the discussions and proposals at each committee to carry out the Mission Statement.

Going forward, the School will determine and implement a business plan and a financial plan for each fiscal year based on the new Medium-term Management Plan.

Evidence:

■E21-1: The Medium-Term Management Plan (FY2022-FY2026)

2) Self-Evaluation:

The School fulfills this criterion.

In response to the progress of the Medium-term Management Plan and changes in the external environment, it is important to formulate a proper rolling plan every year.

2. Issues to be improved:

It is necessary to increase the number of students and ECF and tuition payments based on the increase of the admission quota to strengthen the financial foundation of the School. It

is also necessary to further increase the amount of Grands-in-aid for Scientific Research to increase incomes outside the educational activities and acquisition of external funds and to expand industry-academia joint projects.

Since the labor cost expenditures associated with the increase of faculty members and administrative staff to ensure the quality of education, the School should also make efforts to review business flows, improve business through systematization and renovate and renew the current management system of the administration office.

Through these initiatives, it is required to strengthen the financial foundation of the School.

Chapter 3: "Curriculum"

Standard 7: Learning Goals

Viewpoint: To nurture human resources as identified in its mission statement, the School needs to set its learning goals by defining the expertise, skills and competencies to be developed through the educational programs.

1. Self-Check/Self-Evaluation Analysis:

Criterion 7-1 (C-22): "To achieve its mission statement, the School needs to set its learning goals by defining the expertise, skills and competencies to be developed through the educational programs."

1) Self-Check:

To achieve its mission statement, SBI Graduate School has set forth the following five learning goals.

1. To learn about business administration theory which is the basis of management, and to foster an ability for understanding by linking it with practical business.
2. To polish analytical ways of thinking and the ability to recognize issues, and to develop abilities to utilize specialized knowledge and practical skills.
3. To foster interpersonal understanding skills and management skills and strengthen the ability to administer an organization.
4. To understand trends in globalization and the development of IT, and to foster foresighted leadership and flexibility needed according to changes in the times.
5. To understand management by drawing a connection between its historical context and cultural background, and to cultivate knowledge conducive to appropriate character formation for leaders.

The learning goals contain not only the acquisition of expertise and skills but also important competency to extend them through practices in the job field.

Evidence:
■E22-1: Five Learning Goals

2) Self-Evaluation:

The School fulfills this criterion.

Since the environment surrounding corporate management is constantly changing, it is necessary to reflect those changes in the learning goals in accordance with the review of the Mission.

Criterion 7-2 (C-23): "The School must set the learning goals according to a certain process in the organization. The learning goals must be clearly stated in the course handbook, course outline, syllabi etc., to be announced to the students. The learning goals must be reviewed regularly by collecting opinions from the stakeholders."

1) Self-Check:

The School has set forth five learning goals and publishes them in the Course Handbook and the Course Outline.

Centering on the Entrance Examination/ Academic Affairs Committee being in charge of curricula organization and syllabus, the School regularly discusses student grades and their learning trends and the Advisory Committee also incorporates the opinions of external experts to review learning goals. In the 2020 autumn semester, the School reviewed and unified the description of the "Learning Goals" of the syllabus to let the learning goals correctly understood.

Evidence:
■E23-1: Five Learning Goals

2) Self-Evaluation:

The School partly fulfills this criterion.

The learning goals are published in easily accessible ways and places for stakeholders including students.

It is necessary to listen to the opinions of students and graduates on a regular basis to incorporate the opinions of many more stakeholders.

Criterion 7-3 (C-24): "The School must build a system to enhance communication with its students and provide academic assistance to students in choosing the courses to help them achieve their learning goals."

1) Self-Check:

1. The content and information of each course as well as the number of credits required for completion and its schedule are published in detail on the website.
2. At the admission briefing session, the administration office provides detailed descriptions on course selection by the students and subjects to be learned and responds to questions.
3. The administration office serves as a contact point to provide consultations on the selection of courses and subjects according to each student's learning goals via face-to-face conversations, telephones (video calling), emails, etc.
4. An individual consultation system has been in place and the students can use it when they have difficulties in learning. Two faculty members and one administration staff member attend for consultations. However, the system has been used only three times in the past two years. It is necessary to inform the students of the individual interview system and encourage them to utilize it more actively.

Evidence:

None in particular

2) Self-Evaluation:

The School fulfills this criterion.

Before completing the first year and starting to attend the degree seminar, the School will take measures to identify skills and competencies for students to develop and conduct individual interviews to develop their learning plans.

2. Issues to be improved:

The School has set forth five learning goals, which are published on the School's website, etc. in a means and place that is readily accessible by stakeholders including students. The School also provides necessary information and assistance so that students can set and implement their learning plans, but for the future improvements, it is necessary to promote dissemination and use of the individual consultation system.

It is necessary to solicit opinions on learning goals and review them as necessary through student questionnaires, communication with the Student Association and the Alumni Association and dialogues with stakeholders including the Advisory Committees.

Standard 8: Curriculum Policy and Management of Curriculum

Viewpoint: The School must design its curriculum systematically following its curriculum policy. In designing the curriculum, the School should consider elements such as systematic arrangement of the basic, fundamental, specialized subjects, placement of core subjects required for specialized education, and coordination between the academic/practical subjects.

1. Self-Check/Self-Evaluation Analysis:

Criterion 8-1 (C-25): "The School must set the curriculum policy according to a certain process and review the curriculum policy on a regular basis as an organization by collecting the opinions of stakeholders."

1) Self-Check:

The School has set forth the Curriculum Policy as follows:

To achieve our Education Research Objectives, a curriculum has been compiled with the following policies.

To study systematically about knowledge needed for business administration, the following groups of subjects including Strategy and Marketing, Organization and Human Resources, Finance, Mathematical Science on Management and Problem Resolving, Business Ethics and Management Philosophy, Global Business have been set up. Each group is organized into applicable subjects divided into three stages: core subjects which includes compulsory subjects; applied subjects; and developmental subjects. Students can be flexible in choosing the subjects they need to study, depending on their knowledge and experience. In addition, by putting what they have learned into practice in the real world, they can deepen their understanding through discussions with other students and improve competencies (behavioral characteristics) required of highly skilled professionals.

The Curriculum Policy has been regularly reviewed by the Entrance Examination/Academic Affairs Committee through the certification evaluation process by ABEST21 and JIHEE based on the discussions at the Advisory Committee with external experts from industry as participating members and opinions presented to the meetings with representatives of the Alumni Association and the Student Association and deliberated and approved at the Faculty Meeting.

Evidence:

■E25-1: Curriculum Policy

2) Self-Evaluation:

The School fulfills this criterion.

The Policy will be continuously reviewed in response to changes of the times and society.

Criterion 8-2 (C-26): "The School must design its curriculum according to its curriculum policy and arrange the core subjects systematically."

1) Self-Check:

Our curriculum consists of six course groups: "Strategy and Marketing" (14 subjects for a total of 20 credit units), "Organization and Human Resources" (11 subjects for 13 credit units), "Finance and Markets" (17 subjects for 24 credit units), "Management Mathematics and Problem-Solving" (8 subjects for 12 credit units), "Business Ethics and Management Principles" (6 subjects for 9 credit units) and "Global Business" (8 subjects for 9 credit units). In addition to these group subjects, there are Degree Seminars, "Business Plan Development Seminar," "Leading Successful Organization Change Seminar," and "Master's Dissertation" each granting 4 credit units.

Together with Degree Seminars, Marketing, Organization Behavior, Finance, Accounting, and Operations Management are listed as required courses.

The courses are classified into three levels: core, applied and expansion. The core courses mostly comprise of basic programs. Then there are applied and expansion courses which offer more advanced programs.

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 them to take at least four credit units out of the designated 12 subjects.

Twice annually in February and August, the Faculty Meeting reviews the curriculum submitted by the Entrance Exam and Academic Affairs committee —to add, if needed, new courses or replace existing ones with new ones—to constantly relate to the changing environments.

Evidence:

■E26-1: The Curriculum 2022

■List of Courses to be Newly Opened and Discontinued

Opening/discontinuing semester	Class to be discontinued	Faculty member in charge	Class to be newly opened	Faculty member in charge
			Overview of the Management	Tomonori Matsuki

Spring semester 2022	None	–	Organization Theory	
			Global Management Strategy I	Nobuya Yoshida
			Global Management Strategy II	Mirei Kuroda
			Date Science	Masaki Okamoto
Autumn semester 2022	None	–	International Tax Practice Management	Koji Umeda
			Global Human Resource Management	Takao Shigeta
			Advanced Leadership Theory V (Leadership Theory Found in Analects)	Yoshio Takeuchi
			Theory of Japanese Economy	Nobuo Kagomiya
Spring Semester 2023	None	–	Sustainability Management	Kyoshiro Matsubara
Autumn Semester 2023	None	–	–	–

2) Self-Evaluation:

The School fulfills this criterion.

It is better to establish a clear standard for closing existing courses and to find good solutions to reduce video production costs in order to promote scrap and build of courses.

Criterion 8-3 (C-27): "The School must consider the following aims when arranging the specialized subjects:
1) Combine and bridge theory and practice effectively, and follow the current trends
2) Enable students to develop expertise and professional skills necessary for global management professionals
3) Help students develop ideal personality and broaden their international perspective as global management professionals."

1) Self-Check:

The School has set forth to emphasize "practical learning endorsed by theory" as its educational philosophy, clearly states "education and research which combines theory and

practice related to business management" as the Mission and the first section of the learning goals stipulates “To learn about business administration theory which is the basis of management, and to foster an ability for understanding by linking it with practical business.” Each class is designed to combine and bridge theory and practice based on these policies and timely revised to reflect the latest trends.

For the purpose of acquiring international knowledge and abilities to lead modern corporate management in the face of an increasingly globalized social and competitive landscape, the School reviewed classes in the global business subjects and newly opened courses including global human resources management, Asian human resources management, global management strategy and international tax practice management in FY2022.

In addition, a course certificate program, "Global Business Program," has also been established to meet the diverse needs of working adults regarding global business management from FY 2022.

Evidence:

■E27-1: Education Philosophy, Mission Statement and Five Learning Goals

■List of Classes to be Newly Opened and Discontinued in the Global Business Subjects

Opening/discontinuing semester	Class to be discontinued	Class to be newly opened	Faculty member in charge
Spring Semester 2022	None	Global Management Strategy I	Nobuya Yoshida
		Global Management Strategy II	Mirei Kuroda
Autumn Semester 2022	None	International Tax Practice Management	Koji Umeda
		Global Human Resource Management	Takao Shigeta

2) Self-Evaluation:

The School fulfills this criterion.

To broaden their international perspective as global management professionals, the School will open classes in English.

Criterion 8-4 (C-28): "The School must design its curriculum aiming to expand the learning opportunities of its students by introducing the following measures.
1) Promotion of practical education such as case study, local survey, and company internship
2) Opportunity to take related courses in other departments at the same university and to use a credit transfer system with other schools
3) Opportunity to take courses of overseas universities via online classes."

1) Self-Check:

1. The School incorporates case studies and field surveys in such subjects as "Operations Management," "Case Studies for MBA" and "Business Planning Seminar" and the curricula have been organized to achieve the learning goals through exercises in which adult students practice what they have learned in classes in their workplaces.
2. The School a professional graduate school consisting of one department and there are no other departments. For students who have ever earned credits at other graduate schools, there is a system to certify those credits for similar classes. The School does not currently have systems to exchange credits or certify credits in partnership with other schools.
3. The School does not currently offer opportunities to attend courses at overseas universities through online classes.

Evidence:

1. Examples of case studies

- "Case Studies for MBA": Dongfeng Nissan, Yamato Transport, Shiseido, YKK, Johnson & Johnson, SONY, etc.
- "Operations Management": Toyota Motor, Mitsubishi Aircraft Corporation, Socie World, Shueisha, Saishunkan, Canon, etc.

2. Examples to certify the credits earned at other graduate schools

- FY2019: Credits of subjects at Business Breakthrough University (Three credits of organizational behaviors, accounting, etc.) were certified to one student.
- FY2020: Credits of subjects at School of Finance, Waseda University Graduate School (Eight credits of finance, statistics, companies act, etc.) were certified to one student and credits of subjects at Takushoku University Graduate School (Five credits of advanced financial accounting theory, advanced management information theory, etc.) were certified to one student
- FY2021: Credits of subjects at Osaka University Graduate School (Two credits of modern public policy, modern financial system theory, etc.) were certified to one student

Those credits described above were certified and counted at the "time of entrance." For

three students of Spring Semester 2022 who have applied for certification of credits (six credits in total) will be certified and counted in FY2022.

2) Self-Evaluation:

The School partially fulfills this criterion.

The School will collaborate with overseas universities to provide opportunities to attend courses at overseas universities through online classes.

Criterion 8-5 (C-29): "The School must review its curriculum regularly and systematically, based on facts including student's course registration, credits earned, academic performance, and career options."

1) Self-Check:

The curricula are reviewed twice a year.

Based on the learning progress and achievement of the students for each subject, the ability development plans prepared by the students in the "Organizational Behavior Studies" class as a compulsory subject, the class evaluation questionnaires and questionnaires of the graduates, the Entrance Examination/Academic Affairs Committee examines the opinions from the Advisory Committee with external experts as participating members, the Student Association and the Alumni Association to prepare a draft amendment plan of the curricula and the Faculty Meeting deliberates it to make decision.

In response to the amendment, the list of subjects and the schedule for courses are announced to the students in March and September.

Evidence:

■E29-1: The Minutes Resolving the Subjects to be Opened: The Minutes of the 168th and 174th Faculty Meetings

2) Self-Evaluation:

The School fulfills this criterion.

The School will provide curricula which can quickly respond to changes such as the drastic change in economic environment caused by Russian invasion of Ukraine following the COVID-19 pandemic as well as accelerated technological innovation.

2. Issues to be improved:

- In accordance with the Medium-term Management Plan, the School will offer classes in English for two credits incrementally each year from FY2023 and six credits in total in FY2025.
- The School will collaborate with overseas universities to provide opportunities to attend courses at overseas universities through online classes.

Standard 9: Quality Improvement of Curriculum

Viewpoint: To improve the quality of the curriculum, the School must maintain its educational environment, ensure sufficient class hours, and clearly state its grading criteria.

1. Self-Check/Self-Evaluation Analysis:

Criterion 9-1 (C-30): "The School must provide an environment and a guidance system that is conducive to learning and teaching in order to improve the quality of the curriculum."

1) Self-Check:

The School has appointed six Learning Staff (LS) members in charge of teaching and learning affairs in general and maintained and managed the Learning Management System (LMS) to smoothly facilitate learning by students and assistance by faculty members.

Students must attend the orientation course (regarding the course rules and how to attend the course, course schedules and content of "research ethics" and "how to write a master's thesis") through LMS before attending the course.

Opinions and requests from students can be directly sent by emails to faculty members and via the inquiries on subjects and the opinion exchange information bulletin boards in LMS. The School also regularly holds meetings to exchange opinions between the Student Association, the administrative and faculty members.

Faculty members in charge of "Business Planning Seminar" and "Master's Thesis Seminar" hold regular study sessions to exchange opinions to improve the quality of the classes.

The Student Association for current students and the Alumni Association for graduates are organized and support students' learning by holding study sessions and social gatherings in partnership with the School.

Evidence:

■E30-1: Documents to Describe How to Use LMS

■Table of Contents of Entrance Orientation Pages for Spring Semester FY22

■Orientation Materials
They will be opened in the different window. Please download applicable materials.

▶Materials for new regular course students
▶Materials for new part-time course students and Pre-MBA students
▶Materials for students to re-enroll
■Entrance Orientation (Video)
・Orientation Video 1　On materials to be distributed, Use of the school facilities, Tuition (approx. 11 minutes)
・Orientation Video 2　On class schedules and attendance (approx. 13 minutes)
・Orientation Video 3 On courses　(approx. 19 minutes)
・Orientation Video 4　On the long-term course system, issuance of various certificates/student discount certificates (approx. 7 minutes)
■How to Operate the e-Learning Site (Video)
・e-Learning Site 1: 1 Log-in (approx. 4 minutes)
・e-Learning Site 2: 2 (1) Access to the course(approx. 5 minutes)
・e-Learning Site 3: 2 (2) Browsing the materials (approx. 2 minutes)
・e-Learning Site 4: 2 (3) Watching video　(approx. 6 minutes)
・e-Learning Site 5: 2 (4) Taking an examination (approx. 4 minutes)
・e-Learning Site 6: 2 (5) Submission of a report (approx. 8 minutes)
・e-Learning Site 7: 2 (6) Posting opinions for discussions (approx. 7 minutes) *Including (7)
・e-Learning Site 8: 2 (8) Questions for the course content (approx. 3 minutes)
・e-Learning Site 9: 3 (1) Announcement, (2) Notice and (3) Information (approx. 6 minutes)
・e-Learning Site 10: 3 (4) Inquiries to the School Administration Office and (5) Documents (approx. 4 minutes)
・e-Learning Site 11: 4 Management of the account (approx. 4 minutes)
■Course registration and how to operate the Web system (Video) – For regular course students only
・How to operate: Replaying the video (approx. 9 minutes) *No course registration is required for part-time course students and Pre-MBA students
■Acceptance of questions
After confirming the content of questions, answers will be separately sent via emails.

