Main Report
for
"Progress Report"

June, 2013

Graduate School of International Management

Aoyama Gakuin University

(Aoyama Business School)

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I. General Information

1. The School's History and Profile

Aoyama Gakuin University's Graduate School of International Management was established in April 2001. The school carries out educational activities at Aoyama Gakuin University's Aoyama Campus (Shibuya, Shibuya Ward, Tokyo).

The School's precursor was the Master's Program of International Business (the fixed number of new students: 70) at the Graduate School of International Politics, Economics and Communication. That was the first evening graduate school at a private university established in April 1990 to train highly-specialized people in response to the Japanese society's internationalization which was the trend of the times. Then, the Master's Program of International Business was reorganized into the Graduate School of International Management as an independent graduate school in April 2001. The Master's Program of International Management (the fixed number of new students: 70) and the Doctor's Program of International management were established at this new graduate school. In April 2003, as the Standards for professional Graduate Schools were established, the Master's program of International Management became a professional graduate school named the Professional Graduate School of International Management. The fixed number of new students was increased to 100. In April 2006, the doctorate course was reorganized as the Doctorate Program of International Management Science, a five-year consecutive course.

The School has continued to improve its system as a business school and has strived to review educational programs, revise curricula, and reorganize its faculty organization. The School has also clarified its educational and research objectives as a "mission statement," established learning objectives based on this mission statement, and set up student profiles and admission policies to use them as pillars of day-to-day activities. The School has also actively partnered with business schools abroad and provided business education in accordance with the global standards. Since the establishment of the master's program of business in 1990, the School has produced 1,868 graduates (as of May 1, 2013).

2. The School's Educational Programs

The Graduate School of International Management consists of the Department of International Management and the Department of International Management Science.

The Department of International Management is a professional graduate course with the standard diploma term of two years. The graduates receive the Master of Business Administration. The Department of International Management Science is further divided into a full-time program and a flex-time program. In the full-time program, classes are mainly offered during daytime and it does not require work experience as a qualification for admission. In the flex-time program, classes are held in weekday evenings and on Saturdays. Students must have work experience of three years or more and be currently employed to be admitted. Contents of both programs are basically identical and some classes are held jointly.

The fixed number of new students in the entire school is 100. Approximately 30 students are in the full-time program and 70 in the flex-time program.

The Department of International Management Science is a consecutive five-year doctoral course and its fixed number of students is 30. There are two programs: the PhD program where students with a bachelor's degree may start from the first year and the DBA program where students with a master's degree or professional degrees are admitted as the third-year students. These programs' graduates receive PhD in International Management and Doctor of Business Administration respectively.

3. The Scope of Accreditation

As mentioned above, the Graduate School of International Management consists of the Department of International Management and the Department of International Management Science. The Department of International Management is the subject of this accreditation application for a professional graduate school of management.

4. The School's Mission Statement

The Graduate School of International Management set up its mission statement in April 2003 according to the Standards for Professional Graduate Schools and Aoyama Gakuin University's educational policy. Since then, several changes have been made and the following mission was established in March 2010.

"Based on Christianity's educational philosophy, the Graduate School of International Management contributes to fostering of creative leaders who fulfill social responsibility and serve as global citizens, and developing the prosperous future through our leading research activities."

The above mission applies to the entire Graduate School of International Management including the Department of International Management Science (a consecutive five-year doctoral course). Since 2011, the following statement (a partially modified version of the above statement) has been used as the mission statement of the Department of International Management (a professional graduate course) in Article 5-2 of the Aoyama Gakuin University's Professional Graduate Schools Regulation:

"Based on Christianity's educational philosophy, the Department of International Management of the Graduate School of International Management aims at training creative leaders who will fulfill social responsibility and serve as global citizens."

5. Uniqueness in the School's Educational Programs

In the School's professional courses, systematic curricula are set up consisting of the following five course groups with a goal of training "management professionals who can think, analyze and make decisions independently" to achieve the above mission statement:
(1) Required basic courses
(2) Elective basic courses
(3) Elective Courses
(4) Courses offered by other graduate schools
(5) Experiential learning projects

Students first take required basic courses (9 courses) during the first year to learn the basics in each management area necessary to perform international management. In the second year, they take elective courses to acquire a higher level of expertise and skills. The elective courses consist of four specialized areas: strategy and organization; marketing; finance and accounting; and operations and information system. Students must take seven elective courses (14 credits).

Experiential learning projects are this school's original project courses where students integrate expertise and skills in management, and develop the ability to apply these skills in a practical manner. These courses' objective is to integrate knowledge in each management area acquired from previous courses and develop coordination skills necessary for business management while making decisions in practical environment. The School does not require a master's thesis. Instead, the experiential learning projects are positioned as the entire MBA program's summary course.

Students may complete the program after meeting each course group's completion requirements and obtaining a total of 50 credits or more. However, they are also required to earn the TOEIC score of 730 points or more to acquire English skills necessary for international business.

6. The School's Strategies to realize the School's Mission Statement

The business school market has not expanded in Japan and the educational environment continues to be tough. Under such circumstances, the Graduate School of International Management will take the following measures to continue its research and educational activities steadily:

1) Mission Statement
- Review the mission statement based on changes in the environment surrounding business schools because it has been three years since the mission statement was revised in March 2010.

2) Educational Programs
- Review details of required basic courses and teaching methods and make changes in teachers and course contents, if necessary, to improve students' ability to think logically.
- Review details of elective courses (courses offered and major courses' contents) based on the learning flow from the required basic courses to elective courses and experiential learning projects, so that the systematic and step-by-step curriculum, which is the distinguished characteristics of this School, is implemented in accordance with its objectives.
- Examine courses and teaching methods that contribute to the development of full-time program students' career.
- Consider curricula that respond to foreign students' level and needs as well as measures to improve their Japanese-speaking skills in response to the growing ratio of foreign students in the full-time program.
- Consider offering courses with practical subjects to attract part-time students in the flex-time program since fierce competitions continue with other business schools.
- Continue to conduct a student satisfaction survey every other year to understand students' requests for classes.

3) Students
- Reconsider the entrance exam system and its evaluation criteria to acquire excellent students.
- Clarify target student profiles and reinforce information dissemination and PR activities based on these targets both in full-time and flex-time programs.
- Improve job-hunting seminars and career fairs to help full-time students get jobs.

4) Faculty
- Appoint faculty members by taking various attributes into consideration, such as experience, gender and demographics, to diversify the faculty, whether they are full-time faculty members or part-time instructors.
- Appoint professional faculty members with abundant experience in education to provide practical courses in response to challenges that corporations currently face.
- Consider measures to reduce faculty members' substantial burden of teaching courses.
- Strive to make faculty members' FD activities more effective to improve the level of education.

5) Supporting Staff And Infrastructure
- Conduct a student satisfaction survey every other year to understand students' requests and complaints about educational facilities and equipment, and make improvements.

II. Self-Check/Self-Evaluation

CHAPTER ONE: MISSION STATEMENT

Standard 1 (Mission Statement)

1. Self-Check
Common Standard: "Any School of Business Administration which applies for accreditation by ABEST21 (hereinafter called "the School") must define a mission statement for its educational and research activities. The mission statement must provide a framework for how decisions are made by the School's management."

Self-Check:
The Graduate School of International Management set up its mission statement in April 2003 according to the Standards for Professional Graduate Schools and Aoyama Gakuin University's educational policy. Since then, several changes have been made and the following mission was established in March 2010.

"Based on Christianity's educational philosophy, the Graduate School of International Management contributes to fostering of creative leaders who fulfill social responsibility and serve as global citizens, and developing the prosperous future through our leading research activities."

The above mission applies to the entire Graduate School of International Management including the Department of International Management Science (a consecutive five-year doctoral course). Since 2011, the following statement (a partially modified version of the above statement) has been used as the mission of the Department of International Management in Article 5-2 of the Aoyama Gakuin University's Professional Graduate Schools Regulation:

"Based on Christianity's educational philosophy, the Department of International Management of the Graduate School of International Management aims at training creative leaders who will fulfill social responsibility and serve as global citizens."

Criterion 1: "The school must establish its mission statement with the aim of nurturing highly skilled professionals in the area of international business."

Self-Check:
The School's mission statement aims at nurturing the talent who strive to meet requirements of "social responsibility," "global citizens" and "creative leaders" in response to the flow of time, Japanese economy's globalization. The goal is to train highly skilled professionals who can succeed internationally in companies and other organizations.

Criterion 2: "The School's mission statement should reflect the views of stakeholders."

Self-Check:
The above-mentioned mission statement was created upon discussion at the School's faculty meeting and the advisory council. As for students, the School held an opinion exchange meeting with student representatives at the end of 2008 to hear their opinions about what the School should be like. At the

advisory council in 2009, student representatives were asked to present opinions about the School's educational activities. Such opinions were used as references during discussions concerning the mission. In addition, this mission reflects students' opinions expressed in informal meetings. As for school staff, their representatives attend major meetings such as the executive committee, faculty meeting and advisory council. There are systems and culture where the dean exchanges opinions with school staff on a daily basis. Input from industries is obtained by the advisory council, the School's self-assessment organization, and the mission statement is discussed as one of the topics.

Criterion 3: "The School must establish its mission statement in line with the provisions of the *second clause of Article 99 of the School Education Act by Ministry of Education*, Culture, Sports, Science and Technology of Japan; which stipulates that Professional Graduate Schools of Business Administration should aim to cultivate scholarship and superior capabilities as required for highly specialized professions."

Self-Check:

The School has an objective of nurturing the talent who meets requirements of "social responsibility," "global citizens" and "creative leaders." It accommodates the provision of the second clause of Article 99 of the School Education Act to "cultivate scholarship and superior capabilities as required for highly specialized professions."

Criterion 4: "The School must publish its mission statement in brochures, such as its School code, student admission materials, syllabi, and program outlines, and post its mission and goals on the School's website."

Self-Check

The School has its mission statement included in the Professional Graduate Schools Regulation. It also appears in the Aoyama Gakuin University's web site, the Graduate School of International Management's web site, the list of entrance requirements for students, the School's brochure, course catalog, and various materials distributed at orientations to make it known to everyone.

2. Self-Evaluation and Issues to be improved in Standard 1

It is determined that the School sufficiently meets the requirements of Standard 1 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has provided the mission statement.
- It is determined that the School sufficiently meets the requirements of Criterion 1 since its mission statement is practical in the international sense to respond to the globalization era's demands.
- It is determined that the School sufficiently meets the requirements of Criterion 2 since its mission statement reflects its stakeholders' opinions.
- It is determined that the School sufficiently meets the requirements of Criterion 3 since its mission statement accommodates the provision of the second clause of Article 99 of the School Education Act.
- It is determined that the School sufficiently meets the requirements of Criterion 4 since its mission statement is publicized to stakeholders via various media.

Standard 2 (Mission Imperatives)

1. Self-Check

Common Standard: "The School's mission statement must be involved in nurturing highly skilled professionals in business administration. The mission statement must also follow the larger mission of the university."

Self-Check:
The mission statement of the Graduate School of International Management aims at nurturing the talent who meet requirements of "social responsibility," "global citizens" and "creative leaders" in response to the flow of time, Japanese economy's globalization. This is established based on the following educational policy and mission of Aoyama Gakuin University:

The Educational Policy of Aoyama Gakuin University

Aoyama Gakuin has as its aim education based upon the Christian faith and as its purpose the building up of persons who live in sincerity before God, who seek for truth with humility, and who actively take responsibility for all people and for society in a spirit of love and service

The Mission of Aoyama Gakuin University

Aoyama Gakuin University is an educational and research institution based on the Education Policy of Aoyama Gakuin, which is to serve God and persons, contributing to society as the Salt of the Earth and Light of the World. Our institution nurtures persons who, with a sound understanding based on global perspectives, possess the wisdom and strength with which to discover and solve issues personally. This is achieved through a wide range of barrier free academic research that pursues service and commitment to humanity. With respect for one another and the tradition of our institution, all faculty members, personnel and students are making an effort towards the creation of a university that is able to respond to the needs of its era.

Criterion 1: "The school's mission statement must cover expert knowledge, fundamental knowledge and sophisticated expertise in the realm of business management."

Self-Check:
Elements of "social responsibility," "global citizens" and "creative leaders" in the School's mission statement are essential for people who succeed as professionals in organizations such as companies in today's globalized economic environment. In order to realize these elements, it is necessary to lean a higher level of expertise and skills as well as basic knowledge important to organizations' management in the business management area.

Criterion 2: "The School's mission statement must support the development of its students' careers."

Self-Check:
The School's mission statement aims at nurturing the talent who has the elements of "social responsibility," "global citizens" and "creative leaders." These three elements are essential for highly skilled professionals in the era of globalization and they contribute to students' career development.

Criterion 3: "The School's mission statement must contribute to the research activities of its faculty members."

Self-Check:

The School's mission statement aims at nurturing the talent who have the elements of "social responsibility," "global citizens" and "creative leaders" and contributing to the development of prosperous future through leading research activities. This is instrumental in the promotion of the faculty members' educational and research activities.

2. Self-Evaluation and Issues to be improved in Standard 2

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 2 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since its mission statement includes important elements to nurture highly skilled professionals involved in the management of organizations such as corporations, and it aligns with the mission statement of the university where the School belongs to.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since its mission statement aims at providing students with a higher level of expertise and skills as well as basic knowledge concerning the management of organizations such as corporations.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since its mission statement contributes to the students' career development.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since its mission statement contributes to the faculty's research activities.

Standard 3 (Objectives for Continuous Improvement)

1. Self-Check

Common Standard: "The School should have defined processes which ensure continuous improvement of the School's mission statement in response to changes in education and research environment."

Self-Check:

The Graduate School of International Management has defined processes to review its mission statement and, as a general rule, carries out regular reviews every five years. As mentioned in the following criteria, opinions of industries and graduates are obtained through the advisory council, which is an external assessment organization, during the review process. In addition, students' opinions are collected through student orientations and course evaluation questionnaires, and the faculty's opinions are requested at various meetings.

Criterion 1: "The School must have systematic decision-making processes for reviewing the School's mission statement."

Self-Check:

The School has established the advisory council as a self-assessment organization for the process to review its mission statement. Not only industry representatives but also the School's graduates and current students participate in the advisory council, making it a proper forum to reflect stakeholders' opinions.

Also, the student orientations and course evaluation questionnaires are used as references to establish and review the mission statement. In addition, entrance exam briefing sessions, various extension courses and seminars are good opportunities to hear expectations and requests for the School from applicants and industries.

Stakeholders' opinions obtained through the advisory council, student orientations and course evaluations are discussed at the executive committee and faculty meeting, and are utilized to improve the School's operation and review its mission statement.

Criterion 2: "The School must form an operational control framework to gather and file relevant information and data in order to review the school's mission statement on a continuous basis."

Self-Check:

The School gathers fundamental data including the number of applicants, the number of students who passed the entrance exam, the number of graduates, the graduates' status (the number of credits earned and courses taken), and students' course evaluation. These data are also used to continuously review the School's mission statement. The Academic Affairs Division of the Professional Graduate School is in charge of gathering and managing these data.

Criterion 3: "The School must seek the opinions of stakeholders on reviewing the school's mission statement continuously."

Self-Check:

The School listens to opinions of industries, graduates and current students though the advisory council, and provides opportunities to hear students' opinions through student orientations, course evaluation questionnaires and student satisfaction surveys. As for school staff, the dean asks for their opinions as necessary to help verify the School's operation and the mission statement.

2. Self-Evaluation and Issues to be improved in Standard 3

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 3 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has established processes to continuously review and improve the mission statement.
- It is determined that the School sufficiently meets the requirements of Criterion 1 since a systematic structure has been established to review the mission statement.
- It is determined that the School sufficiently meets the requirements of Criterion 2 since it systematically manages data necessary to review the mission statement in an organized manner.
- It is determined that the School sufficiently meets the requirements of Criterion 3 since it provides opportunities to hear stakeholders' opinions in processes to review the mission statement.

Standard 4 (Financial Strategies)

1. Self-Check
Common Standard: "The School must have both short-term and long-term financial strategies to secure funds to realize the School's mission statement."

Self-Check:
There are two types of financial resources to maintain research and educational activities of the Graduate School of International Management: internal funds and external funds. Aoyama Gakuin University does not use an independent accounting system for schools and graduate schools that constitute the University. Therefore, the School's budget does not include labor costs. The ordinary budget distributed to this School from the University in 2013 was a total of 40,011,000 yen including 33,640,000 yen for educational activities, 5,371,000 yen for books, and 1,000,000 yen for the Academic Frontier Center. In addition, the University separately provides 420,000 yen per full-time faculty member (210,000 yen per assistant professor) for study and research expenses.

Also, as mentioned later, there are the Academic Affairs Division of the Professional Graduate School and the joint laboratory as organizations to support the School's educational assistance activities. Although the Academic Affairs Division of the Professional Graduate School is an organization in charge of this school's affairs, it is a separate system from the faculty organization. The division's labor costs and administrative expenses are determined by the Aoyama Gakuin schools' headquarters or the University. The School's dean does not have the authority to make decisions or the executive power. As for items concerning the authority of the Academic Affairs Division of the Professional Graduate School, the dean executes those items that require costs to employ part-time employees and others within the Division's budget in consultation with the Division's manager.

The joint laboratory is an organization that supports educational and research activities of the faculty and students. Its labor costs are determined by the Aoyama Gakuin schools' headquarters and the University. As for operational costs, those to support educational and research activities are disbursed from the educational activity costs mentioned later.

Among the above budget items, the educational activity costs are distributed from the University based on the number of students enrolled in the School to cover the School's educational and research activities. The School may determine details of how to use them. The amount distributed to the School in 2013 is 33,640,000 yen. The educational activity costs were mainly used for the following items in 2012:

Orientations for new students:	5,362,021 yen
Database and software:	4,498,200 yen
The faculty's educational activities:	3,442,978 yen
Supplies:	3,270,453 yen
Web site:	2,300,040 yen
Teaching materials:	2,172,004 yen

In the summer of 2012, the School was moved to the newly constructed Building 17. Due to this move, costs not distributed from the University were disbursed out of the educational activities costs for educational facilities, furniture and equipment. Costs for furniture and equipment will be disbursed again in 2013.

Book costs are distributed to graduate schools as a part of a budget for the University's library and used

to purchase books and database. The amount distributed to the School in 2013 is 5,371,000 yen.

Costs for the Academic Frontier Center are for the operation of the Center, which is the School's research organization. 1,000,000 yen is distributed from the University every year.

Among the School's external funds are donations from private companies and others. In 2013, the Securities Analysts Association of Japan donated a course (dispatching instructors and donating 1,000,000 yen as education and research funds).

Criterion 1: "The School must have a stable financial basis."

Self-Check:

The School receives educational activities costs, book costs and study and research costs distributed from the University and donations from the Securities Analyst Association of Japan. These funds are enough to cover the School' educational and research activities.

Criterion 2: "The School must develop financial strategies for securing sufficient funds."

Self-Check:

The School has the following financial strategies:
（1） The educational activities costs, study and research costs, book costs and the Academic Frontier Center's costs cover the ordinary operation costs of the School and its educational and research activities.
（2） In order to further improve educational and research activities, donated courses and donations from private companies will be utilized.
（3） If funds are necessary for the establishment of the education and research environment and for the state-of-the-art education and research activities, the School will obtain the promotional funds for the higher education's sophistication from the Ministry of Education, Culture, Sports, Science and Technology.

At present, the amount distributed from the University sufficiently covers costs for the ordinary educational and research activities since the School strives to manage the finance moderately. Therefore, the School does not use funds from the Ministry of Education, Culture, Sports, Science and Technology.

Among large expenditure items expected in the next three years are the improvement of furniture and equipment for Building 17 (planned in 2013) and the replacement of PCs in the PC room (planned in 2014). Both of them can be covered with the educational activities costs.

Criterion 3: "The School must take appropriate action to secure adequate budgets."

Self-Check:

In order to achieve educational goals, the School uses funds distributed from the University to perform the ordinary operation as well as educational and research activities and to improve the educational and research environment and educational tools. As for the use of the funds, the School's dean prepares a budget draft considering the previous year's actual use, issues that the School has faced, and requests of the faculty and students. Then, the draft is approved at the faculty meeting. The actual budget is executed upon the dean's approval in line with the draft.

2. Self-Evaluation and Issues to be improved in Standard 4

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 4

based on the following evaluations:

- It is determined that the School sufficiently meets the requirements of Common Standard since it has short-term and long-term financial strategies to obtain necessary funds to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it has the financial basis necessary to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it has established the funding strategy necessary to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it has set up budget measures necessary to realize the mission statement.

CHAPTER TWO: EDUCATIONAL PROGRAMS

Standard 5 (Learning Goals)

1. Self-Check
Common Standard: "The School must define its learning goals which improve innovation and discovery, global engagement, and diffusion of technology."

Self-Check:

The Graduate School of International Management prepares its curricula and performs self-assessment by setting up learning goals for each program to realize the mission statement.

For the professional graduate courses, the following learning goals have been established to nurture "management professionals who can think, analyze and make decisions independently:"

(1) Learn basic theories and basic concepts concerning the international management
(2) Understand major management functions of corporations
(3) Learn quantitative and qualitative management analysis methods required to develop abilities to discover and solve problems in the international management
(4) Acquire management ethics and global perspectives

The School organizes detailed curricula based on the above learning goals. As more specific learning guidance for students, the course themes mentioned below are presented to the students.

Criterion 1: "The School must clearly stipulate its learning goals in brochures such as its syllabi and publicize them to its students."

Self-Check:

In order to thoroughly publicize the above-mentioned learning goals, the School lists them in course catalogs and the dean informs students during the student orientations.

Criterion 2: "The School must set guidelines for assisting its students in choosing courses appropriate to their own goals and provide academic assistance to students in accordance with the guidelines."

Self-Check:

The School presents course models in various orientations and the School's web site so that students will be able to take courses in a systemic manner with specific awareness of issues and learning goals. As mentioned later, there is a system to provide students with consultation services about courses. Presented in 2013 were the following course themes and courses to be completed to further understand identified themes.

(1) Corporate strategy for top management
(2) Business strategy and organization
(3) Organization and human resource management
(4) Global business
(5) Product and brand management
(6) Information science for marketing

(7) Distribution system
(8) Corporate finance
(9) Asset management
(10) Company analysis
(11) Corporate communication
(12) IT management
(13) Operations management
(14) Entrepreneurship
(15) Social business

Criterion 3: "The School must enhance communication between students, faculty and staff, and provide academic assistance to students to help them achieve their goals."

Self-Check:

The School pays sufficient attention to communication with students, faculty and staff to achieve the students' learning goals. In April each year, orientations for new students (one night, two days) and current students are held to inform them of the mission statement, learning goals and course themes.

The Academic Affairs Division of the Professional Graduate School has a system to provide course consultation to students. The faculty members disclose their e-mail addressed to respond to questions. Details of questions and requests from students are reported to the dean from the Academic Affairs Division and the faculty. Measures are taken if a response is necessary at the School's level.

2. Self-Evaluation and Issues to be improved in Standard 5

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 5 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has established specific learning goals to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it notifies students of learning goals by listing them in the course catalog and informing them at orientations for new students and others.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it has defined course models with required courses for each learning theme and provides consultation services about courses.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it pays attention to communications with students, faculty and staff, and provides consultation and advice on learning to achieve students' learning goals.

Standard 6 (Management of Curricula)

1. Self-Check

Common Standard: "The School must design its curricula systematically to realize the School's mission statement."

Self-Check:

At the Graduate School of International Management's professional graduate courses, education with coursework based on systematic curricula is provided to achieve the above-mentioned learning goals. A list of curricula is included in the Annex 1.

The School's professional graduate courses consist of the following five course groups:

(1) Required basic courses (in 100s)
(2) Elective basic courses (in 200s)
(3) Elective courses (in 300s)
(4) Courses offered by other graduate schools (in 400s)
(5) Experiential learning projects (in 500s)

Required basic courses (in 100s) provide fundamental learning in the respective management areas that are required for international management. Students must take these courses first. In 2013, nine courses (18 credits) were required, including Fundamental Business Strategy, Fundamental Finance, Fundamental Marketing, Fundamental Accounting, Fundamental Operations Management, Business Ethics and Compliance, Managerial Economics, Statistical Analysis I, and Organization Behavior.

Elective basic courses (in 200s) provide students with opportunities to learn fundamental methodologies, a high level of ethics, international perspectives, communication skills, and English communication abilities required for international management. Students must take at least two elective basic courses (four credits).

Elective courses (in 300s) provide opportunities to acquire business expertise. They consist of four specialized areas: strategy and organization; marketing; finance and accounting; and operations and information systems. Students must take seven elective courses (14 credits).

Students may take courses provided by Aoyama Gakuin University's other graduate schools as courses in 400s. They may take up to two courses (four credits) at other graduate schools.