■ Schedule of Study Sessions for "Business Planning Seminar" and Meetings for "Master's Thesis Seminar"

Year	Date	Content
2021	January 12th	Study Session for "Business Planning Seminar"
	February 2nd	Study Session for "Business Planning Seminar"
	February 26th	Meeting for "Master's Thesis Seminar"

	March 2nd	Study Session for "Business Planning Seminar"
	April 6th	Study Session for "Business Planning Seminar"
	May 11th	Study Session for "Business Planning Seminar"
	June 1st	Study Session for "Business Planning Seminar"
	July 6th	Study Session for "Business Planning Seminar"
	August 3rd	Study Session for "Business Planning Seminar"
	August 30th	Meeting for "Master's Thesis Seminar"
	August 31st	Study Session for "Business Planning Seminar"
	October 5th	Study Session for "Business Planning Seminar"
	November 2nd	Study Session for "Business Planning Seminar"
	December 7th	Study Session for "Business Planning Seminar"
2022	January 11th	Study Session for "Business Planning Seminar"
	January 15th	Meeting for "Master's Thesis Seminar"
	February 1st	Study Session for "Business Planning Seminar"
	March 1st	Study Session for "Business Planning Seminar"
	April 5th	Study Session for "Business Planning Seminar"

2) Self-Evaluation:

The School fulfills this criterion.

The School will continue to improve the convenience of LMS.

Criterion 9-2 (C-31): "The School must take the following measures concerning students' course registration.
1) Secure adequate classroom hours necessary for completing one credit of each course
2) Design adequate class time schedules
3) Set a limit to the number of credits which students can take
4) Set a quota on the number of students per course
5) Provide appropriate guidance for the students.
In particular, in case of providing shortened programs, the School must ensure that the educational methods and time schedules enable the students to achieve their learning goals."

1) Self-Check:

The one-credit subject consists of seven classes and one class includes 90-minute video viewing and 30 to 40-minute confirmation test and report required, while the two-credit course consists of 15 classes.

Every semester, in principle, one class is offered every week from the first week when the

course starts. In the case of Spring Semester 2022, the first class was offered on April 13th, 2022 and the second one on the 20th of the following week. The week 8 and week 9 for the course with one credit and the week 16 and week 17 for the course with two credits are the period of the semester-end assignments.

The maximum number of credits registered for courses is set to be 26 credits per fiscal year and 13 credits per semester according to the "Course Rules."

While there are no across-the-board limitations on the number of students per course, there are such subjects as "Business Strategy Development Theory," "Human Resource Management" and "Coaching" with the limits on the number of students. There is also such a subject as "Organizational Behavior Studies" which divides discussion into groups when there are many students attending or set a separate class in a real classroom setup.

In addition to describing the content and directions of classes in the syllabus, the School supports students to take classes smoothly with the use of the course maps. The LS confirms the progress status of students every week, consults with faculty members as necessary and encourages students to learn appropriately.

The School does not offer a short-term program that can be completed in less than two years.

Evidence:

■E31-1: The Curriculum 2022

■List of Orientation Materials

1. Mail address of the Graduate School/Notification of initial ID and PW
2. Orientation materials for the entrance in Spring Semester FY2022
3. Schedule of Spring Semester FY2022
4. Guidance for the use of the SBI Graduate School campus
5. Guidance for the use of the WEB system for course registration
6. Graduate School groupware (Microsoft Office 365), Set of operational manuals
   01_Use of the mail addresses issued by Graduate School and the file storage/team site
   02_【Office365】Guidance for initial set-up
   03_【Office365】Outlook on the web, User Manual
7. Graduate School groupware (Microsoft Office 365), Set of operational manuals
   04_【Office365】OneDrive for Business, User Manual

05_【Office365】Team site, User Manual

06_【Office365】Group user manual

07_【Office365】Microsoft Teams, User Manual

8. Syllabus for Spring Semester FY2022
9. Guidance for the use of SBI Graduate School e-learning site【For students】
10. Supplementary material for course registration

・Schedule of face-to-face classes

2) Self-Evaluation:

The School fulfills this criterion.

In order to ensure the learning effect while responding to the increase in the number of students, the School will assign multiple faculty members in the same compulsory subjects and utilize TA.

Criterion 9-3 (C-32): "The School must establish clearly defined standards for calculating grades and for evaluating the academic performance of its students in a fair and strict manner, state them in its school code, and inform the students of them."

1) Self-Check:

Confirmation of class attendance is conducted in LMS with a record of each student accessing the teaching materials. In addition to the two-factor authentication in logging in to LMS, it is not possible to log in to multiple screens with the same account at the same time and the class video is strictly managed and it does not become "watched" unless it is replayed to the end. Some classes set up quizzes at the end of the chapter end of the class video (1st hour) and students cannot proceed to the next chapter unless they answer those quizzes for the purpose of measuring the learning effect.

The grading criteria are clearly described for each subject in the syllabus.

The grade evaluations submitted by the faculty member are verified by the LS in charge of each subject to confirm whether they conform to the grading criteria and forwarded to the "Faculty Meeting". After then, the Faculty Meeting deliberates the judgment ratio of each subject to maintain the fairness in the grade evaluations and the President makes a final decision.

Since the grade evaluations have tended to be high, as a result of deliberations at the Faculty Meeting, the guidelines have been established "to set the median score of grades lower than 85 points and not to exceed 30% of A ratings with 90 points or higher."

Evidence:
■E32-1: Example of the grading criteria in the Syllabus
Human Resources Management

2) Self-Evaluation:
The School fulfills this criterion.
If the number of students is 30 or more, the following rules will be considered and decided by the end of FY2022.
The relative evaluations with A, B, C and D in the ratio of 1/6, 1/3, 1/3 and 1/6 from the top grades.

Criterion 9-4 (C-33): "The School must state in the syllabus for each course its educational goals, course content, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance. The consistency between the syllabus and the actual class contents needs to be examined systematically and periodically."

1) Self-Check:
The School clearly describes the outline of the classes, learning goals, lesson plans, grading methods, necessary textbooks and reference books, precautions in course registration, etc. in the syllabus. It is distributed to all the current students, new students and faculty members for reconfirmation twice a year in March and September. The full text of the syllabus and the outline of the classes and the learning goals described in the syllabus are disclosed on the School's website so that even outsiders of the School can freely browse them.

Evidence:
■E33-1: Sample of the Syllabus
Human Resources Management

2) Self-Evaluation:
The School fulfills this criterion.
The School will make efforts to make competencies, which can be acquired when the Learning Goals are achieved, more understandable.

Criterion 9-5 (C-34): "The School's faculty and staff members should share information about students' course records and total credits earned and develop a system to provide necessary guidance to students."

1) Self-Check:

The administrative staff collect data on the progress status of students' subjects, the course completion status, credits earned and academic performance and shares them with all the faculty members. The administrative staff also confirm the status of course registration for the students who are about to complete the course and provide advices to them as necessary so that they can complete the course in the desirable period.

The administrative staff further interviews with students advancing to the final year to make sure which of three different types of the seminars for them to select and provides advices as required. In order to support the students to select one of the seminars, the "Business Planning Seminar," which is selected by the largest number of students, holds the event in which the faculty members in charge introduce the characteristics of each seminar and the "Master's Thesis Seminar" organizes the one in which the graduates of the seminar share their experiences.

Evidence:

■E34-1 Materials for Course Completion Judgment

■The Outline of the Introduction Event of Seminars

【Purpose】

- Explanation of preparation before taking the seminar, how to select the seminar, flow after taking the seminar, etc.
- Introduction of the faculty members in charge
- Introduction of each seminar and procedures in classes
- Creation of opportunities for faculty members and students to interact directly

【Outline of the event】

February 11th, 2022 (Friday) (via Zoom)

13: 00～14: 50 Explanation of the characteristics of each seminar and the procedures of classes by a faculty member in charge of each seminar (eight minutes for each seminar)

14: 50～15: 00 Q&A

【Seminars participated】

Thirteen seminars out of 14

【The number of students participated】
Forty students

2) Self-Evaluation:
The School fulfills this criterion.

2. Issues to be improved:

In order to ensure the learning effect while responding to the increase in the number of students, the School will assign multiple faculty members in the same compulsory subjects and utilize TA.

Standard 10: Online Education

Viewpoint: When delivering online education utilizing various sophisticated media, the School must work to maintain the quality of its teaching and learning and strive for an improved educational effect.

1. Self-Check/Self-Evaluation Analysis:

Criterion 10-1 (C-35): "When conducting online education utilizing various sophisticated media, the School must work to maintain the quality of its teaching and learning and strive for an improved educational effect."

1) Self-Check:

The School has been providing online learning opportunities since its establishment and believes that the learning effect of online classes is no less than that of real classes. For instance, as to the face-to-face classes of "Operations Management" to deal with the same topic, four classes before the COVID-19 pandemic were real ones and the rest of the two classes were conducted online, while there is no distinctive difference between the number of statements per student in the real classes and in the online ones.

Evidence:

■E35-1: SBI Graduate School's Learning Style

■Face-to-Face Classes of "Operations Management": The Number of Statements by the Students

	2018		2019		2020	2021
	spring	autumn	spring	autumn	autumn	spring
form of class	real				online	
statements (a)	48	58	50	28	58	64
students (b)	19	33	21	15	30	23
ratio (a/b)	2.5	1.8	2.4	1.9	1.9	2.8

ratio total	2.1	2.3

2) Self-Evaluation:

The School fulfills this criterion.

The School will continue to improve the learning effect of online education mainly by the FD/SD Committee. For a specific means, the School will consider to increase the number of courses in which the students cannot proceed to the next chapters unless they answer the confirmation quizzes correctly in watching the lecture video.

Criterion 10-2 (C-36): "When conducting online education, the School must make effort to maintain faculty support system such as teaching assistants to support faculty members, and technical staff to support the IT infrastructure and help faculty members with IT issues."

1) Self-Check:

The School has assigned IT system personnel in the administration office to be in charge of maintenance, update and troubleshooting of IT infrastructure and LS is being in charge of support for the use of IT systems for newly participating faculty members.

Evidence:

None in particular

2) Self-Evaluation:

The School fulfills this criterion.

Criterion 10-3 (C-37): "When conducting online education, the School must have student support system to provide assistance in forming the learning environment."

1) Self-Check:

In addition to LMS to watch class videos and submit assignments, the School has set up a system in which LS support students for connection testing and troubleshooting in using various IT systems including Zoom and Teams used for e-learning and Stream for uploading videos for the "Business Planning Seminar."

Evidence:

None in particular

2) Self-Evaluation:

The School fulfills this criterion.

Criterion 10-4 (C-38): "When conducting online education, the School must evaluate the achievement level of the learning goals, examine the learning outcomes systematically, and review the online teaching and learning methods."

1) Self-Check:

The achievement status of learning results is being evaluated by quizzes at the end of each chapter, discussions in face-to-face classes and via bulletin boards and reports to be submitted at the end of the year. If some issues for e-learning improvement are found through questionnaire surveys after the course, the School will promptly take countermeasures for them.

Evidence:

■Example of Countermeasures for Issues of e-Learning Improvement

Through questionnaire surveys for evaluation of the "Operations Management" course in the Fall Semester of FY2020 and the regular exchange meetings with the Student Association, it was pointed out that "it is convenient to use the chat function during the Q&A sessions in the face-to-face classes" and the School started using the chat function during the Q&A sessions in the Spring Semester FY2021.

2) Self-Evaluation:

The School fulfills this criterion.

2. Issues to be improved:

While the School tries to improve the educational effect of e-learning through FD activities mainly by the FD/SD Committee, it is necessary to further improve the convenience of e-learning including the renovation and renewal of the current LMS.

Standard 11: Diploma Policy and Learning Outcomes

Viewpoint: The School must set a Diploma Policy to ensure that the student has completed the course by earning credits required. In response to the social needs for leaning goals, the learning outcomes must be assured.

1. Self-Check/Self-Evaluation Analysis:

Criterion 11-1 (C-39): "The School must set a clear diploma policy which states the criteria for course completion including credit requirements. Diploma policy which provides fair and strict judgment should be clarified in the School Code and published to the students."

1) Self-Check:

The School has stipulated the Diploma Policy as described below and disseminated it to the general public through brochures and the website.

The Diploma Policy

Students who have attended for two years or more and acquired all the credits necessary, including for the compulsory subjects, as well as having fulfilled the following conditions, shall be conferred with a Master of Business Administration (Professional).

1. Students who have acquired academic standards in theory for special fields of business administration and can apply that to resolving problems in business and management.
2. Students who have a high level in the main competencies (behavioral characteristics) sought after in highly-skilled professionals.

Conditions for Completion

To acquire 34credits or more (Including 17 in total: 13 credits of compulsory subjects and 4 out of 12 credits of elective compulsory subjects).

Evidence:

■E39-1: Diploma Policy

2) Self-Evaluation:

The School fulfills this criterion.

In order to ensure that appropriate certifications for completion are conducted, the School will continue to analyze the competencies of behaviors actually demonstrated in classes and seminar mainly through the Entrance Examination/Academic Affairs Committee to improve various standards and operations.

Criterion 11-2 (C-40): "To assure the leaning outcomes of the alumni, the School must build a system to collect stakeholders' opinions and examine the learning outcomes systematically and periodically."

1) Self-Check:

Questionnaire surveys, which include the following questions, are conducted for graduates upon the completion of the program and every other year after graduation.

- Have you experienced any changes in your job or work environment? If "yes," choose from options: start-ups, changing careers, transfer to the desired department, promotion, increase in salary, promotion of organizational reforms, execution of M&A.

The following items are included in the class evaluation questionnaires for students conducted every semester.

- Were you able to achieve the learning goals of the class and learn well from the class?

The faculty members in charge evaluate the behaviors demonstrated by the students in the degree semesters and make them be aware whether their competencies are growing.

Based on these results, the School exchanges opinions with the representatives of the Alumni Association and the Advisory Committee twice a year on a regular basis to confirm whether the graduates have been able to achieve their the learning outcomes.

Evidence:

■History of the Advisory Committee Convened (Cf. C-03)

■The Results of the Questionnaire Survey for Graduates (In September 2021)

*In Japanese

Questions and answers are as follows:

Questions	Answers
Have you ever started a new business after entering SBI Graduate School (including intrapreneurship)?	Yes: 33, No: 84
When did you start a new business (including intrapreneurship)?	While in School: 11, After graduation: 23
How many times have you started a new business (including intrapreneurship)?	Once: 24, Twice 2: 4 , 3 times or more: 5
When did you start a new business (including intrapreneurship)?	Twenty-eight graduates answered the specific periods.
Have you ever experienced any changes in your job or work environment?	Yes: 48, No: 36
Choose from the options if applicable.	Career changes: 13, Transferred to the desired department: 11, Promoted: 15, Increase in salary: 16, Promoted organizational reforms:18, Executed M&A: 3
Have you ever recommended SBI Graduate School to the people around you?	None: 28, Once: 35, Twice or more: 54
How is it likely for you to recommend SBI	Recommended: 18, Not active: 54,

Graduate School to your friends and colleagues?	Negative: 45
What is the reason to/not to recommend?	Ninety-nine graduates answered.

2) Self-Evaluation:

The School fulfills this criterion.

It takes training and experience to understand actual behaviors demonstrated and adequately evaluate competencies. The School has already provided faculty members with training to understand and analyze competencies and will continue to improve the level of advices from faculty members to students at Degree Seminars by confirming the status of understanding competencies in entrance examination interviews and providing feedback to each faculty member.

Criterion 11-3 (C-41): "Based on the examined results of the learning outcomes, the School must review the Mission Statement, Learning Goals and the Curriculum according to the prescribed process systematically and periodically."

1) Self-Check:

Based on the examined results of the learning outcomes, as described in Criterion 11-2, the Internal Quality Assurance Promotion Committee and the Entrance Examination/Academic Affairs Committee of the School take the lead to regularly verify the Mission Statement, the Learning Goals and the Curriculum to maintain the Mission Statement to quickly respond to the change of the times. Most recently, the Mission Statement was revised in 2020 and the Learning Goals in the same year. The curriculum has been regularly reviewed twice a year as described in Criterion 8-5.

Evidence:

■E41-1: The Minutes Resolving Revision of the Mission and the Comparison Table of the Old and New School Codes: The Minutes of the 150th Faculty Meeting

2) Self-Evaluation:

The School fulfills this criterion.