Experiential learning projects (in 500s) are this school's original project courses where students integrate expertise and skills in management, and develop the ability to apply these skills in a practical manner. They are positioned as the entire professional graduate courses' summary course. While making decisions in practical environments, students may integrate knowledge in each management area acquired from previous courses and also develop coordination skills necessary for business management. In 2013, the following courses are provided as experiential learning projects (8 credits are given for each one-year course):

(1) Management Game
   This is a business simulation game to experience global competitions. Students in this course make group decisions on business management, and compete for management performance with business school students overseas such as at Carnegie Mellon University.
(2) Internet Business Project
   To acquire skills and judgment abilities necessary to carry out Internet business, students build

supply chains, establish business-to-consumer direct online sales operations and design web sites.

(3) Fund Management Simulation

Students perform a simulation of the active management of Japanese stocks. They carry out a series of securities investment processes (including investment policy setting, stock selection, portfolio revision and performance measurement) and receive reviews from investment specialists.

(4) Business Planning

As a part of practical training for skills needed to start a business, students create new business plans. They build business models, prepare short- and mid-term plans, and receive reviews from venture capitalists and angels.

(5) Business Analysis and Corporate Communication System (BACCS)

This is a course to train security analysts and IR officers. Students analyze corporate performances, evaluate values of firms, and receive reviews from professional security analysts.

(6) Marketing Planning Project

This is a course to plan marketing strategies that take corporate management issues and consumer needs into consideration. Students analyze competitions among existing companies and commercial facilities, sales strategies, facility operations and management, and suggest improvements.

(7) Research Paper Project

The School uses a course work system and does not require a master's thesis. However, some students planning to proceed to doctorate courses may elect to write research papers as their knowledge's general summary. Therefore, the "research paper project" is set up. This is a course that allows students to write papers equivalent to a master's thesis or papers that may be submitted to academic societies.

In this curriculum system as explained above, students take required basic courses and elective basic courses during the first year at the School's professional graduate courses. After they acquire basic knowledge in each management area, students enhance their expertise by taking elective courses. In the second year, students take experiential learning projects to integrate knowledge and acquire coordination skills required for business through group learning activities. The School does not allow students to select majors and presents the above course themes to help students take courses systematically based on their specific learning goals.

The School' requirements to complete professional graduate courses are as follows:

(1) Attendance of two years (a standard diploma term) or more

(2) Completion of the prescribed 50 credits or more

(3) TOEIC score of 730 points or more

The professional graduate course uses a course work system and does not require a master's thesis. Students may complete the program after meeting each course group's completion requirements and obtaining a total of 50 credits or more. Credits required for the completion in each course group is as follows:

(1) Required basic courses (in 100s):   18 credits
(2) Elective basic courses (in 200s):   4 credits
(3) Elective courses (in 300s):   12 credits
(4) Optional courses (in 200s, 300s, 400s, and 500s):   16 credits
                                    Total: 50 credits

At the School, TOEIC score of 730 points or more is also needed as a completion requirement to acquire English skills necessary in international business scenes. Therefore, English Communication (elective basic course) and TOEIC special course are offered to reinforce English skills. The TOEIC special course is a non-regular course and does not offer credits upon completion.

The School has a full-time program and a flex-time program as a part of the professional graduate course. These two programs' curricula are virtually the same except for some classes, and class hours are different. The full-time program does not require work experience as an admission requirement and mainly offers classes during daytime. The flex-time program is for those who have jobs and requires work experience of three years or more. Classes are offered at weekday nights and on Saturdays. As for required basic courses and major elective courses, the same classes are offered twice: during daytime (for the full-time program) and weekday nights or Saturdays (for the flex-time program). However, the elective basic courses and experiential learning projects are offered jointly during the flex-time program hours.

In recent years, the number of students has been approximately 30 per grade in the full-time program and 70 per grade in the flex-time program. Therefore, required basic courses are divided into two classes for the flex-time program.

Criterion 1: "The School must organize its curriculum systematically. The curriculum should effectively combine theory and practice in line with the mission statement and follow current trends in management education and research."

Self-Check:

As explained above, students first take required basic courses and acquire basic knowledge and theories in each management area. Then, they enhance expertise by taking elective courses. They finally take experiential learning projects and address practical themes to integrate knowledge. With such systematic curricula, the school pays sufficient attention to bridging theories and practices.

At the School, curricula are determined each year based on discussions at the curriculum committee (consisting of the dean and faculty in charge of four specialized areas) and the faculty meeting. The curriculum committee determines curriculum drafts every year by taking each discipline's education and research trends and industries into consideration.

Criterion 2: "The School must organize its curriculum with the aim of helping students acquire expertise, advanced professional skills, advanced levels of scholarship, high ethical standards, and a broad international perspective, all of which are necessary components of educational programs for business professionals."

Self-Check:

When creating curricula, the global scope, entrepreneurship and social values have been three key words in recent years.

For example, the School has established short-term concentrated classes with instructors from abroad to train students with the global scope. In 2012, a professor from Moscow University's Business School in Russia was invited to teach international management. To nurture entrepreneurship, a business planning course has been offered as an experiential learning project since 2008 to create new business plans. Also, in order to pursue social values, the business ethics and compliance course has been offered as a required basic course since 2006. The business philosophy course started in 2009 and the social entrepreneurship course began in 2012.

Criterion 3: "The School's curriculum must include core courses to provide a foundation for management education and research."

Self-Check:

As explained above, the School offers 9 courses (Fundamental Business Strategy, Fundamental Finance, Fundamental Marketing, Fundamental Accounting, Fundamental Operations Management, Business Ethics and Compliance, Managerial Economics, Statistical Analysis I, and Organization Behavior) as required basic courses so that students may learn basic knowledge and basic theories in each management area in a balanced manner.

Criterion 4: "The school must define a process to review its curriculum and update its curriculum periodically and systematically by the reviewing process on continuous basis."

Self-Check:

The School decides on curricula based on discussions at the curriculum committee and the faculty meeting every year. When deciding on curricula, the curriculum committee refers to business areas' research trends, management issues that global companies may face and the advisory council's opinions, and considers the number of students in each course, the course evaluation results by students and students' requests at orientations to reflect students' opinions.

Criterion 5: "The School's curriculum must be designed to enable students to take related courses in other departments at the same university and at other universities. The School should also have a credit transfer system with other schools and allow students to receive academic credit by completing an internship program."

Self-Check:

The School's students may take up to two courses (four credits) of other graduate schools' courses at Aoyama Gakuin University.

Also, if students have already taken courses equivalent to this school's professional graduate courses at other universities' graduate schools, these credits may be qualified as this school's course credits upon determination by the dean and faculty members in charge of those courses.

The School also has an internship course specifically for the full-time program students. Students may receive two credits if they participate in internship programs that meet the prescribed requirements.

Criterion 6: "The School must utilize appropriate educational methods, including case studies, site surveys, debates, discussions, and question and answer sessions between faculty members and students and / or among students."

Self-Check:

As mentioned above, the School offers a variety of courses. In these classes, multiple teaching methods are combined such as lectures, problem solving exercises, discussions, case methods and group work by taking each course's characteristics into consideration. For example, in areas such as strategies, organization and marketing, the basic courses are offered in combination of lectures and case methods while a proportion of case methods and discussions is larger in applied courses.

Also, in the experiential learning projects in which various types of management knowledge are integrated (except research paper projects), a group work format is used to train students to acquire coordination skills imperative in the business world.

Criterion 7: "When the School provides distance education, it must work to maximize its educational

effect by utilizing various media."

Self-Check:
This item does not apply since the School does not offer distance education with media.

2. Self-Evaluation and Issues to be improved in Standard 6

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 6 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has created educational courses systematically to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it offers theoretical education and practical education in consideration of trends of education/research and practices in management to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it considers acquisition of expertise and special skills as well as a high-level professional capabilities, cultivation of professional ethics, and enhancement of global perspectives necessary to train a higher level of professionals when creating educational courses.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it systematically provides core courses required for the management education when creating a systematic educational programs in consideration of the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 4 since it has established clear processes to verify educational programs and continuously verify them.
- It is determined that the School sufficiently meets the requirement of Criterion 5 since it takes measures such as allowing students to take other graduate schools' courses, allowing other universities' credits to be qualified and accrediting credits from internship.
- It is determined that the School sufficiently meets the requirement of Criterion 6 since it uses appropriate teaching methods in accordance with courses' characteristics.
- Criterion 7 does not apply since the School does not offer distance education.

Standard 7 (Educational Level)

1. Self-Check
Common Standard: "The School should design a curriculum that enables students to achieve their learning goals."

Self-Check:
   The Graduate School of International Management offers the following curricula and educational activities to realize its mission statement and learning goals based on it.

   As explained above, the curricula are systematic with required basic courses, elective basic courses, elective courses, experiential learning projects and others so that students may learn about business systematically. As for four specialized areas in the elective courses, courses are set up for students to generally learn these areas in consideration of state-of-the-art research themes and issues that companies may face.

   Each course's objective, outline, plan, teaching method, materials used and class evaluation criteria are included in syllabi, and their dissemination and implementation are thoroughly encouraged. Course grades are generally determined based on overall performance such as mid-term exams, final exams, attendance, class participation, and reports.

   The professional graduate course uses a course work system and students may complete the program after meeting each course group's completion requirements and earning a total of 50 credits or more. The completion is accredited in the faculty meeting. For those who were not able to complete the courses due to insufficient credits, their status (the number of credits earned) is reported.

Criterion 1: "The School must provide an environment that is conducive to learning and teaching."

Self-Check:
   Starting in the second semester of 2012, the School has been using the newly constructed Building 17 as its own facility. Building 17 is a 12-story building with classrooms, faculty offices, a reference room, a joint laboratory, the Academic Affairs Division of the Professional Graduate School, as well as student study rooms, a student lounge and a PC room. The student study rooms and student lounge are available from early morning to late at night with an entry system that recognizes ID cards. In order to improve the learning environment for students, the wireless LAN service is available throughout Building 17. Students may use Internet freely in classrooms, student study rooms and student lounge.

   Building 17 also has the School's reference room where faculty and students may read 441 books and 98 types of magazines (18 Japanese magazines and 80 foreign magazines).

   The School has used educational activities costs and external funds to purchase software and database needed for research and education and developed its own software. Most of them are used not only for research but also during classes. For example, the business simulation game that the School has developed is used in several learning opportunities including orientations for new students and is also provided to partnering foreign business schools.

Criterion 2: "The School must secure adequate classroom hours to complete each course."

Self-Check:
At the School, two credits consist of 15 classes (90 minutes each) per semester.

Criterion 3: "The School must design time schedules and set a limit to the number of credits which

students can take to assure students' learning efficiency."

Self-Check:
The School's classroom schedule is as follows in 2013:
    First period: 9:00 – 10:30
    Second period: 11:00 – 12:30
    Third period: 13:20 – 14:50
    Fourth period: 15:05 – 16:35
    Fifth period: 16:50 – 18:20
    Sixth period: 18:30 – 20:00
    Seventh period: 20:10 – 21:40

The full-time program classes are held from the first period to the fifth period on weekdays. The flex-time program classes are in the sixth and seventh periods on weekdays and the first through fifth periods on Saturdays. Many required basic courses and experiential learning project classes are held on Saturdays since many students take classes on Saturdays.

The School has the following limit on class registrations to improve learning efficiency.

First year		Second year	
First semester	Second semester	First semester	Second semester
14	14	20	18

During the first year, up to 14 credits may be taken both in the first and second semesters. During the second year, up to 20 credits may be taken in the first semester. Since one-year courses are included in the first semester's credit limit, however, six credits of regular courses and one experiential learning project course may be taken in the first semester of the second year if the experiential learning projects (one-year course with eight credits) are taken in the second year.

Criterion 4: "The School must establish clearly defined standards for calculating grades and for evaluating the academic performance of its students in accordance with its School code. These standards should be publicized by the School."

Self-Check:
The completion requirements for the School's professional graduate course are provided in the school code and publicized to students in course catalogs and others. Students' grade criteria are provided as follows in Article 43 of the school code of the Aoyama Gakuin University's professional graduate schools and publicized to students in the class catalogs and others.

Grade	Score	Evaluation criteria
AA	90-100	Students have achieved a distinguished level and have particularly excellent characteristics.
A	80-89	Students have reached a success level and have excellent characteristics compared to other students.
B	70-79	Students have reached a success level.
C	60-69	Although students have reached a success level, there are some issues that require further efforts.
x	0-59	Students have not reached a success level.
xx	Absent	Students have not taken a test and/or have not submitted assignments including reports.

Criterion 5: "The School must take measures to ensure that grades are calculated in an objective and standardized way and that the academic performance of students is evaluated fairly."