The revision of the Mission Statement will be verified by the Internal Quality Assurance Promotion Committee by the end of June every year and seek judgment by the Faculty Meeting in July.

2. Issues to be improved:

1. The Entrance Examinations/Academic Affairs Committee will take lead to analyze the competencies of behaviors demonstrated in classes and seminars, etc. and improve various standards and operations.
2. The School will continue to provide faculty members with training activities to understand and analyze competencies and try to improve the level of advices from faculty members to the students.

Standard 12: Globalization of Curriculum

Viewpoint: The School must promote the globalization of curriculum to meet the needs of economic, social, and cultural globalization.

1. Self-Check/Self-Evaluation Analysis:

Criterion 12-1 (C-42): "The School must make effort to practice classes in international language, classes taught by foreign invited professors, foreign seminars and online joint class with overseas schools, etc."

1) Self-Check:

Some parts of "Organizational Behavior Studies" and "Human Resources Management" are conducted in English and some other subjects require the students to read English papers.

At present, there are no classes conducted on in foreign languages without using Japanese including the classes of foreign invited professors. For this reason, the new Medium-term Management Plan has been mapped out to open classes in English for 2 credits incrementally each year from FY2023 and six credits in total in FY2025. In addition, the School will convert some classes in English when they are newly created or revised by the current faculty members and try to use external members including professors whose native language is English.

The School is also signing the MOU so that the students can take classes in English at overseas graduate schools. The following three schools have already signed the MOU:

- Naresuan University, Thailand,
- Universitas Airlangga, Indonesia and
- Universitas Surabaya, Indonesia.

Evidence:

■E42-1: The Draft MOU with ABEST21 Member Schools

2) Self-Evaluation:

The School partially fulfills this criterion.

The School will ensure to carry out the measures stipulated in the Medium-term Business

Plan to fulfill the criterion.

Criterion 12-2 (C-43): "The School must make effort to establish international collaborations such as joint degree program, double degree program, and overseas internship."

1) Self-Check:

Since October 2020, Chairman Kitao has offered a subject, "Business Management Theory Learned from the Chinese Classics." And Professor Hosonuma offered lectures at Shanghai University of Finance and Economics for 2 years in 2018 and 2019. (the COVID-19 pandemic prevented travel to China and the lectures have been suspended)

The School is promoting collaboration with overseas universities and the following three schools have already signed the MOU:

- Naresuan University, Thailand,
- Universitas Airlangga, Indonesia and
- Universitas Surabaya, Indonesia.

Evidence:

None in particular

2) Self-Evaluation:

The School fulfills this criterion.

Professor Hosonuma will collaborate with Shanghai University of Finance and Economics to produce a textbook to be completed in March 2023 and the School will seek for international collaboration with overseas affiliated universities including the joint diploma program, the double-degree program, the overseas internships, etc.

Criterion 12-3 (C-44): "The School must provide adequate support to foreign students in course guidance, study and career development."

1) Self-Check:

Many of the foreign students at SBI Graduate School are already employed by Japanese companies or run their own companies in Japan, so they are fluent in Japanese and do not require any special language support.

However, each faculty member in charge of such subjects as "Finance" and "Financial Accounting" tries to explain in plain Japanese for those students to understand easily and

deepen their understanding. And in the seminars of Professor Hanamura, Professor Hosonuma and Associate Professor Dasai, the number of seminar interviews with foreign students is twice as much as that with Japanese students for thorough assistance.

For research and career development, there is no special support only targeting foreign students, but some foreign students who will complete the program in 2022 are seeking for starting their own businesses, so the School will provide more detailed support.

Evidence:

The number of the students with foreign nationalities is as follows:

Six completed the course in FY2020, three in FY2021 and nine current students (as of March 2022)

2) Self-Evaluation:

The School almost fulfills this criterion.

Since it is expected that some students who do not have sufficient Japanese language skills will take the course through partnership programs with overseas universities, it is necessary to improve the English proficiency of the administrative staff members and convert the part of LMS into English.

2. Issues to be improved:

It is necessary to build and enhance a system which can accept many foreign students as well as the deployment of international collaborations with Asia.

Chapter 4: "Students"

Standard 13: Admission Policy and Student Selection

Viewpoint: The School should clarify its target students and set its admission policy for an adequate selection process in order to accept the ideal students for its educational program.

1. Self-Check/Self-Evaluation Analysis:

Criterion 13-1 (C-45): "The School should clarify its target students and state it in the student admission materials to provide fair admission opportunities for all prospective candidates, and actually take in the students who fit the target profile. Target profile should be reviewed systematically and periodically."

13-1: Number of Students enrolled

	2020	2021	2022*
Full-time students enrolled	—	—	—

Part-time students enrolled	75	84	60
Total number of students enrolled	75	84	60

Note: The number for 2022 is spring only.

1) Self-Check:

The Admission Policy of SBI Graduate School is as follows:

1. Persons who have already started up a business, as well as working adults who are aiming to create a new business.
2. Persons who aim to enhance their careers by opening a new market or creating a new business within an organization.
3.Persons who aim to be active in a global environment as highly-skilled professionals who have leadership skills.

Based on the Policy, application qualifications and procedures are posted on the web pages and the student admission materials and new students are recruited through the school explanatory sessions and hands-on classes. In the entrance examination, the required academic abilities and competencies are evaluated by theses and interviews and persons who fall under the target profile are selected. As a result, about 75% of the students choose "Business Planning Seminar" as a seminar subject for the final year of the course.

As shown in the table below, there are few foreign students and Japanese students living overseas and the female ratio is not high enough. The target profile is being reviewed by analyzing newly enrolled students every year and reflecting the opinions of Advisory Board members.

Evidence:

■E45-1: Admission Policy

■The composition of the newly enrolled students for the past one year

In persons	Spring 2021	Autumn 2021	Spring 2022
Gender	Males 27／ Females 12	Males 27／ Females 16	Males 46／ Females 14
Nationality	Japanese 36／ Foreign 3	Japanese 40／ Foreign 3	Japanese 59／ Foreign 1
Residence	In Japan 37／ Overseas 2	In Japan 42／ Overseas 1	In Japan 60／ Overseas 0

■The ratio of seminar subjects selected for the past three years

	Spring 20		Autumn 20		Spring 21		Autumn 21		Spring 22	
The number of applicable students	39		32		24		33		41	
Business Planning Seminar	30	77%	23	72%	19	79%	24	73%	29	71%
Organizational Change Seminar	3	8%	4	13%	1	4%	2	6%	1	2%
Master's Thesis Seminar	6	15%	5	16%	4	17%	7	21%	11	27%

2) Self-Evaluation:

The School fulfills this criterion.

However, the School seeks to increase in the ratio of foreign students, Japanese living overseas and female students.

Criterion 13-2 (C-46): "The School must set its admission policy to evaluate the scholastic abilities and aptitudes of candidates in a consistent and objective fashion through its selection processes. The admission policy should be reviewed systematically and periodically."

1) Self-Check:

The Admissions Policy is clearly stipulated for the School to select persons who are likely to have the core competencies required for global entrepreneurial leaders as set forth in the Mission.

The Admissions Policy is regularly reviewed by the Faculty Meeting through deliberations by the Entrance Examination/Academic Affairs Committee and the Internal Quality Assurance Promotion Committee based on changes in social needs, the School's Medium-term Management Plan and changes in enrollments. The latest revision was in November 2021.

Evidence:

■E46-1: Admission Policy

2) Self-Evaluation:

The School fulfills this criterion.

In order to improve the precision of the selection process, the School will further enhance the competency analysis abilities of the faculty members in the entrance examinations.

Criterion 13-3 (C-47): "According to the admission policy, the School must define the qualification for applicants and details of entrance examination in the printed materials such as student admission materials, and show them to all applicants."

1) Self-Check:

The School's website describes the qualification for application, content of the entrance examination and the time of application in accordance with the Admission Policy. The same content is sent with the brochure to an applicant who has requested the entrance materials to be sent.

The qualification for application is as follows:

Those who have graduated from a four-year university or have equivalent academic abilities and have at least three years of working experience or equivalent experiences approved in the entrance examination*1

"Those who have graduated from a four-year university or have equivalent academic abilities" refers to a person who falls under one of the following criteria:

1. Those who have graduated from a university,
2. Those who have been awarded a bachelor's degree by the National Institution for Academic Degrees and Quality Enhancement of Higher Education,
3. Those who have completed 16 years of school education (18 years in case of admission to a doctoral course to study medicine, dentistry, pharmacy or veterinary medicine) in a foreign country,
4. Those who have completed the course of 16 years of school education (18 years in case of admission to a doctoral course to study medicine, dentistry, pharmacy or veterinary medicine) in a foreign country by taking distance education courses offered by a foreign school in Japan,
5. Those who have completed the course of a foreign school designated as the equivalent of a foreign university in Japan (a Japanese school of a foreign university designated by the Minister of Education, Culture, Sports, Science and Technology),

6. Those who have been awarded a degree equivalent to a bachelor's degree by completing a course with a term of three years or more (five years or more in case of admission to a doctoral course to study medicine, dentistry, pharmacy or veterinary medicine) at a foreign university, etc.,
7. Those who have completed the specialized course (listed in the specialized courses designated by the Minister of Education, Culture, Sports, Science and Technology) at the designated special technical school,
8. Those who have completed a high school under the old system of education, etc.,
9. Those who have graduated from a college under the jurisdiction of an individual ministry including National Defense Academy, Japan Coast Guard Academy, Meteorological College, etc. and
10. Those who are 22 years of age or older and recognized by the School's individual admission qualification screening*2

*1 Since the lectures at SBI Graduate School are conducted in Japanese, the Grade 1 of the Japanese Language Proficiency Test or equivalent certification is required for an applicant whose mother languages is not Japanese.
*2 Those who do not fall under the criteria 1-9 described above must submit the "Admission Qualification Screening Sheet" before application.

The content of the entrance examination is as follows:

1. Essay examination: Preparation of short essays (on two designated questions) for a given theme (The theme is subject to change for each semester.)
2. Interview examination: Oral examination and language proficiency check for an applicant who needs it (in Japanese).

The website and university brochures also describe the application procedure and the flow from the application to the announcement of successful applicants.

Evidence:
■Application Guidebook *In Japanese The content is as described in the Self-Check.

2) Self-Evaluation:

The School fulfills this criterion.

Since the current explanations are somewhat difficult to understand, the description on the tuition payment in using the long-term course registration system should be reviewed to be more easily understood.

Criterion 13-4 (C-48) : "The School must make efforts to match the actual number of student enrollment with the required enrollment through its selection processes."

1) Self-Check:

Table 13-1: As shown in the number of students enrolled, the number of students enrolled has satisfied the required enrollment numbers for the past three years. The ratio of applicants to enrollment has been about 1.2 times in the most recent semesters (Autumn 2021 and Spring 2022).

In FY2022, the School revised the annual required enrollment numbers to 80 (40 students for every semester). In recent years, the number of students enrolled has exceeded the required enrollment numbers, which has incorporated the increase in the required enrollment numbers.

For the selection of students to be enrolled, the final admission judgment is made in the second screening after the first screening by mini essays and interviews so that the number of students enrolled reaches the appropriate level.

Evidence:

■Table 13-1: Number of Students enrolled

Semester	No. of required enrollment	No. of applicants (a)	No. of students enrolled (b)	a/b (%)
Spring 2022	40	72	60	120
Autumn 2021	30	51	43	119
Spring 2021	30	45	41	110
Autumn 2020	30	41	39	105
Spring 2020	30	42	36	117
Autumn 2019	30	31	31	100
Spring 2019	30	35	31	113

2) Self-Evaluation:

The School fulfills this criterion.

The School will seek to increase the ratio of Japanese students living overseas and females as described in Criterion 13-1.

Criterion 13-5 (C-49): "The School must review its student selection criteria and methods systematically and periodically."

1) Self-Check:

For the selection of students, the entrance examinations are held twice a year in April and October in accordance with the Admissions Policy.

The Entrance Examination/Academic Affairs Committee has continuously verified whether these criteria and methods of student selection, the examination system and its operation are appropriate, and the Faculty Meeting has deliberated those issues for timely reviews. In order to reduce the variability in evaluations in the entrance interviews, on May 11th, 2021 as a part of the Faculty Development (FD), the School collaborated with the FD/SD Committee to develop the guideline to improve the interviewers' Behavior Event Interview skills guidelines and hold the training sessions.

Evidence:

■E49-1: The Student Selection Criteria

■History of Study Sessions for Entrance Interviews Held

Year	Date	Content of training	Lecturer	Subjects
2021	May 11th	Training of interview skills	Professor Takao Shigeta	Participating faculty members
2022	January 11th	Description of scoring guidelines	Professor Takao Shigeta	Participating faculty members

2) Self-Evaluation:

The School fulfills this criterion.

While collaborating with other executive committees, the Entrance Examinations/Academic Affairs Committee systematically and regularly reviews and will continue to review the standards and methods of student selection. The School will continue to improve its abilities to analyze the skills and competencies of interviewers' Behavior Event Interviews by providing the feedback using the video recording of the entrance examination interviews and comparing the evaluation results of the entrance examination with the learning progress after admission.

2. Issues to be improved:

The School will deploy the marketing activities for student recruitment more effectively, increase the ratio of enrollment to application and increase the ratio of the Japanese students living overseas and females to enrollment. By increasing the number of Japanese students living overseas, the School will promote discussions and proposals for problem resolutions from wider perspectives based on more diverse cultures and differences in systems. This is also important from the perspective of globalization of the School.

Furthermore, the School will continue to improve its abilities to analyze the skills and competencies of interviewers' Behavior Event Interviews by providing the feedback using the video recording of the entrance examination interviews and comparing the evaluation results of the entrance examination with the learning progress after admission.

Standard 14: Student Encouragement and Support

Viewpoint: The School must have a system for providing financial support to the students who face difficulties with continuing their studies, as well as a system to enhance academic progression for students who achieve excellent academic results. Through such system the School should encourage students to continue with their study.

1. Self-Check/Self-Evaluation Analysis:

Criterion 14-1 (C-50): "The School must have a system that rewards students who achieve excellent academic results, and also a system to acknowledge the social contribution of its students."

1) Self-Check:

For students who have achieved excellent academic results, there is a system to award them upon the completion of the course in accordance with the Standard for Awarding Excellent Performers. Awarding them at the completion ceremony will also improves the students' motivation to learn. For the graduates in March 2022, the Faculty Meeting verified the academic performance of the students and awarded three graduates.

Since the Autumn Semester FY2011, the President's Award has been granted for the graduate with GPA of 3.5 or higher and the highest academic results. In addition to that, it has been customary to grant the Dean's Award to the graduate with the second-best achievement and the Excellent Learning Spirit Awards to the other graduates who have been recognized as being particularly excellent. The certificates of commendation and extra prizes have been awarded for each of them.

The School has yet to establish a system to acknowledge the social contribution of its

students.

Evidence:
■E50 -1: Standards for Awarding Excellent Performers

2) Self-Evaluation:

The School almost fulfills this criterion.

The School has yet to establish a system to acknowledge the social contribution of its students and it will be necessary to prepare the mechanism for the School to understand the students' activities and engagements outside the School.

Criterion 14-2 (C-51): "The School must have an administrative system for providing financial, academic and livelihood support to students who face difficulties with continuing their studies, and to international students and disabled students who are in need for special support."

1) Self-Check:

The School has established a scheme to exempt tuition fees in the following cases:

1. Students with excellent academic performance and incomes below the standard level,
2. Students facing major changes in their life stages,
3. Students who are single parents and
4. Students with foreign nationalities and incomes below the standard level.

For those students who have difficulties to spend sufficient time to continue their studies due to regular jobs or family care, the School admits them to switch to the long-term registration even halfway through the courses.

Evidence:
■The Scheme for Tuition Fees Exemption *In Japanese The content is as follows:

Scheme for Tuition Fees Exemption	Conditions for Application
Tuition fees exemption for those who are with excellent academic performance	Those who got 850 points or more in the entrance examination with 4.26 million yen or less of the total household incomes of the previous year including those of themselves <The document required at the time of application> A copy of the income certificate of the previous year of application

and incomes below the standard level	
Tuition fees exemption for those who are facing a major change in the life stage	Those who have taken maternity leaves, childcare leaves and nursing care leaves as stipulated by the law and got 800 points or more in the entrance examination. <The document required at the time of application> A copy of leave certificate issued by the place of work or certificate issued by the public body
Tuition fees exemption for those who are single parents	Those who are single parents (single mothers or single fathers paying to support children [who are less than 20 years old] and got 800 points or more in the entrance examination <The document required at the time of application> A copy of the family register
Tuition fees exemption for those who have foreign nationalities with incomes below the standard level	Those who have foreign nationalities with 6 million yen or less of the total household incomes of the previous year including that of themselves <The document required at the time of application> A copy of the residence card and a copy of the income certificate of the previous year of application *If the previous year's income exceeds 6 million yen in advancing to the second year, exemption of tuition fees will be terminated.

【Amount to be Exempted】

One-third of the tuition fee for the first year, 400 thousand yen, will be exempted.

The entrance fee exemption scheme by early application and the tuition exemption scheme can be used concurrently.

Multiple tuition fees reduction schemes cannot be used concurrently.

For a student with excellent academic performance in the first year (GPA3.2 or higher) and meets the income standard (*) set forth below, the exemption scheme will be continued even in the second year. In that case, the student will be requested to submit necessary documents to apply for the scheme again.

*At the time of advancing to the 2nd year: Those who with the previous year's income of 4.26 million yen or less.

2) Self-Evaluation:

The School fulfills this criterion.

The School will seek to introduce a support system in the event of a decrease of income due to rapidly worsening socio-economic conditions.

Criterion 14-3 (C-52): "The School must have administrative offices which collect and process relevant information and provide consultation for the students concerning career options, career development and studying abroad."

1) Self-Check:

The Public Relations Committee and the administrative staff provide consultations to the students on career options and career development. For career development, etc., the Public Relations Committee is designated as a point of contact in LMS. The number of consultations from the students was 1 in 2020 and 2 in 2021.

SBI Graduate School has obligated the students, as completion requirements, either to participate in the Business Planning Seminar and submit a business plan, participate in the Master's Thesis Seminar and submit a master's thesis or participate in the Organizational Change Seminar and submit an organizational change report. At the time of individual consultations, faculty members provide advices to students, including which of the three seminars to participate in, while focusing on their career paths and career development after the completion of the course.

Besides the individual consultation system for the current students, the faculty members individually respond to consultations on careers when being requested by the graduates, but there has been no official system for consultations.

Since all the students are students with careers, it is difficult to study abroad by taking off from work, so there has been no case of consultation on studying abroad and the system is not in place.

Evidence:

None in particular.

2) Self-Evaluation:

The School almost fulfills this criterion.

It is necessary for the School to address the issues of studying abroad as a future task in conjunction with the globalization of the School.

Criterion 14-4 (C-53): "The School must provide orientations on the support system where necessary."

1) Self-Check:

The School has established a scheme to provide financial support to students who have difficulties to continue studying and a scheme to award students who have achieved outstanding academic performance.

The School has established a business planning support system to provide various supports for entrepreneurship including investment through the SBI Group to students with outstanding academic performance and high scores of the Business Planning Seminar which is equivalent to a completion examination. The School also holds the "SBI-U Venture Challenge System" every year even after the completion to provide brushing up the business plans by mentors, select excellent business plans from the candidates, introduce them to the SBI investment personnel of venture capitals and provide opportunities to receive investment and business advices.

For these support systems, the School describes them during the orientation for the entire curriculum at the time of enrollment. For the current students, before the start of each semester and when the curriculum is updated, the School also posts some points to note for the course registration on the LMS bulletin board and instructs all the current students to check them.

Evidence:

■The Support System for Academic Fees

The Scheme for Tuition Fees Exemption (Cf. C-51)

■Benefits for Educational Training

This is a scheme to provide a part of the tuition fees upon completion of educational trainings designated by the Minister of Health, Labor and Welfare to provide the environment and procedures to provide benefits when the schools do not provide tuition support including exemption or payment of benefits.

2) Self-Evaluation:

The School fulfills this criterion.

For new students, the School provides the orientation for the entire curriculum at the time of entrance. For the current students, before the start of each semester and when the curriculum is updated, the School also posts some points to note for the course registration on the LMS bulletin board and instructs all the current students to check them.

In selecting either of "Business Planning Seminar," "Organizational Change Seminar," and

"Master's Thesis Seminar", the students can observe classes in the semester before taking the seminar and attend the seminar's interim presentation sessions and final report meetings as observers. The Public Relations Committee serves as a contact point for consultations on which seminar to select. Since the number of students is expected to increase in the future, the School will build a system to explain various supports to be provided by utilizing the orientation session and the bulletin board.

Criterion 14-5 (C-54): "The School must review the academic support and reward system systematically and periodically."

1) **Self-Check:**

For the awards system, the Faculty Meeting, which finally determines the grades of the students to complete the course each term, presents candidates for excellent performance and commendation, deliberates their eligibilities and determines the awardees. While doing so, the past selection processes are reviewed, and the Excellent Learning Spirit Award has been newly established since 2021.

When the academic support cannot be handled by the faculty member and the LS in charge, it is shared within the administration office including managers to support and advise the faculty members. However, the process has not been institutionalized and the response depends on individual circumstances.

Evidence:

■ Support for the Students' Learning and Health

*In Japanese

The content is as follows:

■ Contact Point of Support for Students' Learning and Career Options

Administration office, SBI Graduate School Educational Corporation

TEL : 03-6229-1175

FAX : 03-6685-6100

Email : sbiu-contact@sbi-u.ac.jp *In Japanese

■ Contact Point of Support for Physical and Mental Health

Tokyo International Clinic

TEL : 03-5220-3377

Office hours: 9: 00～18: 00

Email : infoika@tic.or.jp

Homepage: http://www.tic.or.jp *In Japanese

2) Self-Evaluation:

The School almost fulfills this criterion.

At the School, the Faculty Meeting makes decisions for the awarding system for students with excellent academic performance and reviews it as necessary including new establishment of the "Excellent Learning Sprit Awards." For an administrative system to provide financial, academic and livelihood support to students who face difficulties with continuing their studies, there is a mechanism for faculty members and LS in charge and the administration office to provide support, but no formal system has been in place and they respond to individual circumstances case-by-case bases.

2. Issues to be improved:

The School will seek to introduce a support system in the event of a decrease of income due to rapidly worsening socio-economic conditions.

Standard 15: Student Body Diversity

Viewpoint: "The School must make effort to take in students with various cultural and social backgrounds in response to the needs of the economically, socially and culturally globalized society."

15-1- Number of Foreign Students enrolled

	2020	2021	2022*
Foreign students enrolled	5	6	1
Home students enrolled	70	78	59
Total number of students enrolled	75	84	60

Note: The number for 2022 is spring only.

1. Self-Check/Self-Evaluation Analysis:

Criterion 15-1 (C-55): "The School must take measures to attract a diverse student body."

1) Self-Check:

The School has strived to accept people having various economic, social and cultural backgrounds according to the needs of the society. The School describes its policy at the explanatory sessions. One of the alumni with spinal muscular atrophy (SMA) has been in

charge of serial articles in the newspaper and tells his story at School which has led to raised awareness of the School. For economic backgrounds, see the tuition exemption scheme in the following paragraph, too.

Evidence:

■ Attribute of the students	The number of the students: 209
Residence	Tokyo metropolitan area: 137, Rural areas: 66 and Overseas: 6 ※Tokyo metropolitan area (Tokyo, Kanagawa, Chiba, Saitama, Ibaraki, Tochigi and Gunma)
Nationality	Japanese: 198, Non-Japanese: 11
Academic background	College graduate or higher:182, Less than college graduate: 27
No. of the students with disabilities	One student

2) Self-Evaluation:

The School partially fulfills this criterion.

In addition to promoting globalization, it is necessary to enhance and improve the system to accept many students with various foreign nationalities. For that purpose, it is essential to shift from the current situation in which the course is limited only to the students who can attend classes to be conducted in Japanese to a new system which enables the provision of classes and the support from the Administration office in English.

It is also required to set up and improve a learning environment, including providing an academic support, so that students with disabilities to learn while taking advantage of the benefits of e-learning to learn without commuting and restrictions on locations.

Criterion 15-2 (C-56): "The School must provide academic, financial and livelihood support for students with different cultural backgrounds where appropriate."

1) Self-Check:

As described in C-51, SBI Graduate School has established four types of scheme to exempt tuition fees as follows:

1. Tuition fees exemption for students with excellent academic performance and incomes below the

standard level,

2. Tuition fees exemption for students facing major changes in their life stages,

3. Tuition fees exemption for students who are single parents and

4. Tuition fees exemption for students with foreign nationalities and incomes below the standard level.

As described in C-53 furthermore, the School has been designated as being eligible for the professional practical education and training benefits of the Ministry of Health, Labor and Welfare.

Evidence:

■ History of the use of each tuition fees exemption scheme

Scheme	2020	2021	2022
Tuition fees exemption for students with excellent academic performance and incomes below the standard level	1	0	1
Tuition fees exemption for students facing major changes in their life stages	6	6	3
Tuition fees exemption for students who are single parents and	0	0	0
Tuition fees exemption for students with foreign nationalities and incomes below the standard level	7	13	3

2) Self-Evaluation:

The School fulfills this criterion.

It is necessary to establish a support system to accept students who do not have sufficient Japanese language skills.

Criterion 15-3 (C-57): "The School must have a system to send its students to foreign universities, and an administrative system to provide necessary information and counseling for students who wish to study at foreign universities."

1) Self-Check:

No students have sought to study abroad ever since and there has been no system to support for students to study abroad.

Evidence:

None in particular

2) Self-Evaluation:

The School does not fulfill this criterion.

Since the mission of SBI Graduate School has been to provide online learning opportunities

and award MBA degrees to the students, there has been no system to support students to study abroad at overseas universities.

Criterion 15-4 (C-58): "The School must review its system for student mobility with foreign countries systematically and periodically to promote student interchanges with different cultures."

1) Self-Check:

Although the School does not have a cross-cultural exchange program by sending students abroad and a system for students to study abroad, it is focusing on recruiting students living overseas to promote student exchanges with different cultures. The School increased the number of classes in the Global Business Subjects and started the course certification program specializing in the global businesses in 2022 as a part of this initiative.

For measures to promote cross-cultural exchange programs including the recruitment of students living overseas, the Public Relations Committee takes a lead for planning which is forwarded to the Internal Quality Assurance Promotion Committee and, then, to the Faculty Meeting for approval.

Evidence:

None in particular

2) Self-Evaluation:

The School partially fulfills this criterion.

The School will seek to provide online classes and hybrid classes with face-to-face ones to facilitate participation of overseas students and opportunities for cross-cultural exchanges with overseas cultures to deepen understanding while providing learning opportunities to students living overseas.

2. Issues to be improved:

In order to establish a system to accept students with diverse nationalities and backgrounds, combined with globalization strategies of the School, it is the first priority to establish classes in English and enhance the administration office staff's abilities to respond to globalization.

On the other hand, the mission of the School has been to provide online learning opportunities and award MBA degrees to the students. Since the School has been attempting to create an environment where students can learn regardless of national

boundaries and time differences, some of the students are Japanese living overseas or foreigners living in Japan. The School will further promote the conventional initiatives and continue to provide online classes and hybrid classes with face-to-face ones to facilitate participation of overseas students and opportunities for cross-cultural exchanges with overseas cultures to deepen understanding.

Chapter 5: "Faculty"

Standard 16: Faculty Structure

Viewpoint: "The School should have an adequate number of faculty members with the teaching ability required for the educational program."

1. Self-Check/Self-Evaluation Analysis:

Criterion 16-1 (C-59): "The School must have a number of full-time professors and associate professors that is adequate for its educational program."

16-1-1: Number of Full-time faculty members

	Capacity for Students	Required number of faculty members	Current number of faculty members	+/-
2020	120	11	17	+6
2021	120	11	14	+3
2022	160	11	15	+4

16-1-2: Current view of Faculty Organization

	Prof.	Associate Prof.	Assistant Prof.	Senior Lectures	Lecturers	Others	Total
Participating Faculty members	12	3	0	0	0	0	15

1) Self-Check:

In April 2022, SBI Graduate School increased the required enrollment numbers from 60 to 80 per year. As a result, the School's capacity for students for the two-year course will increase from 120 to 160. The number of students as of April 2022 is 199 (excluding students who are on leave).

The required number of participating faculty members based on the Standard for Establishing Professional Graduate Schools of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) is as described in Table 16-1-1 and the School has four participating faculty members exceeding the Standard and meets the appropriate level.

Evidence:
■E59-1. List of Participating Faculty Members

2) Self-Evaluation:
The School fulfills this criterion.

Criterion 16-2 (C-60): "The School must secure adequate number of practically qualified faculty members necessary for its practical education."
16-2: Number of Practically Qualified Faculty members as of May 1, 2022

Type	Academically Qualified Faculty members	Professionally Qualified Faculty members	Total
Participating Faculty members	7	8	15
Supporting Faculty members	11	19	30
Total	18	27	45

1) Self-Check:
According to Paragraph 4 of the Standard, the required number of professionally qualified (PQ) faculty members with at least five years of professional experiences and advanced professional skills is at least 30% of the total number of participating faculty members, or four or more, and eight of them are currently PQ faculty members and the School properly complies with the laws and regulations.

Evidence:
■E60 -1: List of Participating Faculty Members

2) Self-Evaluation:
The School fulfills this criterion.

Criterion 16-3 (C-61): "The School must ensure that the ratio of full-time and supporting faculty members in its faculty structure is appropriate."
16-3-1: Participating Faculty members

Name of Participating faculty members	Position	Number of courses	Number of credits
Hiroshi Fujiwara	Professor, President	3	6
Hideyuki Kobayashi	Professor, Dean	6	14
Hiroshi Moriya	Professor	4	4
Takao Shigeta	Professor	6	12
Aiho Hosonuma	Professor	6	10

Shinya Hanamura	Professor	7	14
Hideyuki Kobayashi	Professor	4	14
Osamu Takashima	Professor	2	6
Nobuya Yoshida	Professor	3	6
Hiroto Koda	Professor	2	6
Kazuto Sasaki	Professor	4	12
Nobuo Kagomiya *	Professor	2	6
Toshiyuki Dasai	Associate professor	6	12
Xiaofei Lu	Associate professor	3	8
Ryoko Ueda	Associate professor	4	12
Total 15			

In charge of classes from October 2022 (Prof. Kagomiya with *)

16-3-2: Supporting Faculty members

Name of Supporting faculty members	Position	Number of courses	Number of credits
Yoshitaka Kitao	Professor	1	1
Tatsuo Yamasaki	Professor	2	2
Hideki Ishikawa	Visiting Professor	2	5
Takao Nomakuchi	Visiting Professor	1	1
Kyoshiro Matsubara	Visiting Professor	1	1
Michiaki Tanaka	Visiting Professor	1	1
Naoki Tona	Visiting Professor	1	1
Naotsugu Hayashi	Visiting Professor	1	1
Akira Ishikawa	Visiting Associate Professor	2	4
Eunji Seo	Visiting Associate Professor	1	4
Masaki Okamoto	Visiting Associate Professor	2	3
Maki Saito	Lecturer	1	1
Koichi Fukuda	Lecturer	4	4
Hiroko Kariya	Lecturer	1	2
Toru Nakamura	Lecturer	1	1
Masatoshi Onozuka	Lecturer	1	1
Yoshio Takeuchi	Lecturer	2	2
Tomoya Hayakawa	Lecturer	2	5
Nobuaki Otsuki	Lecturer	2	5
Tatsuo Kuroda	Lecturer	1	4
Nariyuyuki Matsuzawa	Lecturer	1	4
Masayuki Hiwatashi	Lecturer	1	4
Yukiko Iida	Lecturer	1	4
Taku Kumazawa	Lecturer	3	8
Hanjiro Murakami	Lecturer	1	4

Tomonori Matsuki	Lecturer	3	6
Shinichiro Kadota	Lecturer	1	1
Koji Umeda	Lecturer	1	1
Mirei Kuroda	Lecturer	2	5
Junichi Fukuda	Lecturer	2	2
Total 30			

1) Self-Check:

As of May 1st, 2022, the number of participating faculty member is 15 and that of supporting faculty member is 30 as shown in Tables 16-3-1 & 16-3-2.

Participating faculty members are teaching 62% of courses in terms of credits. All required courses are taught by participating faculty members.

It is considered that the ratio of participating and supporting faculty members in its faculty structure is appropriate.

Evidence:

■Tables 16-3-1 & 16-3-2

2) Self-Evaluation:

The School fulfills this criterion.

From Table 16-3-1, it is judged that the number of classes and credits in charge is rather unbalanced among the participating faculty members and the burden level is also biased between the faculty members, so it is necessary to take measures including committee activities.

Criterion 16-4 (C-62): "The School must maintain faculty diversity in terms of age, gender, and nationality in its faculty structure."