Self-Check:

Each faculty member is responsible for calculating grades for each class and the grades in general is based on an absolute scale. As a part of the faculty development, the orientation is held for faculty members (including part-time instructors) at the beginning of each school year. The above-mentioned grading system is explained to obtain faculty members' consent on how grades should be distributed. If students have questions or objections concerning their grades, they can send questions to their teachers in writing and the teachers should respond in writing as a general rule.

Criterion 6: "The School must set a quota on the number of students it accepts in accordance with the schools' educational methods, the availability and condition of its facilities, and other educational considerations."

Self-Check:

In recent years, the number of students has been 20-30 per grade in the full-time program and 70-80 per grade in the flex-time program. Therefore, required basic courses are divided into two classes for the flex-time program to improve the learning efficiency. 181 classes offered in 2012 may be classified as follows by the number of students per class:

Number of students	1-5	6-10	11-15	16-20	21-30	31-50	51-	Total
Number of classes	51	36	26	19	23	26	0	181

As shown in the above table, the number of students in even the largest classes is 50 or less and the class size may be considered appropriate.

Criterion 7: "The School must provide adequate guidance and advice to students, including foreign students and students taking distance education programs."

Self-Check:

The School holds orientations for new students immediately after their enrollment and for current students at the beginning of the second year in order to inform them about the mission statement and curricula.

Staff members of the Academic Affairs Division of the Professional Graduate Schools usually answer various class-related questions, and faculty members often provide guidance to students before and after classes. Also, faculty members disclose their e-mail addresses to students at each class to support their study.

Especially in the full-time program, the number of foreign students has been increasing in recent years. At the faculty meeting every year, faculty members in charge of required basic courses in the first semester report the foreign students' level of comprehension to discuss guidance methods suitable for their Japanese skills.

Criterion 8: "The School's faculty members should share information about students' course records, attendance rates for each program, total credits earned, and academic grades in order to improve the

School's learning environment."

Self-Check:

At the School, the completion is accredited in the faculty meeting. For those who were not able to complete the courses due to insufficient credits, their status (the number of credits earned) is reported. At the faculty meeting at the beginning of each year, students with excellent grades and those with few credits earned are reported. Especially about those with problems in their lifestyle or school work, necessary measures are discussed at the executive committee and the faulty meeting. Also, the dean may directly interview those students.

Criterion 9: "In case of providing establishment of shortened programs, the school must offer its educational methods and design time schedule for its students which enables them to achieve its learning goals in order to maintain educational level."

Self-Check:

This does not apply since the School does not provide shortened programs.

2. Self-Evaluation and Issues to be improved in Standard 7

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 7 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has established educational standards to help students achieve their learning goals.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it has set up a learning environment to maintain the educational standards.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it secures the number of classroom hours necessary for students to learn one-credit worth of course in order to maintain the educational standards.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it appropriately arranges class schedules, sets up the limit on the number of credits that students may register for, and supports students to take classes in order to maintain the educational standards.
- It is determined that the School sufficiently meets the requirement of Criterion 4 since it has clearly defined the criteria to evaluate grades for classes that students have taken and to complete the programs. The school has also listed such criteria in the school code and publicized it to students.
- It is determined that the School sufficiently meets the requirement of Criterion 5 since it calculates students' grades, accredits the credits earned, and decides on the program completion in a fair manner.
- It is determined that the School sufficiently meets the requirement of Criterion 6 since it maintains the appropriate number of students per class to achieve adequate learning efficiency in each class.
- It is determined that the School sufficiently meets the requirement of Criterion 7 since it provides students with appropriate guidance, consultation and advice on classes and learning in consideration of students' diversity.
- It is determined that the School sufficiently meets the requirement of Criterion 8 since it shares information about classes that students are taking, attendance, the number of credits earned and grades among faculty members and take necessary measures.
- Criterion 9 does not apply since the School does not provide shortened programs.

Standard 8 (Measures to improve educational Quality)

1. Self-Check

Common Standard: "The School must improve its curriculum in a systematic manner to realize the School's mission statement."

Self-Check:

The dean presents problems and issues concerning the previous year's education and research activities as well as the new year's activity policies at the beginning of the academic year in consideration of basic data (such as the number of applicants, the number of students admitted, the number of graduates, the graduates' conditions (the number of credits earned and classes taken) and course evaluations by students), and opinions exchanged at the advisory council. The previous year's activity summary and activity policies are presented to the advisory council in September for discussion. At the advisory council, in addition to the dean's report, a student representative's report is presented to evaluate the School's educational and research activities from diversified perspectives and present improvement ideas.

Based on the advisory council's discussion results, the School creates the next academic year's curricula in autumn and changes classes and teachers if necessary. When creating the curricula for the next year, the School checks whether the curricula comply with the mission statement, and change them in consideration of opinions exchanged at the advisory council and other meetings, trends of theory research in each discipline, management issues that global companies may face, and students' course evaluation results.

Criterion 1: "The School must issue syllabi which state its educational goals, course contents, course plans, educational methods, class materials, faculty office hours, and standards for evaluating academic performance. The syllabi should be publicized and examined by peer reviews."

Self-Check:

The School prepares syllabi that clearly state class objectives, contents, plans, teaching method, materials used, grade evaluation criteria and others for each class and distributes them to students at the beginning of the academic year to publicize and implement each class' details. Syllabi are posted on the School's web site.

Whether the class proceeded in accordance with its syllabus is one of the questions asked in the course evaluation questionnaire for students. If the class contents and the details listed in the syllabus are very different, the executive committee, the curriculum committee and others will discuss it.

Criterion 2: "The School must review its curriculum by both examining students' course records, total credits earned, academic grades and career options, and reviewing opinions from stakeholders."

Self-Check:

The dean and the executive committee verify how the mission statement is being realized based on basic data such as the number of applicants, the number of students admitted, the number of graduates, the graduates' conditions (the number of credits earned and classes taken), and the students' course evaluation. Problems and issues based on these data and self-assessment results are reported at the faculty meeting for discussion.

The annual activity policies are prepared based on these assessment results and presented to the faculty meeting at the beginning of the academic year and the advisory council in autumn for discussion.

At the advisory council, in addition to the self-assessment, a question and answer session with students is held to evaluate the School's activities from diversified perspectives and present improvement ideas.

Criterion 3: "The School must do periodic self-evaluations and publicize the results."

Self-Check:

The School has established the advisory council as a self-evaluation organization. The advisory council consists of enterprise managers and experts in each business area, and holds a meeting every September to listen to stakeholders' opinions and performs self-assessment and evaluation. As of May 2013, the advisory council is made up of 15 members representing various areas including business. Among those 15 members, 8 are graduates of the Graduate School of International Management or its predecessor, the Master's Program of International Business. The Graduate School of International Management's alumni president is one of them. Students also attend the advisory council's meeting to present their opinions and requests concerning the School's educational activities and participate in the question and answer session.

Results of the external evaluation performed by the advisory council are posted on the School's web site along with the list of council members.

Member of Advisory Council (as of May 2013)

Name	Title
Yoko Akimori	Senior Manager, Richemont Japan Limited
One Akiyama	President, Integrex Inc.
Hironobu Ishikawa	Managing Officer, Mitsui & Co., Ltd.
Masayuki Inoue	Managing Executive Officer, INOAC Corporation
Akiyoshi Oba	President & CEO, Tokio Marine Asset Management Co., Ltd.
Hiromichi Ono	Executive Officer, Daito Trust Construction Co., Ltd.
Mika Kumahira	President, Atech Kumahira Co., Ltd.
Takao Shiino	Counselor, Nomura Research Institute
Toshio Shimada	Chairman, CAC Corporation
Eiichi Takahashi	Corporate Officer, Pfizer Japan Inc.
Hiroshi Nakata	Member of the House of Representatives
Takuya Nakamura	Corporate Secretary, AXA Life Insurance Co., Ltd.
Masayo Hobo	Managing Officer, SAS Institute Japan Ltd.
Masakazu Morishita	Managing Officer, Kameyama Co., Ltd.
Yosuke Yagi	Executive Vice President, LIXIL Group Corporation

Criterion 4: "The School must collect feedback on its self-assessments and evaluations, and make organized efforts to address this feedback in a way that enhances its performance and produces high quality graduates."

Self-Check:

The School improves its curricula based on discussion results at the advisory council. For example, there was a discussion at the advisory council in 2008 that a lack of class to teach English (which is necessary for business) was illogical when the TOEIC score of 730 points or more was required as a completion condition. Thus, the "English Communication" class was set up as one of the elective basic courses starting in 2009.

Also, the School holds a lunch seminar once a month on the same day as the faculty meeting to provide an opportunity to share information on education and research among teachers outside the faculty meeting. At the lunch seminar, teachers report their class details and research results to help improve education and promote joint research.

Criterion 5: "The School should establish a system for awarding faculty members who achieve distinguished education and research result."

Self-Check:
The School has the Best Professor Award to recognize faculty members (including part-time instructors) who provided excellent classes based on students' votes at the end of the academic year.

2. Self-Evaluation and Issues to be improved in Standard 8

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 8 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it is involved in the organized efforts to improve educational courses to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it prepares and publicizes syllabi that contribute to the achievement of students' learning goals, and examines syllabi through peer reviews.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it verifies the improvement of educational programs by examining students' course records, total credits earned, academic grades and career options, and reviewing opinions from stakeholders.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it continuously performs the self-assessment and evaluation and publicizes results widely in order to maintain and improve the quality of education and research.
- It is determined that the School sufficiently meets the requirement of Criterion 4 since it feeds back results of self-assessment and evaluation and carries out organized training session to maintain and improve the quality of education and research.
- It is determined that the School sufficiently meets the requirement of Criterion 5 since it has a system to evaluate faculty members' excellent education and research achievements in order to maintain and improve the quality of education and research.

CHAPTER THREE: STUDENTS

Standard 9 (Student Profile)

1. Self-Check
Common Standard: "The School must specify the target student population and profile of its students to realize the School's mission statement."

Self-Check:
   In the admission policy, the School makes it clear that it is seeking students with the following abilities and willingness, and implements entrance exams to acquire such students:

   1. Practice business with global perspectives
   2. Fulfill responsibility as business people
   3. Identify and solve their own business issues
   4. Think logically
   5. Express their opinions accurately
   6. Deploy business in a creative manner
   7. Play a role as an organization's leader

Table 9-0-1 Number of Students enrolled

	2011	2012	2013
Full-time students enrolled	66	59	66
Part-time students enrolled	157	145	151
Total number of students enrolled	223	204	217

Table 9-0-2 Number of Foreign Students enrolled

	2011	2012	2013
Foreign students enrolled	30	30	45
Home students enrolled	193	174	172
Total number of students enrolled	223	204	217

Criterion 1: "The School must make efforts to secure students with target profiles through its selection processes."

Self-Check:
   The School examines applicants' records and carries out interviews to admit those that meet the target student profiles. During the selection process, applicants are checked for their basic expertise and academic abilities, abilities to discover and solve problems in practical situations, cooperativeness and leadership in organizations, attitudes and enthusiasm toward work, and future career plans.
   The number of current students in 2013 is shown in Tables 9-0-1 and 9-0-2.
   The full-time program does not require work experience for applicants, but the flex-time program has an admission requirement of work experience of 3 years or more. As for the number of foreign students, there is no specific limit. During the entrance exam, their ability to participate in classes conducted in Japanese is examined in addition to the above abilities.

The age groups of current students in 2013 are late 20s to early 30s in the full-time program (average age: 27.7), and are widely varied between early 30s and 50s in the flex-time program (average age: 37.3). In the full-time program, most students do not work while most of the flex-time students work during daytime and attend classes at night. As for the current students' gender, 155 students (71.4%) are male and 62 (28.6%) are female in 2013.

Criterion 2: "The School must provide opportunities for candidates to fairly take entrance examinations."

Self-Check:

The School carries out entrance exams three times a year in October, January and February, and holds a briefing session before each exam. At briefing sessions, the dean introduces the mission statement and the target student profile. Faculty representatives explain course summaries, and student representatives explain about classes and students' lifestyle. The exam schedule is posted on the School's web site and applicants may request application forms on Internet or by fax. Although the application form specifies qualifications for applicants, those who graduated from vocational schools in Japan or universities abroad must be screened in advance to determine whether they adequately meet the qualification requirements provided in Japan.

As for the admission screening, graduates from Aoyama Gakuin University and other universities are treated in the same manner, and graduates from various universities are enrolled.

Criterion 3: "The School must update its target student profile to meet the requirements of the School's admission policy on a continuous basis."