16-4-1: Age Group of the Participating Faculty members

years old	29 & under	30-39	40-49	50-59	60 & above	Total
Participating faculty members	0	1	1	2	11	15

16-4-2: Gender of the Participating Faculty members

Gender	Number of Male	Number of Female	Total
Participating faculty members	12	3	15

16-4-3: Nationalities of the Participating Faculty members

Type	Number of home Nationality	Number of foreign Nationalities	Total

Participating faculty members	14	1	15

1) Self-Check:

i. The average age of faculty members is 62 years of age and 73% of them are over the age of 60, while the number of young faculty members is small.

ii. Out of 15 participating faculty members, 12 of them are men, 3 women and 14 of them are Japanese nationals and 1 is Chinese. However, one of the 14 Japanese nationals has changed nationality from Chinese to Japanese due to marriage.

Evidence:

■As described on Tables 16-4-1, 16-4-2 and 16-4-3.

2) Self-Evaluation:

The School partially fulfills this criterion.

The School will actively recruit faculty members with overseas experiences, young faculty members and female faculty members to promote the diversity of faculty members.

2. Issues to be improved:

The School has secured the sufficient number of faculty members for education. In the curriculum review process, which is implemented twice a year, the Entrance Examination/Academic Affairs Committee needs to review the balance in the subjects and credits between the PQ/academically qualified faculty members and that between the participating and the supporting faculty members and check whether their assignments are appropriate.

Since the number of subjects and students in charge by participating faculty members is unbalanced, it is required to take measures to ensure that there is no imbalance in the burden levels among each faculty member while comprehensively considering the subjects in charge, research activities, committee activities, etc.

For the overall composition of the faculty members, the School needs to actively recruit faculty members with overseas experiences, young faculty members and female faculty members to promote the diversity of faculty members.

Standard 17: Faculty Qualifications

Viewpoint: "The School should have faculty members not merely of sufficient number, but also of sufficient expertise and skills."

1. Self-Check/Self-Evaluation Analysis:

Criterion 17-1 (C-63): "The School must have qualified full-time faculty members for each of the majors it offers in accordance with the following criteria:
1) Faculty members recognized as possessing outstanding accomplishments in research or education
2) Faculty members recognized as possessing outstanding skills in their field of study
3) Faculty members recognized as possessing outstanding knowledge and experience in their field of study."

17-1: The Degreed held by Participating Faculty members

Type	Ph.D.	Masters	Others	Total
Participating Faculty Members	8	3	4	15

1) Self-Check:

The appointment and promotion of faculty members of the School are based on their personalities, academic backgrounds, work experiences, education and research achievements, etc., and the appointment and promotion of participating faculty members are appropriately operated in accordance with the "Standard for Selection of Faculty Members." For supporting faculty members, as well, their appointment and promotion are based on their personalities, academic backgrounds, work experiences, education and research achievements, etc. and the "Standard for Selection of Part-Time Professors, etc." has been established so that the Faculty Meeting deliberates their appointments and the President makes final decisions.

Evidence:

■E63-1: Standards for Selection of Faculty Members

■E63-2: Standards for Selection of Part-Time Professors, Etc.

2) Self-Evaluation:

The School fulfills this criterion.

Criterion 17-2 (C-64): "The School must set rules and standards for recruiting and promotion of faculty members. Recruiting and promotion of the faculty members must be conducted according to the prescribed process in a fair and objective manner."

1) Self-Check:

For appointments, after application documents by open recruitments or recommendations are screened and a candidate is judged as promising, an interview examination is conducted

by two faculty members. If the result is positive, the President makes a final decision after deliberations by the Faculty Meeting.

For promotions, faculty members submit an "Academic Performance Report" and a "Self-Inspection Report" to the FD/SD Committee once a year and the Dean evaluates them. If there is a faculty member who deserves to be promoted, two judges are appointed according to the process defined in the internal regulations and the president makes a final decision after examination by the Faculty Meeting.

Evidence:
■E64-1: Standards for Evaluation of Faculty Members

2) Self-Evaluation:

The School fulfills this criterion.

In addition to the existing competency models for professors and associate professors, it is desirable to build competency models when there is an opportunity to hire lecturers.

Criterion 17-3 (C-65): "The School must systematically review the faculty members' performance during the past five years on 1) research activities, 2) educational activities, 3) social contribution activities. The materials showing the performance should be disclosed."

17-3-1: Research Achievements by Participating Faculty members

Name	Degree*1	Title*2	Field*3	AQ/PQ*4	Research Achievements of last 5yrs*5						Total
					Class / Educational		Academic/ Theory		Community Service		
					PRJ	OIC	PRJ	OIC	PRJ	OIC	
Hiroshi Fujiwara	PhD	Professor, President	OIS	PQ	0	1	0	0	0	3	4
Hideyuki Kobayashi	PhD	Professor, Dean	OIS	AQ	0	3	2	8	0	5	18
Hiroshi Moriya	M.A.	Professor	O	AQ	0	0	0	0	0	2	2
Takao Shigeta	MBA	Professor	MGT	PQ	0	3	0	1	0	2	6
Aiho Hosonuma	PhD	Professor	MGT	AQ	0	0	1	16	0	0	17
Shinya Hanamura	PhD	Professor	FIN	AQ	0	0	6	25	0	0	31
Hideyuki	PhD	Professor	O	AQ	0	13	0	26	0	9	48

Kobayashi											
Osamu Takashima	B.A.	Professor	FIN	PQ	0	0	0	2	0	3	5
Nobuya Yoshida	B.A.	Professor	MGT	PQ	0	1	0	0	0	1	2
Hiroto Koda	B.A.	Professor	OIS	PQ	0	8	0	1	0	15	24
Kazuto Sasaki	PhD	Professor	MKT	PQ	0	3	0	1	0	2	6
Nobuo Kagomiya	M.A.	Professor	OIS	PQ	0	0	0	2	0	7	9
Toshiyuki Dasai	B.A.	Associate professor	ACT	PQ	0	0	0	0	0	0	0
Xiaofei Lu	PhD	Associate professor	O	AQ	0	3	3	18	0	4	28
Ryoko Ueda	PhD	Associate professor	OIS	AQ	0	1	0	23	0	24	48

Note

*1 Last degreed earned (PhD or MA)

*2 Title (Professor, Associate Professor, and others)

*3 Field: Management (MGT) Finance (FIN) Marketing (MKT) Accounting (ACT) Operation and MIS (OIS) Others (O)

*4 AQ/PQ = AQ: Academically Qualified faculty member, PQ: Professionally Qualified faculty member

*5 Research achievements of the past 5 years - for the academic year

-Class/Educational = mainly for or related to their class taught or to the business school

- Academic/Theory = highly technical academic and theory for expert field

- Community Service = Community Service related to the field of expertise

-PRJ = Peer Review Journal – number of published articles

-OIC = Other Intellectual Contributions – number of published articles other than those included as PRJ

1) Self-Check:

The FD/SD Committee requires all participating faculty members to submit Academic Performance Reports for the past five years, Self-Inspection Evaluation Reports and research plans once a year. These documents describe faculty members' research activities, educational activities and social contribution activities.

Based on the documents described above, individual research funds are granted and faculty members are appraised for their outcomes. The latest versions of the Academic Performance

Reports submitted every year are published on the School's website.

Evidence:

■E65-1: Academic Performance Report

■E65-2: Self-Inspection Evaluation Report (Template)

■E65-3: Research Plan and the Research Budget Sheet (Template)

■History of Individual Research Funds Granted

In JPY

Name of Faculty Member	FY2018	FY2019	FY2020	FY2021	FY2022
Hideyuki Kobayashi	600,000	400,000	200,000	400,000	400,000
Takao Shigeta	200,000	200,000	200,000	200,000	200,000
Aiho Hosonuma	600,000	600,000	600,000	350,000	550,000
Shinya Hanamura	0	200,000	200,000	600,000	600,000
Hideyuki Kobayashi	600,000	200,000	600,000	600,000	600,000
Nobuya Yoshida	0	200,000	0	0	0
Hiroto Koda	0	200,000	400,000	350,000	350,000
Xiaofei Lu	600,000	200,000	600,000	400,000	600,000
Ryoko Ueda	0	0	200,000	400,000	400,000

2) Self-Evaluation:

The School fulfills this criterion.

The School will consider necessity to reviewing the necessary documents in order to fully understand and promote faculty members' research and educational activities.

Criterion 17-4 (C-66): "The School must evaluate the contents of practical education taught by the practically qualified faculty members systematically and periodically and examine the appropriateness of the course subject assigned."

1) Self-Check:

The Entrance Examination/Academic Affairs Committee regularly checks the content of subjects offered by professionally qualified faculty members. The following questions are included in the class questionnaire surveys conducted every semester as described in C-08.

- Were you able to achieve the learning goals of the class and learn well from the class?
- Was the class content practical enough for you to utilize for your future career?
- Did the literature or materials presented help you understand what you were learning?

Answers to those questions are analyzed for each subject.

However, questionnaire surveys from the students alone are not sufficient and the evaluation criteria are based on the same standards as those for the subjects offered by academically qualified faculty members.

Evidence:

■ Items of the class evaluation questionnaire (Cf. C-08)

2) Self-Evaluation:

The School fulfills this criterion.

The School will examine whether or not the content of the classes offered by PQ faculty members should be checked by subject matter experts.

Criterion 17-5 (C-67) : "The School must have a system to reward its faculty members who have excellent achievements in academic research or education."

1) Self-Check:

Education and research activities are evaluated by the President or the Evaluation Committee appointed by the President based on the Academic Performance Reports and the Self-Inspection and Evaluation Reports and the results of class evaluation questionnaires. The results of evaluations are reflected in bonuses and promotions. However, since SBI Graduate School's management has been based on the donations from the SBI Group, there has been no bonus payment since the change in salary structure in 2017.

On the other hand, two faculty members were promoted in June 2019.

In addition, individual research funds are paid based the academic performance of

individual faculty members.

Evidence:
■E67-1: Standards for Implementation of Evaluation of Faculty Members

■History of Individual Research Funds Payment (Cf. C-65)

2) Self-Evaluation:

The School fulfills this criterion.

The School will seek for bonus payment to the faculty members in accordance with the improvement of its financial status.

2. Issues to be improved:

It is required to fairly evaluate the content of Academic Performance Reports and the Self-Inspection and Evaluation Reports and the burden level of classes and other academic services and to realize the bonus payments.

Standard 18: Maintenance of Education and Research Environment

Viewpoint: The School should maintain a good education and research environment for its faculty members to enhance their teaching abilities.

1. Self-Check/Self-Evaluation Analysis:

Criterion 18-1 (C-68): "The School must limit the number of courses its faculty members teach so that the faculty members can secure time to develop their education and research activities."

1) Self-Check:

While there is no explicitly stated standard, the School tries to assign no more than 10 credits per faculty member in charge per year. But, in fact, since the number of classes and credits is rather unbalanced among the participating faculty members and the burden level between the faculty members is also biased, it is necessary to take measures for fair distribution of burdens including committee activities.

Evidence:
None in particular

2) Self-Evaluation:

The School does not necessarily fulfill this criterion.

It is necessary to seek to establish an explicit standard in the future.

Criterion 18-2 (C-69): "The School must have a system to support its faculty members to secure necessary research funds as well as to receive support by administrative and technical staff necessary for promoting faculty members' education and research activities."

1) Self-Check

1. For participating faculty members, as described in C-65, individual research funds are granted according to their research achievements in the previous year based on the "Standards for Ranking of Individual Research Funds Provision."
2. SBI Graduate School has 14 administrative staff members in charge of the overall academic affairs at School. Six of them are supporting the education and research activities of the faculty member as LS. IT technologies are being supported by 2 administrative staff members and one outsourced company.
3. Seven supporting faculty members are part-time lecturers with full of professional experiences in business start-ups and supporting the Business Planning Seminar. The School has three teaching assistants, while two of them have started up their own businesses after graduation and are assisting the student guidance.
4. For research activities, the Academic Affairs Division in the Administration Office supports faculty members for acquiring research funds including the Grants-in-Aid for Scientific Research.

Evidence:

■The Standard for Ranking of Individual Research Funds Provision

1. Basic Conditions
■Ranked Budget (Annual) and Conditions
Rank S: 450,000 yen or more (Upper limit: 600,000 yen) Basic conditions: 45 points ・Submission of a research plan: 5 points ・One or more conference presentations: 10 points ・Three or more papers published (Regardless of domestic, international or peer reviewed including school bulletins): 30 points
Rank A: 250,000 yen or more (Upper limit: 400,000 yen) Basic conditions: 25 points ・Submission of a research plan: 5 points

・Two or more papers published (Regardless of domestic, international or peer reviewed including school bulletins): 20 points

Rank B: 100,000 yen
(Upper limit: 200,000 yen) Basic conditions: 15 points

・Submission of a research plan: 5 points

・One paper published (Regardless of domestic, international or peer reviewed including university bulletins): 10 points

Rank E: No budget/application

II　Conditions for Incentives: Upper limit of 15points

・Peer-reviewed paper: 10 points (Regardless of the number of papers including invited papers)

・Contribution to a university bulletin: 5 points

・Application for Grants-in-Aid for Scientific Research:　5 points (To be counted only at the time of application, The period in which the adopted research activities are being continued is not applicable for points)

(Notes)

*For books published, one academic book (single-authored) is converted to three academic papers and one general book (including a co-authored academic book) one academic paper.

*In publishing a book or presenting a paper at a conference, it should be clearly stated on its belonging to SBI Graduate School.

*Papers refer to academic papers in general which have been generated from creative research activities by authors and published in academic journals, etc.

*For the SBI Graduate School Bulletin, the President and the Vice-President can contribute the same paper which has been published in an external journal within the past one year.

【The Standard for Individual Research Funds Provision for a Newly-Employed Faculty Member in the initial fiscal year】

1. Research funds shall be granted where an applicable faculty member has research achievements in the previous fiscal year and has applied for research funds (A

research plan needs to be submitted).

2. Research funds for the initial fiscal year shall be in B Rank across the board and the amount shall be decided based on individual research achievements.
3. In case an applicable faculty member is employed in the middle of the fiscal year, research funds for the initial fiscal year shall be provided in amount, which is decided based on the item 2 described above, divided by the number of months to be employed.

【Notes for Submission of Research Funds Application】

・Any research achievements record submitted after the deadline shall be out of the scope for decision.

1. Self-Evaluation:

The School fulfills this criterion.

In order to encourage research activities by more faculty members and improve the quality of research, it is necessary to improve the existing support system for better ease of use.

Criterion 18-3 (C-70): "The School must have a system for its faculty members to relieve them from their education activities and concentrate on research for a certain period of time, such as sabbatical leave system or study abroad system."

1) Self-Check:

The School has a sabbatical leave system for its faculty members. Participating faculty members who have continuously served for more than five years will exempted from classes in charge, committee activities and entrance examination work for six months after applying to the Dean and being approved by the President. During the sabbatical period, in addition to preparing for the presentation of papers and writings, the content of the classes should also be enhanced including updating the lecture videos.

Classes during that period shall be cancelled in principle or replaced by other faculty members. However, at present, it is difficult to secure alternative faculty members or relegate them to TAs for some compulsory subjects, so the School needs to seek for measures for that in the future. Even during the non-sabbatical period, the School believes that research and guidance activities by faculty members of SBI Graduate School at

overseas universities can be done on online bases.

Evidence:
■E70 -1: Standards for Sabbatical System

2) Self-Evaluation:

The School fulfills this criterion.

The School will to verify whether there has been improvement in the number of presentations of papers per faculty member and the results of the class evaluation questionnaires on the update of lecture videos to consider possible measures as necessary in the future.

Criterion 18-4 (C-71): "The School must build a system to reflect its faculty's excellent achievement in education and research to its curricula, so that the curricula are vitalized."

1) Self-Check:

Each faculty member is obliged to submit an Academic Performance Report every year and it is expected that its outcomes are reflected in the subjects in charge. Specifically, his/her academic performance is reflected in the form of revisions to class videos or incorporated into face-to-face classes, but its implementation is left to the discretion of each faculty member and there has been no mechanism for implementation.

Evidence:
■E71-1: Academic Performance Report

2) Self-Evaluation:

The School partially fulfills this criterion.

The School will consider to adding a column in the Academic Performance Report to fill in the results reflected or plans to be reflected in the subject in charge.

Criterion 18-5 (C-72): "The School must make effort to maintain the educational environment where the faculty members can teach students using electronic media."

1) Self-Check:

The School has been focusing on lectures using digital media and working to maintain and improve the educational environment mainly by the Education and Research Environment Committee.

Evidence:
■E72-1: The Faculty Organization 2

* Refer to the Education and Research Environment Committee

2) Self-Evaluation:

The School fulfills this criterion.

2. Issues to be improved:

The School will seek to prepare the standard which clearly stipulates to equalize the burdens between faculty members including the upper limit of the number of credits in charge per faculty member. In order to promote the academic performance to be reflected in classes, the School will also consider to introduce a system to describe the results and plans (for reflection in classes) in the Academic Performance Report.