Self-Check:

The School periodically verifies the target student profile to realize the mission statement. The above seven items of the target student profile was provided when the mission statement was revised in 2010. At the faculty meeting, whether students who meet the target student profile to realize the mission statement are actually enrolled or not is discussed based on data such as students' attributes and academic records. Also, discussions are periodically held before and after entrance exams each year to determine what type of students the School should seek, and what type of evaluation criteria should be established to secure such students at the entrance exams.

2. Self-Evaluation and Issues to be improved in Standard 9

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 9 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has clearly defined the target student profile desirable for the School's education to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it strives to actually admit students who meet the target student profile during the selection process.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it provides applicants with fair opportunities to be selected.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it continuously verifies the target student profile to realize the mission statement.

Standard 10 (Student Admission)

1. Self-Check
Common Standard: "The school must clearly stipulate its admission policy."

Self-Check:
As mentioned in Standard 9, the School has the following admission policy:

The Graduate School of International Management's International Management Program seeks students with the following abilities and willingness:

1. Practice business with global perspectives
2. Fulfill responsibility as business people
3. Identify and solve their own business issues
4. Think logically
5. Express their opinions accurately
6. Deploy business in a creative manner
7. Play a role as an organization's leader

In order to secure students who meet the target student profile provided in the above admission policy, the School decides on successful candidates by making overall evaluations on basic expertise and academic abilities, abilities to discover and solve problems in practical situations, cooperativeness and leadership in organizations, attitudes and enthusiasm toward work and future career plans by examining candidates' records and carrying out interviews with candidates during the entrance exams.

Criterion 1: "The School must have an admission policy which is designed in line with the school's mission statement."

Self-Check:
The School's mission statement aims at nurturing leaders who meet requirements of "social responsibility," "global citizens" and "creative leaders." The "target student profile" in the above-mentioned admission policy is a more detailed version of these requirements that the School looks for in students.

Criterion 2: "The School must clearly articulate its admission policy and selection criteria in brochures such as student admission materials and show them to all prospective candidates."·

Self-Check:
The School posts the above admission policy and selection criteria in the University's website, the School's website and application forms to publicize them.

Criterion 3: "The school must evaluate the scholastic abilities and aptitudes of candidates in a consistent and objective fashion."

Self-Check:
The School selects applicants by examining their records and interviewing them. For the record examination, the School requires applicants to submit the following records:

- University diploma (or certificate of expected graduation)
- Certificate of undergraduate grades
- Document certifying work experience (for the flex-time program only)
- Assignment report
  (i) Explain why you would like to enroll in this business school, specifically how you are planning to utilize MBA in your career.
  (ii) What was the most difficult challenge you faced in your work in the past? How did you overcome that? If it happened now, how would you solve it?
- Other optional documents (activity reports for work experience, self-promotion letters, qualification certificates, recommendation letters, etc.)

During the record examination, applicants' basic expertise and academic abilities, their abilities to identify and solve problems, and their cooperativeness and leadership are examined based on the above documents submitted by applicants.

In the interview, applicants' attitudes and enthusiasm toward business, their abilities to solve problems, their cooperativeness in organization and their future career plan are mainly examined by referring to assignment reports and others. These perspectives are in line with the above-mentioned admission policy. To ensure objectivity and fairness in selecting applicants, pass/fail proposals prepared based on evaluation results of the record examination and interviews are reviewed at the faculty meeting and successful candidates are determined.

Criterion 4: "The School must limit student enrollment to a fixed number. In the event that its student enrollment does not meet the required number, the School must take corrective actions."

Self-Check:
The number of students enrolled at the School's professional graduate course in the past three years is as follows:

	2011	2012	2013
Number of students enrolled	108	98	113

The fixed number of students enrolled at the School's professional graduate course is 100. The number of successful candidates is determined in such a manner that the final number of students enrolled will be between 100 and 110. In 2012, the number of students enrolled was 98, a little below the fixed number of 100 since the number of successful candidates who declined the enrollment was larger than in other years.

Criterion 5: "The School must take measures to attract a diverse student body that possesses a wealth of knowledge and background in the area of globalizing world economy in the selection."

Self-Check:
The School includes the future career plan, a possibility of contributing to classes, and personality and originality in the criteria to select successful candidates, and focuses on acquiring the talent with diverse abilities and experience.

The number of current students at the School's professional graduate course in 2013 is 217. Among them, 62 are women and 45 are foreign students. The full-time MBA students are mainly in their late 20s to early 30s. The flex-time MBA students have work experience of three years or more and are in their early 30 to early 50s. Among 133 students enrolled in 2013, 52 students (46.0%) are from social science

schools (law, economy, commerce, etc.), 28 (24.8%) are from human science schools (literature, education, etc.), 28 (24.8%) are from science and engineering schools (science, engineering, agriculture, etc.), and 5 (0.4) are from other schools. Also, among 83 students who currently have jobs and enrolled in 2013, 33 students (39.8%) work for manufacturing companies, 8 (9.6%) work for commercial companies, 33 (39.8%) work for service companies and 9 (10.8%) work for other types of companies.

2. Self-Evaluation and Issues to be improved in Standard 10

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 10 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has clearly defined and stipulated the admission policy to select successful candidates.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since its admission policy helps realize the mission statement.
- It is determined that the School meets the requirement of Criterion 2 since it clearly states the admission policy and the selection criteria based on the admission policy in printed materials such as application forms, and publicizes them to applicants.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it evaluates and selects applicants' aptitudes, abilities and others in an objective and strict manner when selecting successful candidates.
- It is determined that the School sufficiently meets the requirement of Criterion 4 since its actual number of students enrolled is not substantially different from the fixed number of students enrolled in selecting successful candidates.
- It is determined that the School sufficiently meets the requirement of Criterion 5 since it strives to admit students with diverse knowledge and experience when selecting successful candidates to respond to the globalization of economy

Standard 11 (Student Support)

1. Self-Check

Common Standard: "The School must have appropriate student support services that help students concentrate on their academic work."

Self-Check:

The School has various financial aid programs to support students financially. Also, a tuition waiver program is set up to reduce financial burdens on foreign students who are studying at their own expense. As for career guidance, the University's career center supports students and the School holds job-hunting briefing sessions with graduates and companies.

The School has a system where students can consult with the Academic Affairs Division of the Professional Graduate School about academic matters and student life. Also, the student support committee is established as a general advisory system for students by faculty members.

Criterion 1: "The School must take various measures to give financial support to students who need it."

Self-Check:

The School has various financial aid programs as economical support for students. They may be classified into scholarships and student loans.

One of the major types of scholarships is an internal scholarship. This is a scholarship given to students with excellent grades. 6 students who have finished the first year can receive the internal scholarship. The total amount given is 300,000 yen per year. In addition, 14 students of the School are currently granted with seven types of scholarships.

Student loans include those from Japan Student Services Organization and the University's Mandai Scholarship Society. Monthly loan amounts are: 88,000 yen or 50,000 yen from Japan Student Services Organization; and 85,000 yen from Mandai Scholarship Society. The loan period is two years in both cases. In 2012, 12 students received loans from Japan Student Services Organization and 1 student from Mandai Scholarship Society.

Also, for foreign students who are studying at their own expense, there is a tuition waiver program to reduce their financial burden. The first year's tuition is reduced by 30% and the second year's tuition is reduced by 20-50% depending on the students' grades. In 2012, 18 out of 24 foreign students used this program.

Criterion 2: "The School must gather and manage sufficient information to provide career advice to each student in accordance with his / her aims and abilities."

Self-Check:

The University's career and academic guidance center provides job openings information, holds job-hunting briefing sessions, and provides individual career consultation services to the graduate schools' students. Students are encouraged to utilize the career and academic guidance center.

In addition, the School holds meetings where the second year students and graduates talk about their job-hunting experience and experts explain the current job market situations and provide cautionary points. The School also posts job openings information if it receives it directly from companies, and provides a place for job fairs if there are requests.

Since some of the full-time MBA students do not have much work experience, there is an internship course to have work experience in organizations including companies to help those students develop

careers.

Criterion 3: "The School must take measures to provide career advice, academic support, and any other support that students require."

Self-Check:

The School has a system where students may consult with the Academic Affairs Division of the Professional Graduate School concerning academic matters and student life. In addition, the student support committee (consisting of four faculty members) is established as a general advisory system for students. It provides various consultation services concerning academic life, prepares recommendation letters for scholarships and holds briefing sessions to report job hunting experience. Although the University's harassment committee is in charge of various issues concerning harassment, the dean or the executive committee may take up issues if necessary.

Criterion 4: "The School must provide academic support and lifestyle support to international students and disabled students."

Self-Check:

For foreign students, the student support committee provides consultation services and prepares recommendation letters for scholarships. Also, the University's International Center has various events and provides consulting services. The School has not taken any special measures for students with disabilities since there has been none enrolled so far. However, the newly constructed Building 17 has facilities to accommodate people with disabilities.

2. Self-Evaluation and Issues to be improved in Standard 11

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 11 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has an appropriate system to support students so that they are able to continue their studies.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it has taken necessary measures for students who seek financial support.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since the University's career and academic guidance center provides guidance and consultation services for students and the School also carries out its own support activities.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it has a support system to provide consultation and advisory services concerning academic matters and student life to those who seek support for student life.
- It is determined that the School sufficiently meets the requirement of Criterion 4 since it provides appropriate study and life support to foreign students who require special assistance, although the School does not have any special support measures for students with disabilities since there has been no students with disabilities.

Standard 12 (Student Incentive)

1. Self-Check
Common Standard: "The School must take measures to enhance the academic progression of its students to realize the school's mission statement."

Self-Check:

The Graduate School of International Management has the scholarship program for students with excellent grades at the end of the first year, and the recognition program for students with excellent grades at the completion of the professional graduate course.

Also, the School periodically holds orientations for new students and current students to help them achieve their learning goals. The student support committee provides various consultation services concerning student life and prepares recommendation letters for financial aids.

Criterion 1: "The School must establish a system that rewards students who achieve excellent academic results."

Self-Check:

The School has a program to recognize students with excellent grades. As an evaluation criterion for academic results, a GPA (grade point average) system is introduced. At the end of the first year, scholarships are granted to six students with the highest GPA scores. Also, at the completion of the professional graduate course, three students with the highest GPA scores are recognized as excellent students.

Criterion 2: "The School must have a system for providing financial and academic support to students who need such support."

Self-Check:

The School has established the student support committee as a general advisory system for students to provide various consultation services concerning student life and prepares recommendation letters for financial aids. To support students with economic difficulties, there are two types of financial aids: scholarships and student loans. As mentioned above, foreign students may apply for a tuition waiver.

Criterion 3: "The School must hold orientation programs, either at the time students enter the school or before the new academic year begins, to provide incentives for students to achieve high standards of academic work."

Self-Check:

The School periodically holds orientations to help students achieve their learning goals. For new students, overnight orientations (one night, two days) are held immediately after their enrollment to explain the School's mission statement and curricula. Students are instructed to plan which courses to take up until the completion of the program. For current students, orientations are held at the beginning of the academic year to explain how to take courses and which courses have changed, and to provide consultation on studies. At the end of the first year, orientations are held concerning experiential learning projects, which are the entire program's summary course, to explain details of each course and how to apply for these courses.

2. Self-Evaluation and Issues to be improved in Standard 12

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 12 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has measures to encourage students to study in order to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it has a system to reward students with excellent academic records.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it has established a system to provide consultation services including financial and academic support for students with difficulties to continue studying.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it holds orientations to encourage students to study.

CHAPTER FOUR: FACULTY

Standard 13 (Faculty Sufficiency)

1. Self-Check
Common Standard: "The school must maintain an adequate faculty to realize the school's mission statement."

Self-Check:
   The Graduate School of International Management consists of a professional graduate course of the Department of International Management and a consecutive five-year doctoral course of the Department of International Management Science. As of May 2013, the number of full-time faculty members at the Graduate School of International Management is 22. Among them, the full-time faculty members for the Department of International Management are 15, and the full-time faculty members for the Department of International Management Science are 9. There is also a faculty member who does not belong to either program (in charge of religions) and three faculty members belong to both the Department of International Management and the Department of International Management Science. Faculty members of the Department of International Management Science also teach classes for the professional graduate course.

Table 13-1 Number of Faculty members

	Capacity for Students	Required number of faculty members	Current number of faculty members	+/-
2012	200	14	15	+1

Criterion 1: "The School must hire adequate numbers of full-time faculty members."

Self-Check:
   The School's capacity is 200 students for professional graduate courses and the number of required faculty members based on the Standards for Establishment of Professional Graduate Schools is 14. Since the current number of full-time faculty members at the Department of International Management is 15, the School meets the standards (see Table 13-0).

Criterion 2: "The School must maintain a sufficient number of full-time faculty members (Professors and/or Assistant Professors)."