Standard 19: Faculty Development

Viewpoint: The School must conduct faculty development to enhance their teaching abilities systematically and periodically.

1. Self-Check/Self-Evaluation Analysis:

Criterion 19-1 (C-73): "The School must conduct faculty development to enhance their teaching abilities systematically and periodically."

1) Self-Check:

As a part of the FD initiatives, peer reviews of the content of the classes between faculty members and training conferences are implemented to exchange opinions for FD as shown in Table History of the FD Activities.

Particularly in the "Business Planning Seminar," study sessions are regularly held every month by the faculty members in charge and, in addition to discussions on issues and challenges, various examples and excellent educational guidance initiatives found in the seminar are shared to make constant efforts to improve the content of classes.

The hands-on classes held every month are being open to other faculty members to observe so that they can apply them to improve their own classes. Since FY2021, the FD/SD Committee has hosted the study sessions for research promotion by professors twice a year. In addition to these initiatives, the administration office has offered the copyright seminar and the course on research ethics and all faculty members have taken part in them.

Evidence:

■ History of the FD Activities

Year	Day, Month	Activities	Subjects and themes	Faculty member in charge
21	Jan.9th	Trial lesson	AI (Fintech)	Professor Shinya Hanamura
	Jan. 12th	Study session for the Business Planning Seminar		Faculty member in charge
	Feb. 2nd	Study session for research promotion	Regional Revitalization through SDGs toward a Post-COVID-19 Society: Future developed by FinTech/ Digitalization of Regional Financial Services and SMEs	Professor, President Hiroshi Fujiwara
	Feb. 2nd	Study session for the Business Planning Seminar		Faculty member in charge
	Feb. 6th	Trial lesson	Management of Chinese Corporations (Chapter V, "Theory on Chinese Corporations"	Professor Aiho Hosonuma
	Feb. 26th	Meeting for improvement of the Master's Thesis Seminar	Sharing class guidance information and discussion for improvements	Faculty member in charge
	March 2nd	Study session for the Business Planning Seminar		Faculty member in charge
	March 13th	Trial lesson	Marketing	Professor

				Kazuto Sasaki
	April 6th	Study session for the Business Planning Seminar		Faculty member in charge
	April 10th	Trial lesson	Introduction to Legal Affairs	Associate professor Xiaofei Lu
	May 8th	Trial lesson	Operations Management	Professor Hideyuki Kobayashi
	May 11th	Study session for the Business Planning Seminar		Faculty member in charge
	Jun. 1st	Study session for the Business Planning Seminar		Faculty member in charge
	Jun. 6th	Trial lesson	Entrepreneurship	Professor Nobuya Yoshida
	Jul. 3rd	Trial lesson	"Job Evolution Type" Personnel System: Enhancing Dynamic Capabilities to Respond to Changes	Professor Takao Shigeta
	Jul. 6th	Study session for the Business Planning Seminar		Faculty member in charge
	Aug. 3rd	Study session for research promotion	Vital Points of Negotiation: Can You Be a 'Master of Life'?	Professor Hideyuki Kobayashi
	Aug. 3rd	Study session for the Business Planning Seminar		Faculty member in charge

	Aug. 14th	Trial lesson	Corporate Governance	Associate professor Ryoko Ueda
	Aug.30th	Meeting for improvement of the Master's Thesis Seminar	Sharing class guidance information and discussion for improvements	Faculty member in charge
	Aug. 31st	Study session for the Business Planning Seminar		Faculty member in charge
	Sep. 18th	Trial lesson	AI (Fintech)	Professor Shinya Hanamura
	Oct. 5th	Study session for the Business Planning Seminar		Faculty member in charge
	Oct. 16th	Trial lesson	Management of Chinese Corporations (Chapter V, "Theory on Chinese Corporations"	Professor Aiho Hosonuma
	Nov. 2nd	Study session for the Business Planning Seminar		Faculty member in charge
	Nov. 20th	Trial lesson	Problem Resolution Methods	Associate professor Toshiyuki Dasai
	Dec. 4th	Trial lesson	Marketing	Professor Kazuto Sasaki
	Dec. 7th	Study session for the Business Planning Seminar		Faculty member in charge
22	Jan. 8th	Trial lesson	Global Management	Professor

			Strategy I & II	Nobuya Yoshida Lecture Mirei Kuroda
	Jan. 11th	Study session for the Business Planning Seminar		Faculty member in charge
	Jan. 15th	Meeting for improvement of the Master's Thesis Seminar	Sharing class guidance information and discussion for improvements	Faculty member in charge
	Feb. 1st	Study session for research promotion	Study on Action Learning to Discover and Develop Innovation Leaders	Professor Takao Shigeta
	Feb. 1st	Study session for the Business Planning Seminar		Faculty member in charge
	Feb. 12th	Trial lesson	Corporate Management and Companies Act	Associate professor Xiaofei Lu
	Feb. 22th	Training session	Seminar of Copyrights in the Field of Education	External expert
	Mar.1st	Study session for the Business Planning Seminar		Faculty member in charge
	Mar. 12th	Trial lesson	Operations Management	Professor Hideyuki Kobayashi
	Apr. 5th	Study session for the Business Planning Seminar		Faculty member in charge
	Apr. 5th	Training session	Training Session by Watching a Video	Video published by

			Describing the Guidelines for Management and Audit of Public Research Funds	Ministry of Education, Culture, Sports, Science and Technology
	Apr. 9th	Trial lesson	AI (Fintech)	Professor Shinya Hanamura

2) Self-Evaluation:

The School fulfills this criterion.

Criterion 19-2 (C-74): "The School must systematically understand the improvements in its faculty members' course content, materials used in their courses, and teaching methods based on the results of the self-check/self-evaluation and the student evaluation. Opportunities for faculty development must be provided where necessary."

1) Self-Check:

The FD/SD Committee considers possible initiatives to improve the content of classes based on the results of class evaluation questionnaires taken for all the subjects every semester, various data related to class participation which can be confirmed from LMS, opinions heard from regular exchange meetings with the Student Association and the Alumni Association. The results of the class evaluation questionnaires can be used by all the faculty members to verify the aggregate data, comments and requests for improvement for their own classes as well as all the other subjects and they are utilized improve their own classes. Requests and comments from the students in the class evaluation questionnaires are answered by individual faculty members and the results of those responses are published to all the students through LMS twice a year (in April and October).

Evidence:

■ Items of the Class Evaluation Questionnaire (Cf. C-08)

2) Self-Evaluation:

The School fulfills this criterion.

The School will continue to enhance collaborations among the faculty members and sharing best practice examples and know-hows.

Criterion 19-3 (C-75): "The School must provide the opportunities for faculty development so that its faculty members can enhance their cutting-edge expertise and specialized knowledge."

1) Self-Check:

As part of FD activities, the FD/SD Committee organizes seminars by the faculty members and participates in the open classes conducted by the other faculty members to provide feedback. Since 2021, study sessions have been organized by President Fujiwara, Professor Hideyuki Kobayashi and Professor Shigeta to promote research activities and many faculty members participated in those sessions. The other faculty members also observed the briefing session of the global business program (in open campus) conducted by Professor Yoshida and Lecturer Kuroda to provide and feedback.

Evidence:

■ FD Activity Record (Cf. C-73)

2) Self-Evaluation:

The School fulfills this criterion.

2. Issues to be improved:

The FD/SD Committee will continue to take a lead in promoting the FD activities. Particularly as a graduate school for e-learning, SBI Graduate School will continue to actively enhance collaborations among the faculty members and sharing best practice examples and know-hows in order to demonstrate the content of classes and educational methods suitable for e-learning.

Specifically, the School will work to improve the content of classes by analyzing the class participation data of the students which can be obtained through LMS and make efforts to improve the organizational education capabilities of the School by promoting the disclosure of the current trial classes and class recordings as well as discussions among the faculty members and research activities.

Standard 20: Faculty Diversity

Viewpoint: The School needs to have a faculty coming from diverse backgrounds, in accordance with the globalization of economy, society and culture.

1. Self-Check/Self-Evaluation Analysis:

Criterion 20-1 (C-76): "The School must have a faculty whose members represent various backgrounds."

1) Self-Check:

As described in Criterion 16-4, out of 15 participating faculty members, 12 of them are men, 3 women and 14 of them are Japanese nationals and 1 is Chinese. However, one of the 14 Japanese nationals has changed nationality from Chinese to Japanese due to marriage. Eight out of the rest of 13 participating faculty members have overseas experiences.

Six out of 15 participating faculty members are from financial institutions, while the rest of 9 members have diversified backgrounds including governmental organizations, IT companies, manufacturers, consultants, etc.

Evidence:

■E76-1: List of Participating Faculty Members

2) Self-Evaluation:

This criterion is only partially fulfilled since the most of participating faculty members are males with Japanese nationalities.

Criterion 20-2 (C-77): "The School must maintain and review its system for faculty members' international exchange between overseas universities systematically and periodically."

1) Self-Check:

The School has been promoting partnerships with overseas universities and graduate schools and promoting discussion on the cross-exchange frameworks such as mutual exchanges of the faculty members as well as the students and provision of lectures to the students at the partner schools, but those initiatives have not been institutionalized.

Evidence:

■E77-1: The Draft MOU with the ABEST21 Member Schools

2) Self-Evaluation:

The School does not fulfill this criterion.

It is necessary to materialize the framework of cross-exchange such as mutual exchange between the students and the faculty members and provision of lectures to the students at the partner schools.

Criterion 20-3 (C-78): "The School must have a system to invite visiting teachers with world-class excellent academic performance or special expertise."

1) Self-Check:

The School has yet to establish a system to invite world-class faculty members.

Since the faculty members of SBI Graduate School are mainly composed of the PQ/academically qualified faculty members who are full of practical experiences and research achievements in their fields of specialization, what they will be able to gain through exchanges with excellent faculty members of overseas universities should be significant.

Evidence:

None in particular

2) Self-Evaluation:

The School does not fulfill this criterion.

The School will build a system to invite world-class lecturers for the sake of globalization.

2. Issues to be improved:

For the diversity of the faculty members, it is necessary to further promote diversity including genders, nationalities, overseas experiences, etc. Therefore, in hiring new faculty members, it is necessary to take measures to give priorities to whether they are women or foreigners and have overseas experience where candidates have the same research capabilities and work experiences.

It is also necessary to establish and implement concrete measures in order to actively promote international exchanges, while promoting exchanges with overseas faculty members.

Chapter 6: Educational Infrastructure

Standard 21: Maintenance of Educational Infrastructure

Viewpoint: The School needs to maintain the necessary facilities for the education and research activities.

1. Self-Check/Self-Evaluation Analysis:

Criterion 21-1 (C-79): "The School must maintain an appropriate number and quality of its facilities, such as classrooms, seminar rooms, and study rooms. The School must also provide study environment that enables students to engage in self-study."

1) Self-Check:

While SBI Graduate School has adopted a style of classes focusing on e-Learning, the students and the faculty members can use classrooms, seminar rooms, conference rooms, etc. for face-to-face classes to be conducted at a certain rate.

However, since FY2020, the frequency of their use has been low due to COVID-19 pandemic. The school has started to consider the introduction of an economics information platform in order to create self-learning environments for the students. There is a self-learning space for three persons in the school campus, but the students rarely come to school to study on their own, while they study either at their bases for their day-to-day lives or at home.

The number of uses of each room for the purpose of face-to-face classes in the last five years is shown on the table below. Up to FY2020, the total number of uses both at Tokyo and Roppongi Campuses is shown and only the number at Roppongi Campus is shown for FY2021 after the relocation of the campus.

Category	FY2017	FY2018	FY2019	FY2020	FY2021
Classroom	56	54	82	5	7
Seminar room	67	54	49	0	1
Presentation room	5	3	0	0	0
Meeting room	66	86	121	7	3

Evidence:

■E79-1: Educational and Research Infrastructures analyzed in the SCR

2) Self-Evaluation:

The School fulfills this criterion.

Criterion 21-2 (C-80): "The School must provide an individual office for each full-time faculty member and have a joint research room for the faculty."

1) Self-Check:

There is an office for faculty members that are separated by partitions, but there are no private rooms or rooms for joint research activities.

However, the faculty members have been continuing remote work and remote meetings even before the COVID-19 pandemic and the absence of private offices or joint offices has never been a problem. In 2018, the School started its attempt to use the Roppongi Library

as an office to allow the faculty members to use them if they wish.

After then, there has been one applicant until FY2021 and one more faculty member has planned to apply for its use in FY2022 and it is expected to be accepted.

Evidence:

Not applicable.

2) Self-Evaluation:

The School does not fulfill this criterion.

The Education and Research Environment Committee will continue to discuss the future use of research rooms in consideration of their purpose and expected usage and cost for actual operations.

Criterion 21-3 (C-81): "The School must systematically maintain a collection of books, academic journals, and audiovisual materials necessary for the education and research activities at its own library."

1) Self-Check:

While the number of books in the library has been on the increase year after year, the School took inventory and discarded some part of the library with little expectation for frequent use and reviewed the shelf arrangement method when the campus was relocated in December 2020. And in order to promote the use of the library and improve its convenience and the efficiency of data management by the Administration office, the School revised its library management system in March 2022 and published it to the current students. While the conventional library search function was based on the Excel format data to display the corresponding lists of the books on by one, it was converted to the Web-based searching method in which the list of search results is displayed on the screen to check the details of the book and whether it is on loan or not by clicking on the title of the book.

Evidence:

■Transition of the Library and the Number of Books Stored

Aggregation date: March 31	No. of books
2009	1,622
2010	1,753
2011	2,007
2012	2,189

2013	2,233
2014	2,306
2015	2,450
2016	2,619
2017	2,760
2018	2,978
2019	3,091
2020	3,197
2021	3,239
2022	3,345

The School has also introduced the EBSCOhost to search and browse overseas papers and academic journals and all the students and the faculty members can access it via the LMS.

2) Self-Evaluation:

The School fulfills this criterion in a sense that it has systematically maintained its library.

However, the number of books in the library is not still sufficient and it is necessary to take active measures to increase the number of books which are useful for the students.

Criterion 21-4 (C-82): "The School must review its facilities systematically and periodically."

1) Self-Check:

The School has managed and operated the equipment for face-to-face and open classes and the conferencing system.

＜Equipment for face-to-face and open classes＞

・Notebook computers: 4

・Projectors: 4

・iPads: 6

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

・Web cameras: 2 (for use by participants at remote locations)

・Electronic blackboard: 2

・Video cameras: 3

・Live distribution equipment: 1 set

＜Usage Status of the Conferencing System＞

The student and the faculty members shall use Microsoft Teams, in principle, for the classes and communications between them from the perspective of security and organizational account management. For external communications including personnel outside the school organization such as student recruitment, interviews, orientation for the new students and meetings related to the school administration work including committees, four ZOOM accounts with onerous contracts shall be used.

System	FY2020		FY2021	
	Use for classes	Other than for classes	Use for classes	Other than for classes
Teams	239	0	255	0
Zoom	65	2	52	53

The School has also been preparing to join the Academic Information Network.

To be specific, the School has planned to complete the renewal of the network equipment and communication environment for the lectures and prepare to outsource the security monitoring system of the endpoints connected to the network communication system during FY2022, while joining the Academic Information Network (SINET6) at the same time.

Evidence:

As described above.

2) Self-Evaluation:

The School fulfills this criterion.

2. Issues to be improved:

The School will seek to introduce the Economic Information Platform and join the Academic Information Network by the end of FY2022. The School will also continue to further enhance its library.

Standard 22: Globalization of Educational Infrastructure

Viewpoint: The School must prepare appropriate facilities for the faculty members and students with different cultural backgrounds, to meet the accelerating globalization of economy, society and culture.

1. Self-Check/Self-Evaluation Analysis:

Criterion 22-1 (C-83): "The School must prepare appropriate facilities in terms of education, research, and lifestyle for the faculty members and students with different cultural backgrounds."

1) Self-Check:

The School has been providing the learning format centering on e-learning and there has been no urgent need to develop facilities for the faculty members and the students with different cultural backgrounds.

For this reason, there is no special facilities for the faculty members and the students with different cultural backgrounds at present.

Evidence:

None in particular

2) Self-Evaluation:

The School fulfills this criterion.

Since there are no constraints on the student's residence, the School has fulfilled this purpose from the intent of the standard.

Criterion 22-2 (C-84): "The School must ensure that it can accommodate different food and lifestyle traditions of the faculty members and students with diverse cultural backgrounds."

1) Self-Check:

Since SBI Graduate School has been providing the learning format centering on e-learning and there have been no students who need special cares for their food and lifestyles, there has been no urgent need to change the present status.

Evidence:

None in particular

2) Self-Evaluation:

Since it can accommodate the students living overseas, the School has fulfilled this purpose from the intent of the standard.

Criterion 22-3 (C-85): "The School must prepare appropriate religious facilities for students with different cultural backgrounds, where necessary."