Self-Check:
   In order to realize its mission statement, the School's full-time faculty members teach major required basic courses and elective courses as a general rule. 15 full-time faculty members of the Department of International Management consist of 12 professors, 2 associate professors and 1 assistant professor.

Table 13-2 Current view of Faculty Organization

	Prof.	Associate Prof.	Assistant Prof.	Lecturers	Others	Total
Full-time Faculty members	12	2	1	0	0	15

Criterion 3: "The School must secure adequate number of professional faculty members."

Self-Check:

Among 15 full-time faculty members of the Department of International Management, 6 are professional faculty members (defined as those with work experience of approximately 10 years or more at companies and other organizations). This ratio of professional faculty members exceeds a standard of 30% or more required by the Standards for Establishment of Professional Graduate Schools.

Table 13-3 Number of Professional Faculty Members

Type	Academically Qualified Faculty members	Professional Faculty Members	Total
Participating Faculty members	9	6	15
Supporting Faculty members	12	25	37
Total	21	31	52

Criterion 4: "The School must hire full-time faculty members and part-time faculty members in an appropriate ratio."

Self-Check:

The School's faculty consists of 15 full-time members and 37 supporting members. The supporting faculty members include 7 from outside the School's department of International Management, 1 from outside the Graduate School of International Management, and 29 who belong to other universities and organizations. In terms of the number of credits, the full-time faculty members are responsible for 54.1% of all credits while the supporting members are responsible for 45.9%. Faculty members belonging to the Department of International Management Science are virtually treated in the same manner as those in the Department of International Management. If all faculty members of the School including the faculty members belonging to the Department of International Management Science are considered the full-time faculty members, the ratio of the full-time faculty members is 42.3% in terms of the number of faculty members and 80.4% in terms of the number of credits. Therefore, it is determined that the actual ratio of the full-time faculty members is high.

Table 13-4-1 Participating Faculty members

Name of Participating faculty members	Position	Number of courses	Number of Credits
Kenji Fujii	Professor	8.0	16.0
Takamichi Hosoda	Professor	5.0	10.0
Hatsuyoshi Ichino	Professor	8.3	18.7
Chiaki Iwai	Professor	4.5	12.0
Tetsuo Kitagawa	Professor	5.2	17.3
Takao Kobayashi	Professor	5.0	10.0
Sachiko Matsuura	Professor	8.5	20.0
Kenshi Miyazoe	Professor	7.5	18.0
Munenori Nakasato	Professor	4.0	8.0
Masayuki Sakakibara	Professor	6.0	12.0
Fumio Takahashi	Professor	4.5	12.0
Sumihiro Takeda	Professor	10.0	20.0
Mitsuru Morita	Associate Professor	8.8	22.7
Naohiro Sawada	Associate Professor	10.0	20.0
Fumiko Nagoya	Assistant Professor	5.3	12.7
Total	-	100.7	229.3

Table 13-4-2 Supporting Faculty members

Name of Supporting faculty members	Position	Number of courses	Number of Credits
Yoshitaka Fukui	Professor	7.0	14.0
Masayuki Ida	Professor	7.3	16.7
Glenn E. Mayhew	Professor	10.0	20.0
Tsutomu Nakano	Professor	6.5	16.0
Kousuke Nishitani	Professor	4.0	8.0
Toshiko Suda	Professor	6.0	12.0
Tatsuo Ushijima	Professor	8.5	20.0
Sadahiko Yoshimura	Professor	0.3	2.7
Ryouichi Arai	Lecturer	0.5	4.0
Kazue Fukui	Lecturer	1.0	2.0
Masashi Hagiwara	Lecturer	1.0	2.0
Junichi Hasegawa	Lecturer	1.0	2.0
Junko Hata	Lecturer	1.5	6.0
Masayo Hobo	Lecturer	1.0	2.0
Yoshiaki Ishii	Lecturer	1.0	2.0
Seiji Iwata	Lecturer	1.0	2.0
Takeo Kikkawa	Lecturer	1.0	2.0
Tomoki Kitamura	Lecturer	1.5	3.0
Atsushi Kobayashi	Lecturer	0.3	2.7
Shinichi Komiya	Lecturer	1.5	3.0
Mika Kumahira	Lecturer	1.0	2.0
Yukihiro Makita	Lecturer	2.0	4.0
Tsuneo Mochizuki	Lecturer	1.0	2.0
Yuji Mori	Lecturer	1.0	2.0
Kenichirou Murakami	Lecturer	1.0	2.0
Yoshio Murata	Lecturer	0.3	2.7
Kazuhiko Nishimura	Lecturer	1.0	2.0
Hiromichi Ono	Lecturer	1.0	2.0
Masashi Sakamoto	Lecturer	2.0	4.0
Kinuyo Shimizu	Lecturer	1.0	2.0
Miki Shindou	Lecturer	2.0	4.0
Manabu Sugiyama	Lecturer	1.0	2.0
Isao Yamamoto	Lecturer	3.0	6.0
Nazumi Yamashita	Lecturer	1.0	2.0
Dai Yasuda	Lecturer	1.0	2.0
Otohiko Yasuda	Lecturer	1.0	2.0
Yasuki Yoshinaga	Lecturer	2.0	4.0
Total	-	84.3	188.7

Criterion 5: "The School must establish a diverse faculty in terms of age, gender, and nationality."

Self-Check:

As shown in Table 13-5-1, 2 faculty members are 2 in their 30s, 3 in their 40s, 7 in their 50s and 3 in their 60s at the Department of International Management. Since the School hires faculty members with rich experience in business education or work, the ratio of members in 50s or above is high.

In terms of gender, 13 are male and 2 are female. When hiring faculty members through public advertisements, the number of male candidates tends to be higher. Increasing the number of female faculty members is an issue to be addressed.

In terms of nationalities, there are 14 Japanese and 1 foreigner (from the United States). In this global era, the School recognizes that increasing the number of foreign faculty members is important. Under current situations in Japan, however, it is quite difficult to hire able foreign faculty members.

Table 13-5-1 Age Group of the Participating Faculty members

Age	29 & under	30-39	40-49	50-59	60 & above	Total
Participating faculty members	0	2	3	7	3	15

Table 13-5-2 Gender of the Participating Faculty members

Type	Number of Men	Number of Female	Total
Participating faculty members	13	2	15

Table 13-5-3 Nationalities of the Participating Faculty members

Type	Number of home Nationality	Number of foreign Nationalities	Total
Participating faculty members	14	1	15

Criterion 6: "The School must maintain qualified full-time faculty members for each of the majors it offers in accordance with the following criteria set by the Ministry of Education:
(1) Faculty members recognized as possessing a record of accomplishment in research or education.
(2) Faculty members recognized as possessing outstanding skills in their field of the study.
(3) Faculty members recognized as possessing outstanding knowledge and experience in their field of study."

Self-Check:

As mentioned above, the School' hires full-time faculty members who meet the Standards for Establishment of Professional Graduate Schools. The School hires those who have doctorate degrees in the international management's specialized areas and have experience in business education at universities as "faculty members recognized as possessing a record of accomplishment in research or education in their field of study." For those who do not have doctorate degrees, their research achievements are thoroughly examined. If they are considered "faculty members recognized as possessing a record of accomplishment in research or education in their field of study," they will be hired. As for those without doctorate degrees among professional faculty members, they are hired if they are considered "faculty members recognized as possessing outstanding knowledge and experience in their field of study" based on the number of years they worked and their job details. Among 15 full-time faculty members of the Department of International Management, 10 have doctorate degrees. Also, among 6

professional faculty members, 4 have doctorate degrees.

Table 13-6 The Degrees Held by Faculty Members.

Type	PhD	Master	Others	Total
Participating Faculty members	10	4	1	15

2. Self-Evaluation and Issues to be improved in Standard 13

It is determined that the School virtually meets the requirements of the accreditation's Standard 13 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has set up a faculty organization necessary to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it hires full-time faculty members with educational qualifications required by the Standards for Establishment of Professional Graduate Schools.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it hires the required and sufficient number of full-time professors or associate professors for courses considered necessary to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it hires professional faculty members determined necessary to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 4 since it considers the ratio of full-time faculty members and part-time faculty members determined necessary to realize the mission statement.
- It is determined that the School fairly meets the requirement of Criterion 5 considering actual situations in Japan, although the ratios of female and foreigners are low in the faculty members' composition.
- It is determined that the School sufficiently meets the requirement of Criterion 6 since it has full-time faculty members determined to have a high level of educational guidance abilities about courses offered.

Standard 14 (Faculty Qualifications)

1. Self-Check
Common Standard: "The School must have a faculty body that possesses and maintains intellectual qualifications and relevant management expertise to realize the School's mission statement."

Self-Check:

The Graduate School of International Management's recruitment and promotion are carried out in accordance with Aoyama Gakuin University's Rules on Full-Time Faculty's Recruitment and Promotion." The School's recruitment and promotion (from associate professors to professors) are determined based on discussions at the School's full-time faculty meeting (consisting of only professors) upon approval by the deans meeting, the University's managing directors committee and the University's board of directors.

When recruiting full-time faculty members, the School evaluates candidates' achievements and selects those determined to have a high level of specialty from three perspectives: research, education and work experience (in case of professional faculty members). Each time a faculty member is recruited, employment conditions such as courses, specialized areas, necessary degrees and work experience are determined in detail at the full-time faculty meeting, and those who meet these conditions are hired.

When promoting the faculty members, their research achievements in the past three years, educational activities including course evaluations, participation in the internal committees, and social activities are evaluated before a decision is made.

The full-time faculty members are recruited through public advertisements and recommendations. In most cases, the recruitment is to fill vacancies due to retirement, etc. The School has a process to review drafts of faculty recruitment methods at the executive committee and to make a decision at the full-time faculty meeting.

As a part of the system to evaluate each faculty member's educational and research activities, the School creates reports including the previous year's summaries and this year's objectives concerning educational and research activities, participation in internal committees, and social activities, and announces them to all faculty members. Also, there is a performance and development system where the dean and the curriculum coordinator carry out interviews. The School also must report "University faculty's work achievements" and Japan Science and Technology Agency's "general directory examination of research and development support" to the University every year.

Table 14-0-1 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		Professional		
					PRJ	OIC	PRJ	OIC	PRJ	OIC	
Kenji Fujii	MA	Professor	MGT	AQ	0	0	0	2	0	0	2
Takamichi Hosoda	PhD	Professor	OIS	PQ	0	0	6	1	0	0	7
Hatsuyoshi Ichino	MA	Professor	ACT	AQ	0	0	0	1	0	4	5
Chiaki Iwai	PhD	Professor	OIS	PQ	0	0	4	1	0	4	9
Tetsuo Kitagawa	PhD	Professor	FIN	PQ	0	0	1	0	2	47	50
Takao Kobayashi	PhD	Professor	FIN	AQ	0	0	0	3	0	1	4
Sachiko Matsuura	-	Professor	MKT	PQ	0	0	0	0	0	0	0

Name	Degree*1	Title*2	Field*3	AQ/PQ *4	PRJ	OIC	PRJ	OIC	PRJ	OIC	Total
Kenshi Miyazoe	PhD	Professor	MKT	PQ	0	0	0	2	0	1	3
Munenori Nakasato	MA	Professor	FIN	AQ	0	0	0	1	1	0	2
Masayuki Sakakibara	PhD	Professor	ACT	AQ	0	0	0	0	0	4	4
Fumio Takahashi	MA	Professor	FIN	PQ	0	0	0	0	0	5	5
Sumihiro Takeda	PhD	Professor	FIN	AQ	0	0	0	0	0	0	0
Mitsuru Morita	PhD	Associate Professor	O	AQ	0	0	6	2	0	1	9
Naohiro Sawada	PhD	Associate Professor	MGT	AQ	0	0	2	0	0	4	6
Fumiko Nagoya	PhD	Assistant Professor	OIS	AQ	0	0	1	0	1	1	3
Total	-	-	-	-	**0**	**0**	**20**	**13**	**4**	**72**	**109**