1) Self-Check:

It is not necessary to prepare appropriate religious facilities for students.

Evidence:

None in particular

2) Self-Evaluation:

2. Issues to be improved:

The School will promptly respond as any need arises, while promoting globalization and diversity among the students and the faculty members.

III. The Quality Improvement System

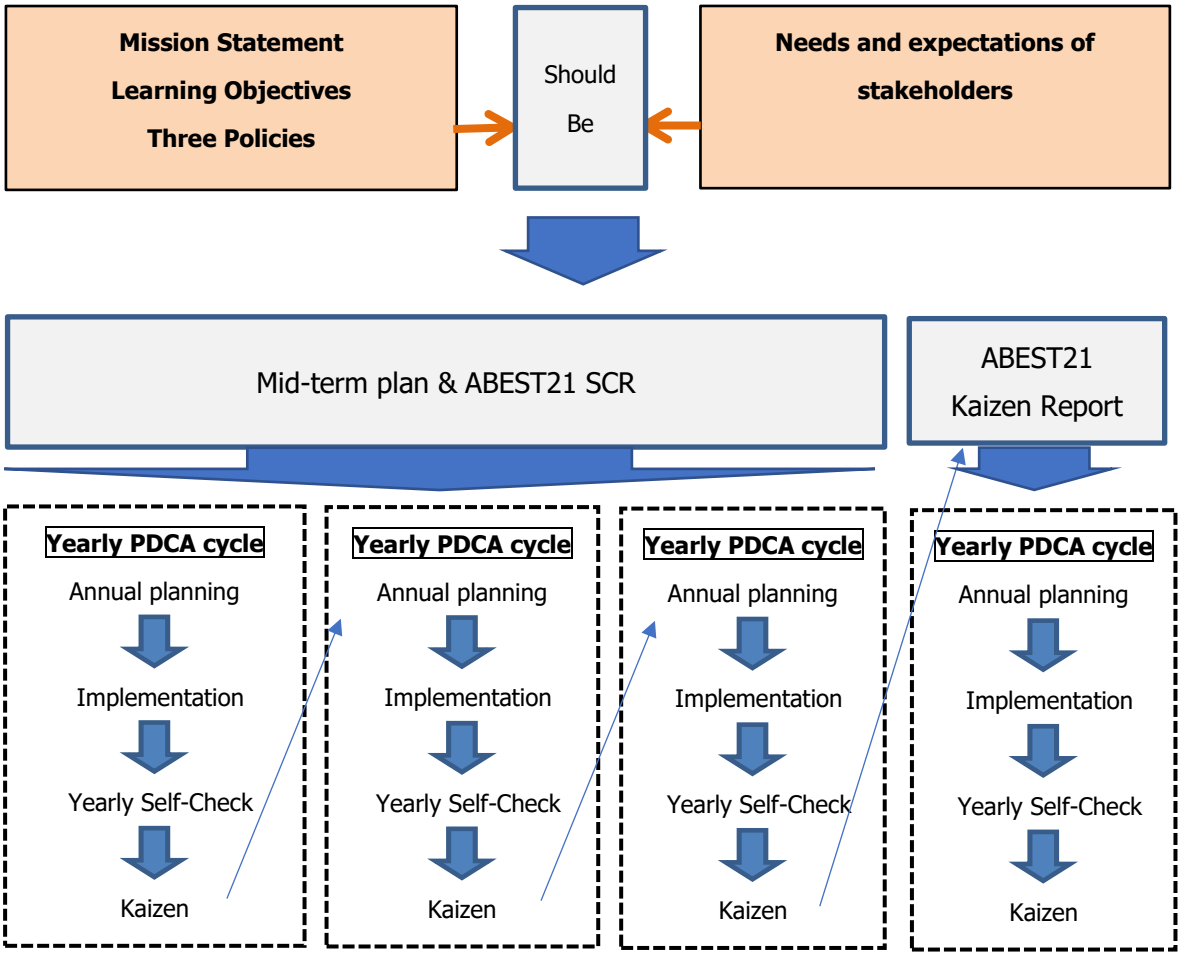
1. The Quality Improvement Process

Please describe the school's Quality Improvement Process for the functioning PDCA cycle efficiently.

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. 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 "mid-term 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. Committees take necessary actions as we strive to innovate and improve upon our educational and research activities.

The following chart shows overview of our Quality Improvement Process.

<Chart: Quality Improvement Process at SBI Graduate School>



"Internal quality assurance" at the School refers to implement self-inspections and evaluations of education, research and administrative operations and, based on the results of these inspections and evaluations, continuously seek to improve and enhance them with a view to realizing the objectives set forth in Article 1 of the "SBI Graduate School Code," thereby improving both education and research standards and assure quality at its own responsibility (Article 2 of the "Internal Quality Assurance Standard").

In FY2021, the conventional "Self-Inspection Committee" was abolished and reorganized to establish the "Internal Quality Assurance Promotion Committee" under the Faculty Meeting. The functions of the Internal Quality Assurance Promotion Committee have been enhanced from the perspectives of thoroughly recognizing the concept and significance of "internal quality assurance" within the School and clarifying differences from the self-inspections. The Internal Quality Assurance Promotion Committee aims to promote the internal quality

assurance required for the School including the effectiveness of the school administration, the enhancement of the faculty and administrative functions and the improvement of the quality of students. In view of its position and importance, the Internal Quality Assurance Promotion Committee has been composed of almost all the participating faculty members and administration staff.

The duties of the Internal Quality Assurance Promotion Committee are as follows:

(1) To formulate the school-wide policies and procedures for the internal quality assurance
(2) To formulate the basic policies for self-inspections and evaluations and establish the items of self-inspections and evaluations
(3) To support the implementation of self-inspections and evaluations
(4) To examine and propose the school-wide verification and improvement methods based on the self-inspections and evaluations
(5) To coordinate the self-inspections and evaluations implemented by each committee and
(6) To formulate and promote the other important matters related to the internal quality assurance and self-inspections and evaluations.

Committees are established under the Internal Quality Assurance Promotion Committee. They hold meetings either regularly or extraordinarily as required. The results of deliberations are examined by each committee and some cases are further deliberated for improvement by the Faculty Meeting and the Administrative Board.

The progress and results of self-inspections implemented by each committee are organized in a single table by the Internal Quality Assurance Promotion Committee and shared all across the School.

2. The Improvement Issues

Please describe the important the school's improvement issues, keeping in mind the priority of these issues, for achieving the school's Goals analyzed in the QIS.

In order to achieve the School's mid-term goals, it is important to prioritize issues to be improved identified in the Section II. The important issues to be improved for each Chapter of the Section II are highlighted below and the items with higher priorities are shown in bold

letters.

Chapter 1 : Internal Quality Assurance and Management

To enhance the quality of the Internal Quality Assurance and Management, the School shall

1. not allow the governance system to lose its substance, but enhance its effectiveness and enable each committee to promptly respond to new challenges which are positioned in its core scope of responsibilities and
2. maintain and improve a system in which the leadership of the Chairman and the President is properly demonstrated in consideration of the balance with the governance.

Chapter 2 : Mission Statement

The School will

1. **increase the incomes other than from tuition fees and educational activities and acquire external funds to establish a stable financial base necessary for the realization of the Mission Statement** and
2. make efforts to reduce costs by promoting systematization including reviews of the business flows and operational efficiency through improvement and renovation of the administrative office's management system.

Chapter 3 : Curriculum

The School will

1. incrementally open two-credit classes in English each year from FY2023 and those with six credits in FY2025 to promote the globalization of the curriculum,
2. **associate with overseas universities to provide opportunities to take courses offered at overseas universities through online classes and**
3. analyze specific students' specific behaviors in the classes and seminars and attempt to improve various standards and operations mainly via the Entrance Examination and Academic Affairs Committee.

Chapter4 : Students

The School will

1. **Effectively deploy marketing activities to attract new students to increase**

the ratio of overseas and female students to all the applicants and enrollees. It shall also contribute to the realization of the Mission Statement and the improvement of learning effects by incorporating discussions and problem-solving skills from the perspectives taking diverse cultures and differences in systems into account and

2. study to introduce a support system for students in the event of decline of incomes due to a sudden deterioration of socio-economic conditions.

Chapter 5 : Faculty

The School will

1. attempt to keep the balance between the subjects and lessons in charge, research activities and academic affairs for each faculty member, utilize the evaluation systems and sabbatical schemes to prevent excessive imbalances in the workloads among the faculty members and regularly review the number of subjects and students in charge by each faculty members,
2. fairly evaluate the content of the Academic Performance Reports and Self-inspection Reports as well as the workloads of classes and academic affairs to pay bonuses accordingly and
3. **recruit faculty members with a focus on diversity (women, foreigners and young people) through the utilization of an open recruitment system and the review of the current recruitment system.**

Chapter 6 : Educational Infrastructure

The School will

1. continue to consider the future state of the laboratories via the Education and Research Environment Committee in consideration of their purposes as well as the prospects for their use and cost,
2. actively continue to increase the number of books in the library useful for students because it is not sufficient yet and
3. promptly respond to preparation of the necessary facilities for the faculty members and students with different cultural backgrounds while promoting globalization and diversities among the students and faculty members.

3. The Improvement Initiatives

Please describe the important the school's Improvement Initiatives, keeping in mind the priority of these issues, for solving the important issues.

The School will aim to achieve the following 11 Key Objectives in the five areas as five-year mid-term goals from FY2022.

1. Promotion of globalization and diversity

Key Objectives: (Up to FY 2026 if the deadline is not specified and the same applies hereinafter):

#1. To raise the ratio of students living abroad

#2. To open classes in English and offer courses provided at overseas universities

#3. To raise the ratio of female and foreign faculty members

The School will promote the acceptance of students for the Global Business Program (the course certification program) established in FY2021 to raise the ratio of students living abroad from the current level of less than 10% to 20% or more. In order to achieve this, the School will attempt to raise its awareness among the Japanese companies doing business overseas and deploy marketing activities to let them know that they can attend the School even while staying abroad. In addition to those initiatives, for the existing regular and pre-MBA programs, the School will share the experiences of current students living overseas and actively deploy marketing activities targeting overseas students.

The School will incrementally open two-credit classes in English each year from FY2023 and offer six-credit classes in English for FY2025 to enable a course certification program only with those classes in English. For this purpose, the School will take leverage of external faculty members including native English speakers. In addition to this, through the partnership with overseas universities, the School will provide opportunities for the students to attend courses offered at overseas universities through online classes.

As the number of students increases, to ensure the quality of education will become the highest priority. Therefore the School will attempt to systematically recruit faculty members and administration staff while focusing on diversity. The School will aim to raise the ratio of female faculty members from the current level of 20% to 30% or more and that of foreign faculty members from the current level of less than 10% to 15% or more. The School will also actively recruit faculty members with global backgrounds as it has done so before.

Furthermore, to maintain an appropriate personnel composition and continuously improve its educational and research capabilities, the School will actively recruit younger faculty members. In order to achieve them, the School will build a recruitment system including the leverage of an open recruitment system and create a research environment to facilitate active participation and mobilization of female, foreign and younger faculty members.

2. Improvement of the quality of students and their learning outcomes
Key Objectives:
#4. To raise the competitive ratio of entrance examinations
#5. To raise the ratio of business startups by graduates

The School will achieve the average entrance examination competitive ratio of 1.1 to 1.2 times up to FY2023 and raise it to 1.5 times in FY2026. In the entrance examinations, the School will select talents not only with their academic abilities but also with their competencies, sense of values and educational philosophy matching the targeted profiles of the students. The School will also make efforts to improve the skill levels of the interviewers to improve the accuracy of analysis and evaluation of competencies in the entrance examinations.

At the same time, the School will enhance its student recruitment policy. Since the School offers correspondence education, there is no physical restriction for the recruitment areas, and it has a very high affinity for extensive marketing activities via Web sites. The School has experienced holding orientation sessions on the Web and it has maintained the high level of performance despite the COVID-19 pandemic. Since the online promotion is quantitatively measurable, the School will attempt to build a system with higher cost benefits through its verification.

In parallel with the WEB promotion, a face-to-face promotion is also important. By interacting with participants of open classes or mock lessons in open campus events and seminars, the School will attempt to promote understanding of its atmosphere and realize recruitment of students who meet the criteria of the admission policy.

In September 2021, the School began a follow-up survey to know whether the graduates

have started up businesses including the launch of new intra-businesses after graduation. The target for the start-up rate has been set to 30%, which is higher than the approximately 25% reported in the Self-Check Report for 2017, and the School has been providing assistance including confirmation of the students' intents at the time of entrance examinations and provision of advices after graduation. The School will raise the target of business start-up rate including the launch of new intra-businesses to 50% in the future and attempt to achieve that goal.

As the main measures to achieve this goal, the School has introduced a system to provide follow-up supports for the graduates who have attempted to start new businesses but have not been successful in addition to the appropriate selection of applicants at the time of entrance examinations. As of March 2021, the number of graduates in total has exceeded 400 and about 30% of them have experienced starting up businesses. The School will promote the "SBI-U Venture Challenge System" aiming at supporting new businesses to be started by those graduates while expecting six applicants per year.

3. Improvement of satisfaction levels among students and graduates
Key Objectives:
#6. To improve the Net Promoter Score (NPS) of the graduates
#7. To maintain good student satisfaction survey results

In September 2021, the School launched a survey for the graduates based on the NPS. It has aimed to improve the NPS ratings with statistical significance by March 2027 with the following initiatives.

1) To continuously take questionnaire surveys for the new graduates (twice a year) and the other graduates (once every two years) and
2) To extract issues and challenges from the responses to those surveys and share them with each committee for improvements.

The student satisfaction survey conducted in September 2021 showed that 96% of the students answered they were satisfied. In order to maintain and further improve this level of satisfaction, the School will attempt to enhance the curriculum, the faculty members and

administration staff as well as updating the system including the renewal of the e-learning system.

4. Enhancement of the financial foundation
Key Objectives:
#8. To raise the ratio of incomes other than from SBI Group companies
#9. To raise the incomes other than from tuition fees

First, the School will attempt to raise the ratio of educational activities incomes other than from SBI Group companies from the FY2021 level of 60% to 80% in FY2026. The main measures to achieve this will be an ongoing revision of the required enrollment numbers, the acceptance of corporate training using single courses, and a boosting of its marketing aimed at Japanese companies expanding their businesses overseas. In addition, the School will eagerly promote industry-academia joint research, and deepen its links with companies outside of the SBI Group. As for the tuition fees, it expects an increase in revenue due to the following increase in the required enrollment numbers.

FY2021: Required enrollment numbers=60, Total capacity=120
FY2022: Required enrollment numbers=80, Total capacity=160
FY2023: Required enrollment numbers=120, Total capacity=240
FY2024: Required enrollment numbers=120, Total capacity=240
FY2025: Required enrollment numbers=160, Total capacity=320
FY2026: Required enrollment numbers=160, Total capacity=320

In addition to those initiatives, by promoting the secondary uses and sales of lecture videos and industry-academia joint research activities, the School will attempt to double the incomes other than from tuition fees from the FY2021 level of 25 million yen to 50 million in yen FY2026.

5. Renewal of the system and streamlining of the business activities
Key Objectives:
#10. To reform the mission critical system and LMS
#11. To streamline the business activities and reduce working hours

To enable reduction of operational errors and streamlining of operations, the School will comprehensively renovate the mission critical system and streamline the efficiency of student management. In addition to those initiatives, the LMS will be modified or renovated and the convenience for students will be enhanced including measures to address the needs of the students with hearing impairments. As a result, even if the number of students in charge per administration staff increases by 30% compared to that of FY2021, working hours will be reduced by 15%.

4. The three-years Action Plans

Please describe the three-year Action Plans for realizing the important Improvement Initiatives

1. Promotion of globalization and diversity

#1. To raise the ratio of students living overseas

The School will promote the acceptance of students for the Global Business Program (the course certification program) established in FY2021 to raise the ratio of students living abroad from the current level of less than 10% to 20% or more. For this aim, the School will attempt to raise its awareness among the Japanese companies doing business overseas and deploy marketing activities to let them know that they can attend the School even while staying abroad.

In addition to those initiatives, for the existing regular and pre-MBA programs, the School will prepare the marketing plans to attract students living overseas. It will also extract issues and challenges of marketing activities by sharing the experiences of current students living overseas and deploy promotional activities.

<1st year (FY2022)>

・The School will map out a marketing plan for the Global Business Program to raise the ratio of students living abroad. It will select target markets and organizations, build networking and examine specific measures to raise the awareness of the School. In addition to direct engagement with the overseas students, the School will also explore domestic marketing activities including promotion for the companies dispatching their employees overseas.