Table 14-0-2 Research Achievements by Supporting Faculty Members

Name	Degree*1	Title*2	Field*3	AQ/PQ *4	Class / Educational		Academic/ Theory		Professional		Total
					PRJ	OIC	PRJ	OIC	PRJ	OIC	
Yoshitaka Fukui	PhD	Professor	ACT	AQ	0	0	6	5	3	5	19
Masayuki Ida	PhD	Professor	OIS	AQ	0	0	5	0	0	3	8
Glenn E. Mayhew	PhD	Professor	MKT	AQ	0	0	0	0	0	0	0
Tsutomu Nakano	PhD	Professor	MGT	AQ	0	0	0	2	0	0	2
Kousuke Nishitani	PhD	Professor	O	AQ	0	0	0	13	0	0	13
Toshiko Suda	PhD	Professor	MGT	AQ	0	0	0	1	0	18	19
Tatsuo Ushijima	PhD	Professor	MGT	AQ	0	0	5	2	0	0	7
Sadahiko Yoshimura	MA	Professor	ACT	PQ	0	0	0	0	0	1	1
Ryouichi Arai	-	Others	FIN	PQ	0	0	0	0	0	0	0
Kazue Fukui	MA	Others	OIS	AQ	0	0	0	0	0	0	0
Masashi Hagiwara	-	Others	MKT	PQ	0	0	0	0	0	5	5
Junichi Hasegawa	MA	Others	OIS	PQ	0	0	0	0	0	0	0
Junko Hata	-	Others	MKT	PQ	0	0	0	0	0	2	2
Masayo Hobo	PhD	Others	MGT	PQ	0	0	0	0	0	0	0
Yoshiaki Ishii	MA	Others	MGT	PQ	0	0	0	0	1	5	6
Seiji Iwata	MA	Others	OIS	PQ	0	0	0	0	0	0	0
Takeo Kikkawa	PhD	Others	O	AQ	0	0	0	19	0	60	79
Tomoki Kitamura	PhD	Others	FIN	PQ	0	0	3	6	0	1	10
Atsushi Kobayashi	MA	Others	MGT	PQ	0	0	0	0	0	0	0
Shinichi Komiya	MA	Others	OIS	PQ	0	0	0	0	1	0	1
Mika Kumahira	MA	Others	MGT	PQ	0	0	0	0	0	1	1
Yukihiro Makita	MA	Others	MKT	AQ	0	0	1	0	0	13	14
Tsuneo Mochizuki	MA	Others	ACT	AQ	0	0	5	0	0	5	10
Yuji Mori	MA	Others	OIS	PQ	0	0	0	0	0	7	7
Kenichirou Murakami	PhD	Others	OIS	PQ	0	0	0	1	0	0	1
Yoshio Murata	MA	Others	O	PQ	0	0	0	0	0	0	0

Name	Degree	Title	Field	AQ/PQ						Total
Kazuhiko Nishimura	PhD	Others	OIS	PQ	0	0	1	0	1	1	3
Hiromichi Ono	MA	Others	FIN	PQ	0	0	0	0	0	0	0
Masashi Sakamoto	MA	Others	MKT	PQ	0	1	0	1	0	1	3
Kinuyo Shimizu	PhD	Others	O	AQ	0	0	0	0	0	0	0
Miki Shindou	PhD	Others	OIS	PQ	0	0	0	0	1	0	1
Manabu Sugiyama	PhD	Others	O	AQ	0	0	0	7	0	1	8
Isao Yamamoto	MA	Others	FIN	PQ	0	0	0	0	0	0	0
Nazumi Yamashita	MA	Others	O	PQ	0	0	0	0	0	0	0
Dai Yasuda	-	Others	ACT	PQ	0	0	0	0	0	2	2
Otohiko Yasuda	MA	Others	FIN	PQ	0	0	0	0	0	0	0
Yasuki Yoshinaga	MA	Others	FIN	PQ	0	0	0	0	0	0	0
Total	-	-	-	-	**0**	**1**	**26**	**57**	**7**	**131**	**222**

Note
*1 Last degree 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
- Professional Achievement = Research of the professional and practical matters related to the field of expertise
-PRJ = Peer Review Journal – number of published articles
-OIJ = Other Intellectual Contributions – number of published articles other than those included as PRJ

Criterion 1: "The School must set rules and standards for recruiting and promotion of faculty members."

Self-Check:
Aoyama Gakuin University has stipulated the "Aoyama Gakuin University's Rule on the Full-Time Faculty Members' Recruitment and Promotion" and the School's recruitment and promotion are carried out in accordance with this rule.

When recruiting full-time faculty members, the School evaluates candidates' achievements and selects those determined to have a high level of specialty from three perspectives: research, education and work experience (in case of professional faculty members). Each time a faculty member is recruited, employment conditions such as courses, specialized areas, necessary degrees and work experience are determined in detail at the full-time faculty meeting, and those who meet these conditions are hired.

When promoting the faculty members, their research achievements in the past three years, educational activities including course evaluations, participation in the internal committees, and social activities are evaluated before a decision is made.

Criterion 2: "The School must have a promotion system for faculty members and evaluate each faculty member fairly and objectively through the system."

Self-Check:
When recruiting faculty members at the School, the dean discusses conditions including courses that

they teach, their specialized areas, necessary degrees and work experience with curriculum coordinators in the relevant special fields, and decisions are made at the executive committee. It is first determined whether there are appropriate candidates among faculty members in the special fields. If there are qualified candidates, they teach mock classes and make research presentations. Upon determination by the executive committee, they are recommended as candidates to the faculty meeting. If there is no specific candidate, public recruitment is carried out and candidates are determined upon record examinations, mock classes and research presentations. When one candidate is selected, the final screening is carried out upon approval from the deans meeting, and the full-time faculty meeting votes to determine whether to hire that candidate.

When promoting an associate professor to the position of a professor, the School has an internal rule to consider his/her research achievement in the last three years, educational activities in the last three years and participations in committees for the University and the School. The executive committee considers the above three criteria for all associate professors and proposes a promotion candidate at the full-time faculty meeting. Based on the review results, the full-time faculty meeting votes to make a decision.

Criterion 3: "The School must periodically assess its faculty members by reviewing their educational and research performance during the last five years."

Self-Check:

As a part of the system to evaluate each full-time faculty member's achievements, each faculty member creates reports including the previous year's summaries and this year's objectives concerning educational and research activities, participation in the internal committees, and social activities, and announces it to all faculty members. Also, there is a performance and development system where the dean and the curriculum coordinator carry out interviews.

Each faculty member also reports "the University faculty's work achievements" and Japan Science and Technology Agency's "general directory examination of research and development support" every year.

Criterion 4: "The School must disclose information about the educational and research performance of full-time faculty member during the previous five years."

Self-Check:

The School's full-time faculty members' research activities for the last five years are released in the School's web site and the University's web site as well as Japan Science and Technology Agency's "general directory examination of research and development support."

Criterion 5: "The School must insure that professional faculty members have the appropriate qualifications in the major fields in which they teach."

Self-Check:

As for the School's professional faculty members, they will be away from business when they assume the position of faculty members unless they are specially appointed faculty members (hired as faculty members while they still retain their jobs). Their salaries and work details are treated in the same manner as the other full-time faculty members. As of May 2013, the School does not have a specially appointed faculty member.

Professional faculty members are required to report on their educational activities in the same format as for the other full-time faculty members. There is a section called "social activities" in the University faculty's work achievement reports and the School's performance and development system's reports.

Positions at various organizations outside the University and lecture activities must be reported.

Currently, there are eight professional faculty members in the Department of International Management. Their classes are determined in consideration of their work experience and specialty as shown in the table below.

Name	Place of Work	Academic Degree	Area of Specialty	Teaching Course
Takamichi Hosoda	Taisei Corporation	Ph.D.(Cardiff University）	Operations Management	Operations Management supply-chain management
Chiaki Iwai	Microsoft Japan	Ph.D.(Yokohama National University)	Internet Business Management Game	Business Data Analysis Management Game
Tetsuo Kitagawa	Meiji Dresdner AssetManagement	Ph.D.(Chuo University)	Capital Market Networks	Corporate Communication Fand Management Simulation
Sachiko Matsuura	Dentsu Young & Rubicam	B.A.(Hitotsubashi University)	Brand Strategy Advertisement Communication Strategy	Brand Strategy Marketing Plannning Project
Kensh Miiyazoe	Seibu Departmen Store	Ph.D.(University of Tokyo)	Marketing Retail Management	Marketing Channel
Fumio Takahashi	Nomura Research Institute	MBA (University of Pennsylvania)	Corporate Finance Investments	Corporate Finance Business Planning

2. Self-Evaluation and Issues to be improved in Standard 14

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 14 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it hires faculty members who have educational guidance abilities necessary to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it has defined rules and standards concerning the faculty members' recruitment and promotion.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it has clearly defined the examination process for the faculty members' recruitment and promotion, and carries out objective examinations.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it systematically evaluates the faculty members' educational guidance abilities based on their educational and research achievements.
- It is determined that the School sufficiently meets the requirement of Criterion 4 since it discloses information on the full-time faculty members' educational and research achievements for the last five years.
- It is determined that the School sufficiently meets the requirement of Criterion 5 since professional faculty members are assigned with appropriate courses based on their work experience.
- It is determined that the School sufficiently meets the requirement of Criterion 6 since it periodically evaluates professional faculty members' work experience and assigns appropriate courses to them.

Standard 15 (Faculty Support)

1. Self-Check

Common Standard: "The School must have an educational and research environment that enhances educational and research activities of its faculty members."

Self-Check:

The Graduate School of International management provides an educational and research environment mainly through the dean, the executive committee and the Academic Frontier Center.

For the School's full-time faculty members, 420,000 yen per person is distributed annually as individual study and research expenses from the University. In consideration of needs to develop an educational and research environment as well as requests from students and faculty members, the dean creates annual budgets for educational activities costs and executes each budget separately. For example, as its own educational and research support measures, the School distributes additional 200,000 per person annually as class assistance costs from educational activities costs upon decision at the faculty meeting based on the dean's proposals.

The School has established the Academic Frontier Center as an educational research facility for the professional graduate school. The Academic Frontier Center has set up the center committee under the center manager's direction to provide an educational and research environment for faculty members, such as holding workshops and seminars, and subsidizing research funds for faculty members' specific research subjects. The Academic Frontier Center's annual activities and budget (1,000,000 yen per year) are proposed by the center manager and approved at the faculty meeting.

Aoyama Gakuin University has the "overseas research personnel program," "domestic research personnel program" and "special residence program" as intramural research programs for full-time faculty members. For the "overseas research personnel program," there are long-term overseas research program for one year and a short-term overseas research program for 3-6 months. For those who use the long-term overseas research program, annual research funds of 3,000,000 yen are provided in addition to their salaries. For those who use the short-term overseas research program, research funds of 1,200,000 – 1,500,000 yen are provided depending on research periods. Although research funds are not subsidized for the domestic research personnel program and the special residence program, faculty members participating in these programs are exempt from teaching classes and participating in the intramural affairs and are allowed to engage in research activities for special subjects. In 2013, one professor is using the special residence program. To use these programs, faculty members must apply with the dean first. Then, the dean and the executive committee review their past educational and research activities, and the dean recommends successful candidates to the University.

Some of the full time faculty members of the School have classroom hours that exceed the standard provided by Aoyama Gakuin University's regulation. This is because there are those in charge of classes at the School of International Politics, Economics and Communication (undergraduate program) and those providing guidance for doctorate students' research activities.

The School takes measures to obtain funds necessary to promote the full-time faculty members' educational and research activities and has also set up a system where office clerks render support to the full-time faculty members.

Criterion 1: "The School must limit the number of courses its faculty members teach so that faculty members can secure time to develop their educational and research activities."

Self-Check:

According to the University's internal rule, the number of classroom hours that the full-time faculty members can teach (except assistant professors and specially appointed faculty members) is 10 hours (5 periods) per week (1 hour = 45 minutes). One credit consists of 15 weeks of 45-minute classes. For a regular class that is held once a week, two credits consist of 15 weeks of 90-minute classes. Since the School adopts a semester system, most courses are two-credit classes, and 90-minute classes are held every week for 15 times. If faculty members teach more classes than the limit provided by the University's rule, or if the number of students exceed a certain limit, allowances are provided to those faculty members.

In 2013, there are four full-time faculty members who exceed the number of classroom hours provided by Aoyama Gakuin University's rule (2 supporting faculty members from the Department of International Management and 2 supporting faculty members from the Department of International Management Science). A major reason for this is that they teach undergraduate classes at the School of International Politics, Economics and Communication in addition to MBA classes and are in charge of research guidance for doctorate students. The School respects each faculty member's decision on whether he/she teaches undergraduate classes or provides research guidance for doctorate students, and carefully checks if the number of classes exceeds the limit of 5 classes a week.

Criterion 2: "The School must secure the necessary funds to support the development of educational and research activities by faculty."

Self-Check:

Research funds for the School's full-time faculty members mainly derive from research and study funds distributed from the University (420,000 yen per person a year) and class support expenses distributed from the School's educational activities costs (200,000 yen per person a year).