<2nd year (FY2023)>
・The School will attempt to achieve 15% of the students with overseas residents combining the existing regular and pre-MBA programs and the Global Business programs.
・The School will organize meetings with representatives from the target organizations or companies to hear their requests and opinions.

<3rd year (FY2024)>
・The School will attempt to achieve 20% of the students with overseas residents combining the existing regular and pre-MBA programs and the Global Business programs.
・The School will review its promotional activities for improvements.

【Related standards】
Standards 6, 8, 11-16

#2. To open classes in English and offer courses provided at overseas universities

The School will incrementally open two-credit classes in English each year from FY2023 and offer six-credit classes in English for FY2025 to enable a course certification program only with those classes in English. In addition to those courses, through the partnership with overseas universities, the School will provide opportunities for the students to attend courses offered at overseas universities through online classes.

<1st year (FY2022)>
・The School will decide the overall structure of classes in English and the schedules for each subject. If the current faculty members alone are not able to organize all the classes in English, the School will study to allocate additional faculty members who can conduct lectures in English and develop and implement recruitment plans of new faculty members.
・The School will establish its policy for partnerships with overseas universities including the organization of dual degree programs and the curriculum designs. It will select candidate universities and start dialogues to offer online course opportunities.

<2nd year (FY2023)>
・The School will open two-credit classes in English.

・Based on the attendance status of English classes and the reactions and requests of students, the School will examine the subjects to be offered and their learning policies for the 3rd year.
・For the partnerships with overseas universities, the School will decide specific partner universities and work to enter into alliance agreements.

<3rd year (FY2024)>
・The School will open two-credit classes in English. It will also examine issues and challenges after opening English classes for improvements.
・The School will start a program in which the students can attend the classes offered at overseas universities.

【Related standards】
Standards 8, 12, 16-20,22

#3. To raise the ratio of female and foreign faculty members

As the number of students is increasing, recruitment of new faculty members will become the highest priority for the School management as well as to ensure the quality of education. By 2025, the School will need 22 participating faculty members. In the next three-year plan, the School will systematically recruit faculty members and administration staff focusing on diversity to enable the recruitment of 22 faculty members by 2025.

In the Medium-Term Management Plan, the School will attempt to raise the ratio of female faculty members from the current level of 20% to 30% or more and that of foreign faculty members from less than 10% to 15% or more by FY2026 when the Plan is completed. In consideration of the increase in the number of faculty members, it will be necessary to deploy six female faculty members (currently three) and four foreign faculty members (currently two). For the purpose of achieving these goals, the School will build a recruitment system including the leverage of an open recruitment system and create a research environment to facilitate active participation and mobilization of female, foreign and younger faculty members.

<1st year (FY2022)>
・While reviewing the curriculum structure in line with the increase in the number of students, the School will decide a recruitment policy of faculty members for the next three years from the viewpoint of ensuring the quality of education. For the recruitment policy of faculty members, it will be focused on diversity including female, foreign and younger faculty members in addition to their competencies and academic performance. The FD/SD Committee (including three female members and two foreign members out of four committee members) will examine the necessary measures to create a research environment to facilitate active participation and mobilization of female, foreign and younger faculty members.

<2nd year (FY2023)>
・Based on the recruitment policy of faculty members, the School will implement its procedures via an open recruitment system while attempting to hire one female and one foreign faculty members.
・The School will review the operational issues and outcomes of the recruitment policy of faculty members for improvements.

<3rd year (FY2024)>
・Based on the recruitment policy of faculty members, the School will implement its procedures via an open recruitment system while attempting to hire one female and one foreign faculty members.
・The School will review the operational issues and outcomes of the recruitment policy of faculty members for improvements.

【For reference】(Excerpt from the Medium-Term Management Plan)
FY2022: Required enrollment numbers=80 (Total capacity=160), Participating faculty members=11
FY2023: Required enrollment numbers=120 (Total capacity=240), Participating faculty members=16
FY2024: Required enrollment numbers=120 (Total capacity=240), Participating faculty members=16
FY2025: Required enrollment numbers=160 (Total capacity=320), Participating faculty

members=22

【Related standards】
Standards 12, 16-20,22

2. Improvement of the quality and outcomes of the students

Key Objectives:
#4. To raise the competitive ratio of entrance examinations

The School will attempt to achieve the average entrance examination competitive ratio of 1.1 to 1.2 times up to FY2023 and raise it to 1.5 times in FY2026. For that purpose, it will enhance the Web-based and face-to-face promotions.

<1st year (FY2022)>
・The School will attempt to achieve the average entrance examination competitive ratio of 1.1 times or higher.
・Based on the verification of the Web-based promotions, the School will adopt one or more proposals to improve the cost-benefits.

<2nd year (FY2023)>
・The School will attempt to achieve the average entrance examination competitive ratio of 1.2 times or higher.
・Based on the feedbacks from the participants in open classes, open campuses and seminars, the School will adopt one or more proposals to improve the face-to-face promotions.

<3rd year (FY2024)>
・The School will attempt to achieve the average entrance examination competitive ratio of 1.3 times or higher.
・The School will adopt one or more proposals to improve the Web-based or face-to-face promotions.
・The School will comprehensively review the marketing plan for the students recruitment.

【Related standards】

Standards 2, 5, 7, 11, 13-16, 19

#5. To raise the ratio of business startups by graduates

The percentage of graduates staring up businesses after graduation is around 30%. From now on the School will aim for a target of 50% for startups by graduates including the launch of new intra-businesses, and strive to achieve this figure. As one aspect of the measures to be taken we will promote the "SBI-U Venture Capital System," the purpose of which is to implement support for the business of graduates, and we will aim to receive applications to use the system from six people per year. Furthermore, we will examine the entrepreneurial volition of potential enrollees during the entry screening process, provide appropriate guidance after enrollment and support after graduation, and seek to introduce an integrated following mechanism aimed at realizing startups.

<1st year (FY2022)>

・The School will make the SBI-U Venture Challenge System widely known.

・The School will create an integrated following mechanism.

<2nd year (FY2023)>

・The School will secure six applicants for the SBI-U Venture Challenge System.

・The School will implement consistent follow-ups.

<3rd year (FY2024)>

・The School will secure six applicants for the SBI-U Venture Challenge System.

・The School will examine issues of the consistent follow-up mechanism, make improvements, and then put it back into practice.

【Related standards】

Standards 5, 7-9, 11, 13, 14, 19

3. Improvement of satisfaction levels among students and graduates

Key Objectives:

#6. To improve the Net Promoter Score (NPS) of the graduates

The School will aim to improve the results of the NPS survey for graduates to be conducted in March 2027 so that its results are more statistically significant than the September 2021 NPS.

<1st year (FY2022)>

・The School will conduct a questionnaire targeting new graduates in the spring and fall semesters.

・The School will identify issues from among the responses received, share them among each committee and attempt improvements.

<2nd year (FY2023)>

・The School will conduct questionnaires targeting new students twice a year in the spring and fall, and targeting students who have previously graduated once a year in the fall.

・The School will identify issues from the responses received, share them among each committee and attempt improvements.

<3rd year (FY2024)>

・The School will conduct questionnaires in the spring and fall targeting new graduates

・The School will identify issues from the responses received, share them among each committee and attempt improvements.

【Related standards】

Standards 1-3, 5, 7-12, 14-22

#7. To maintain good student satisfaction survey results

In order to maintain the results of the students satisfaction survey conducted in September 2021, in which there was a 96% satisfaction rate among students, the School will enrich its classes in English and curriculum, attempt to improve the faculty by raising the proportion of female and foreign faculty members, and make systematic improvements such as switching

to a new Learning Management System (LMS)
Please refer to the details below regarding the action plans for each year and relevant standards: #2.To open classes in English and offer courses provided at overseas universities；#3. To raise the ratio of female and foreign faculty members；#10.To reform the mission critical system and LMS.

4. Strengthening of the financial base

Key Objectives:
#8. To raise the ratio of incomes other than from SBI Group companies

The School will attempt to raise the ratio of educational activities incomes other than from SBI Group companies from the FY2021 level of 60% to 80% in FY2026. The medium-term target for this shall be to raise it to 70% in FY2024. The main measures to achieve this will be an ongoing revision of the required enrollment numbers, the acceptance of corporate training using single courses, and a boosting of its marketing aimed at Japanese companies expanding their businesses overseas. In addition, the School will eagerly promote industry-academia joint research, and deepen its links with companies outside of the SBI Group. As for the tuition fees, it expects an increase in revenue due to the following increase in the required enrollment numbers.

FY2021: Required enrollment numbers=60, Total capacity=120
FY2022: Required enrollment numbers=80, Total capacity=160
FY2023: Required enrollment numbers=120, Total capacity=240
FY2024: Required enrollment numbers=120, Total capacity=240
FY2025: Required enrollment numbers=160, Total capacity=320
FY2026: Required enrollment numbers=160, Total capacity=320

<1st year (FY2022)>
Of the educational activity income of 444 million yen, 295 million yen (65%) will be from outside of the SBI Group.
・The School will approach the HR departments of companies, and in addition to the MBA course propose single courses customized to suit individual companies.

・The School will implement explanatory meetings for overseas-based Japanese chambers of commerce, and improve awareness among Japanese company personnel working overseas about its MBA course, pre-MBA, single courses and course certification programs.
・The School will launch one more new consortium-type joint research project (making them two in all), and obtain funding from corporations.

<2nd year (FY2023)>
Of the educational activity income of 445 million yen, 296 million yen (65%) will be from outside of the SBI Group.
・The required enrollment numbers will be raised from 80 to 120 in April 2023, and the total capacity from 160 to 240.
・The School will continue to approach the HR departments of companies and receive training orders from them.
・The School will continue to approach people working at Japanese companies overseas, and encourage them to take courses.
・The School will launch one more new consortium-type joint research project (making them three in all), and obtain funding from corporations.

<3rd year (FY2024)>
Of the educational activity income of 437 million yen, 318 million yen (70%) will be from outside of the SBI Group.
・The School will continue to approach the HR departments of companies and receive training orders from them.
・The School will continue to approach people working at Japanese companies overseas, and encourage them to enroll in the School.
・The School will launch one more new consortium-type joint research project (making them four in all), and obtain funding from corporations.

【Related standards】
Standards 6,13,15

#9. To raise the incomes other than from tuition fees

By promoting the secondary uses and sales of lecture videos and industry-academia joint research activities, the School will attempt to double the incomes other than from tuition fees from the FY2021 level of 25 million yen to 50 million yen in FY2026. The medium-term target for this shall be to raise this figure to 41 million yen (a 50% increase) in FY2024.

<1st year (FY2022)>
Incomes other than from tuition fees will be raised by 30% to 32 million yen.
・The proposal of increased numbers of course sales will be made twice a year in addition to the secondary uses and sales of existing lecture videos.
・One new purchaser for secondary uses and sales of lecture videos will be found.
・A review will be made twice a year of web promotions for self-instruction (the secondary uses and sales of lecture videos to private individuals).
・The School will launch one more new consortium-type joint research project (making them two in all), and obtain funding from corporations.

<2nd year (FY2023)>
Incomes other than from tuition fees will be increased by 40% to 37 million yen.
・The proposal of increased numbers of course sales will be made twice a year in addition to the secondary uses and sales of existing lecture videos.
・One new purchaser for secondary uses and sales of lecture videos will be found.
・A review will be made twice a year of web promotions for self-instruction (the secondary uses and sales of lecture videos to private individuals).
・The School will launch one more new consortium-type joint research project (making them three in all), and obtain funding from corporations.

<3rd year (FY2024)>
Incomes other than from tuition fees will be increased by 50% to 41 million yen.
・The proposal of increased numbers of course sales will be made twice a year in addition to the secondary uses and sales of existing lecture videos.
・One new purchaser for secondary uses and sales of lecture videos will be found.
・A review will be made twice a year of web promotions for self-instruction (the secondary uses and sales of lecture videos to private individuals).
・The School will launch one more new consortium-type joint research project (making them

four in all), and obtain funding from corporations.

【Related standards】
Standard 6

5. Systematic reforms and operational efficiency

Key Objectives:
#10. To reform the mission critical system and LMS

To enable reduction of operational errors and streamlining of operations, the School will comprehensively renovate the mission critical system and streamline the efficiency of student management. In addition to those initiatives, the LMS will be modified or renovated and the convenience for students will be enhanced including measures to address the needs of the students with hearing impairments.

<1st year (FY2022)>
・The School will examine and decide introduction of new mission critical system.
・The School will define the requirements of the new system and develop and introduce it.

<2nd year (FY2023)>
・The School will comparatively examine revision of existing LMS and introduce new LMS.
・In the event of revision of existing LMS: definition of requirements and revision.
・In the event of introduction of new LMS: definition of requirements.

<3rd year (FY2024)>
・In the event of introduction of new LMS: development and introduction.

【Related standards】
Standard 4,10,15,18,19,21

#11. To streamline the business activities and reduce working hours

Through the reform of the mission critical system and LMS (see #10 above), even if the number of students in charge per administration staff increases by 30% compared to that of FY2021, working hours will be reduced by 15%.

<1st year (FY2022)>
・Due to the increase of required enrollment numbers, the number of students in charge per administration staff will increase by 20%.
・Working hours will increase by 20% due to the work of defining, developing and introducing the new mission critical system.

<2nd year (FY2023)>
・Due to the increase of required enrollment numbers, the number of students in charge per administration staff will increase by 30%.
・In the event of revising the existing LMS: working hours will be reduced by 5% due to the rationalization of work accompanying the introduction of the new system and the LMS requirements definition and revision work.
・In the event of introducing a new LMS: working hours will increase by 10% due to the rationalization of work accompanying the introduction of the new system and the LMS requirements definition and revision work.

<3rd year (FY2024)>
・Due to the increase of required enrollment numbers, the number of students in charge per administration staff will increase by 30%.
・In the event of revising the existing LMS: working hours will be reduced by 15% due to the rationalization of work accompanying the introduction of the new system and the LMS requirements definition and revision work.
・In the event of introducing a new LMS: working hours will increase by 10% due to the rationalization of work accompanying the introduction of the new system and the LMS requirements definition and revision work (however, after introduction of the new LMS working hours will decrease by 15% in FY2025).

【Related standards】

IV. List of Supporting Documents and Annexes

Please describe a list of supporting documents and annexes submitted of the SCR. and please describe the URL to see the data.

1. Supporting Documents

1) 8-2. The curricula

2) 16-1. The Faculty Organization

3) 17-3. List of Educational and Research Achievements by Participating Faculty members

4) 21-1. Educational and Research Infrastructures analyzed in the SCR

2. Annexes

E01-1: The Faculty Organization

E02-1: Act of Endowment

E02-2: Rules of Directors

E02-3: Rules of the Faculty Meeting

E06-2: The Minutes Resolving Reorganization of the Internal Quality Assurance Promotion Committee: The Minutes of the 173rd Faculty Meeting

E07-1: Structure of the Committees

E07-2, E08-1: Status of Self-Checks

E09-1, E20-1, E21-1: Medium-Term Management Plan (FY2022-FY2026)

E15-1,E17-1: Mission Statement

E18-1: Who We Are/Education Philosophy/Three Policies

E18-2,E-41-1: The Minutes Resolving Revision of the Mission and the Comparison Table of the Old and New School Codes: The Minutes of the 150th Faculty Meeting

E19-1: Incomes and Expenditures.

E19-2, E20-4: The Outline of the Joint Research Project for the Next Generation DX Information Infrastructure

E22-1,E23-1: Five Learning Goals

E25-1: Curriculum Policy

E26-1, E31-1: The Curriculum 2022

E27-1: Education Philosophy, Mission Statement and Five Learning Goals

E29-1: The Minutes Resolving the Subjects to be Opened: The Minutes of the 168th and 174th Faculty Meetings

E30-1: Documents to Describe How to Use LMS

E32-1: Example of the grading criteria in the Syllabus (Human Resource Management)

E33-1: Sample of the Syllabus (Human Resource Management)

E34-1: Materials for Course Completion Judgment

E35-1: SBI Graduate School's Learning Style

E39-1: Diploma Policy

E42-1, E77-1: The Draft MOU with ABEST21 Member Schools

E45-1, E46-1: Admission Policy

E49-1: The Student Selection Criteria

E50-1: Standards for Awarding Excellent Performers

E59-1, E60-1, E76-1:List of Participating Faculty Members

E63-1: Standards for Selection of Faculty Members

E63-2: Standards for Selection of Part-Time Professors, Etc.

E64-1, E67-1: Standards for Evaluation of Faculty Members

E65-1, E71-1: Academic Performance Report

E65-2: Self-Inspection Evaluation Report (template)

E65-3: Research Plan and the Research Budget Sheet (template)

E70-1: Standards for Sabbatical System

E72-1: The Faculty Organization2

※ Cf. Education and Research Environment Committee

E79-1: Educational and Research Infrastructures analyzed in the SCR