As for individual faculty members, three full-time faculty members of the Department of International Management and four supporting faculty members of the Department of International Management Science received grants-in-aid for scientific research in 2012.

Grants-in-Aid for Scientific Research

Department of International Management (Participating Faculty Members)

Name	Research Topic	Amount (Thousand Yen)
Takamichi Hosoda	Influences of Time Delay of Market information on Supply-chain	650
Mitsuru Morita	Applying Analysts' forecasts on Time Series Model of Stock Return and Risk	2,080
Naohiro Sawada	Organization Design and Corporate Performance in Open Innovation Era	2,210

Department of International Management Science (Supportng Faculty Members)

Name	Research Topic	Amount (Thousand Yen)
Yoshitaka Fukui	Accounting Basis of Social Phenomena	1,430

Tsutomu Nakano	Research on Interaction among Social Networks and Organization of Innovation	1,430
Toshiko Suda	Comparison of Human Resource Management System of Corporations	3,250
Tatsuo Ushijima	Group Management and Subsidiary Management of Japanese Firms	1,170

Aoyama Gakuin University has set up the Research Support Department as an organization to help obtain research funds, and the School carries out activities to help acquire research funds in cooperation with this department. The School promotes sharing of information to acquire research funds and the formation of joint research projects by exchanging formal and informal information at the faculty meeting, lunch seminars, etc.

Criterion 3: "The school must secure administrative and technical support staff to assist its faculty members' educational and research activities."

Self-Check:
At the School, an affiliated joint laboratory provides support for research and education. The joint laboratory has a total of three members (two part-time office workers and one temporary worker) and supports educational and research activities including copying teaching materials used for classes, setting up equipment in the PC room and processing the use of research funds by faculty members. Also, one temporary worker provides support services to faculty members in the evening.

The School has hired one assistant professor and one assistant to set up equipment at the PC room, manage software, and support classes and various events.

Criterion 4: "The School must get involved in the development of its curricula to promote educational and research activities by faculty."

Self-Check:
The School holds a lunch seminar once a month on the same day as the faculty meeting to help share information on education and research among faculty members. At the lunch seminar, all full-time faculty members report on various topics in turn such as details of classes (especially those newly offered to students), research results, sabbatical leaves' reports, ideas to obtain scientific research grants, and trends of business schools in Japan and abroad. This helps exchange opinions on issues and share information among faculty members.

The School reviews its curriculum every year. In recent years, it has intentionally set up courses that reflect each faculty member's awareness of issues and research achievements to link research and education. For example, as experiential learning projects, the business planning project began in 2008, and the marketing and planning projects started in 2010. Each of these projects was created to reflect research themes of professional faculty members who took up new posts.

2. Self-Evaluation and Issues to be improved in Standard 15

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 15 based on the following evaluations:
- It is determined that the School sufficiently meets the requirement of Common Standard since it has an educational and research environment necessary to promote the faculty members' educational and research activities.
- is determined that the School sufficiently meets the requirement of Criterion 1 since it pays attention

to balance the promotion of faculty members' educational and research activities and the number of classes that faculty members teach.

- It is determined that the School virtually meets the requirement of Criterion 2 since it carries out activities to help obtain research funds in cooperation with the University's support organization since the University has this organization to obtain research funds necessary for the promotion of faculty members' educational and research activities.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it has set up a support system with office workers to promote faculty members' educational and research activities.
- It is determined that the School sufficiently meets the requirement of Criterion 5 since it takes appropriate measures to help revitalize educational courses necessary to promote faculty members' educational and research activities.

Standard 16 (Responsibilities of Faculty Members)

1. Self-Check

Common Standard: "The School must involve its faculty members in promoting their research and educational activities to provide programs which contribute to realize the School's mission statement with stakeholder's opinions taken into account."

Self-Check:

The Graduate School of International Management utilizes the advisory council as mentioned above, and reviews its curricula based on opinions from industries every year.

As a part of the learning guidance system, the School strives to promote communication between faculty members and students and listens to students' opinions through orientations and course evaluation questionnaires by students to improve class contents.

The School also has established the student support committee to effectively guide students. Each faculty member utilizes e-mail to communicate with students and provide guidance.

Criterion 1: "The School's faculty must make continuous efforts to develop their course contents, materials used in their courses, and teaching methods as well as reviewing course evaluation by students and self-assessment on that."

Self-Check:

As mentioned above, the School refers to discussions at the advisory council to decide on its curricula and improve class contents. It also carries out course evaluation questionnaires by students for all courses offered at the conclusion of each semester. The general evaluation results for all courses in 2012 are as follows:

Point	0-0.5	0.5-1.0	1.0-1.5	1.5-2.0	2.0-2.5	2.5-3.0	3.0-3.5	3.5-4.0	4.0-4.5	4.5-5.0
No. of Class	0	0	0	1	1	4	5	20	54	77

Number of Class: 162   Average Point: 4.39

1 = Very unsatisfied, 2 = Unsatisfied, 3 = Neither unsatisfied nor satisfied, 4 = Satisfied, 5 = Very satisfied

The course evaluation results are announced as follows and have helped improve class contents:

(1) All courses' tabulated results (the number of students, the number of respondents, and each question's average score) are disclosed to faculty members and students.
(2) All faculty members submit comments on their course evaluation results and disclose them to students.
(3) As for a class with a low evaluation score, the dean interviews its instructor and discusses ideas for improvement.

Results of the course evaluation questionnaires are used as reference data to decide on faculty members' courses to teach, promotion to the post of professor, and reappointment of part-time instructors. Disclosing details of course evaluation results is favored by students and they use the information as a reference to determine which courses to take.

As for teaching materials to be used, the School's own teaching materials about companies and

industries are created mainly including areas such as management strategies, human resource management and marketing. Each faculty member's class contents (including the development of new teaching materials and ideas on teaching methods) are reported at lunch seminars to help improve class contents.

Criterion 2: "The School's faculty members must teach cutting-edge expertise and specialized knowledge in their respective fields to its students."

Self-Check:

The school reviews its curricula every year and sets up courses to teach new expertise and skills. For example, new courses are offered in the School's unique experiential learning projects based on faculty members' research achievements and/or in cooperation with external organizations.

In 2009, for example, the Business Analysis and Corporate Communication System (BACCS) course began to train security analysts and IR officers. In this course, companies' financial results are analyzed and their values are evaluated. Professional fund managers teach this course as part-time instructors. In 2010, the Marketing Planning Project began where students plan marketing strategies by identifying companies' management issues and consumers' needs. In this course, management issues that actual companies and organizations face are analyzed every year such as providing consulting services for specific commercial facilities' analysis, planning marketing strategies for sport organizations, and planning marketing strategies to revitalize communities.

The School has used education and research funds and various external funds to develop its own software necessary for research and education. Most of them are used not only for research but also during classes. For example, the business simulation game that the School has developed is used in several learning opportunities including orientations for new students and is also provided to partnering foreign business schools.

Criterion 3: "The School's faculty members must help students achieve their academic goals by setting office hours and having active communication with students through e-mail in order to provide educational guidance to students."

Self-Check:

The School discloses faculty members' e-mail addresses to students and distributes them to all students and faculty to encourage students to consult with faculty members about courses and ask questions.

2. Self-Evaluation and Issues to be improved in Standard 16

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 16 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it strives to communicate with stakeholders, to promote faculty members' academic research, and to implement classes where the mission statement may be realized.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since its faculty members continuously improve class contents, teaching materials used and teaching methods based on self-assessments/evaluations and course evaluation results by students.
- It is determined that the School meet the requirement of Criterion 2 since its faculty members always strive to teach new expertise and skills to help students achieve their learning goals.
- It is determined that the School meet the requirement of Criterion 3 since its faculty members strive

to provide educational guidance to students through electronic media to help students achieve their learning goals.

CHAPTER FIVE : SUPPORTING STAFF AND INFRASTRUCTURE

Standard 17 (Educational Responsibilities of Staff)

1. Self-Check

Common Standard: "The School must have an administrative body to support educational and research activities of its faculty members appropriately to realize the School's mission statement."

Self-Check:

At the Graduate School of International Management, the dean presides over the faculty meeting. The faculty meeting consists of professors and associate professors among the full-time faculty members and is held twice a month as a general rule. At the faculty meeting, all items concerning the School's management and operation are reported or reviewed. Matters related to human resources (promotion, recruitment, retirement) are discussed at the full-time faculty meeting that consists of professors only, in accordance with Aoyama Gakuin University's regulation. The full-time faculty meeting is held after the conclusion of the faculty meeting if there are topics to be discussed.

As mentioned above, the advisory council consisting of 15 external members states opinions to the dean concerning the School's operation. The dean considers the advisory council's discussion and makes decisions on annual activity policies.

Also at the School, the Academic Affairs Division of the Professional Graduate School is in charge of clerical work for management and operation, and the joint laboratory supports educational and research activities.

Criterion 1: "The School must institute management systems, such as faculty meetings and executive committees, the decisions of which should be respected, in order to improve the School's educational and research environment."

Self-Check:

At the School, the executive committee makes day-to-day decisions. The executive committee consists of the dean and four curriculum coordinators. The committee regularly holds meetings twice a month to discuss the overall administration of the faculty meeting and prepares drafts to be submitted to the faculty meeting. When determining a curriculum, the curriculum committee creates the next year's draft and submits it to the faculty meeting every fall by taking students' course evaluation results into consideration. In 2013, the executive committee and the curriculum committee have the same members since personnel in charge of four specialized areas also serve as curriculum coordinators. The members may change every year.

The School sets up special committees as necessary in addition to the above two committees. In 2013, the PR committee and the student support committee are established as shown in the following table.

Committees set up at the Graduate School of International Management (2013)

Committee name	Responsibility	Number of members	Frequency of meetings
Executive committee	Discuss the School's overall operation and submit drafts to the faculty meeting	5 (the dean, curriculum coordinators)	Every other week as a general rule

Curriculum committee	Prepare curriculum drafts	5 (the dean, personnel in charge of each specialized area)	2-3 times in fall
PR committee	Perform general PR activities such as web site management, public seminars, newspaper/magazine ads	5	Irregular (2-3 times a year) Although the frequency of meetings is low, each committee member performs his/her duties on a daily basis
Student support committee	Hold job hunting briefing sessions,prepare recommendation letters for financial aids, etc.	4	Irregular (2-3 times a year)

Criterion 2: "The School must institute appropriate administrative systems in proportion to its size and status."

Self-Check:

The Academic Affairs Division of the Professional Graduate School is in charge of clerical work concerning the School's academic affairs. The division is a clerical organization that supervises academic affairs of professional graduate Schools (Graduate School of International Management, Law School and Graduate School of Professional Accountancy). At Aoyama Gakuin University, an education and research organization and a clerical organization are separate, and the School's dean does not have direct authority over the Academic Affairs Division of the Professional Graduate School in accordance with the University's code. If problems arise concerning academic affairs and they must be solved, the dean strives to solve them upon consultation with the Academic Affairs Division of the Professional Graduate School.

At the Academic Affairs Division of the Professional Graduate School, three full-time employees and one part-time employee work as staff in charge of the School under the Academic Affairs Division's manager.

Criterion 3: "The school must institute administrative systems that adequately support the educational and research activities of its faculty members."

Self-Check:

At the School, an affiliated joint laboratory provides support for research and education. The joint laboratory is an organization established at each school and graduate school, and performs daily activities under the dean's direction. The joint laboratory's activities are to support education and research, such as copying teaching materials used for classes, renting out PCs, and processing the use of research funds by faculty members. The joint laboratory has two part-time employees and one subcontracted staff to support faculty members.

2. Self-Evaluation and Issues to be improved in Standard 17

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 17 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has a management and operation system to appropriately support faculty members' educational and

research activities in order to realize the mission statement.

- It is determined that the School sufficiently meets the requirement of Criterion 1 since it has set up the faculty meeting and committees where management and operation issues are discussed to realize the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it has the clerical organization for management and operation.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it has a management and operation organization to support full-time faculty members' educational and research activities in order to realize the mission statement.

Standard 18 (Infrastructure Support)

1. Self-Check

Common Standard: "The School must provide and maintain facilities, technical support, and other infrastructure in a manner to realize the school's mission statement."

Self-Check:

Annex 4 shows major facilities that the Graduate School of International Management uses. In the second semester of 2012, the School began using the eighth floor (classrooms), 11th floor (seminar rooms, the joint laboratory, a library, student study rooms, a student lounge, a PC room for students, etc.), and 12th floor (conference rooms, faculty members' offices, etc.) in the newly constructed 12-story Building 17. The Academic Affairs Division of the Professional Graduate School is located on the second floor of this building.

Criterion 1: "The School must maintain full range of facilities, such as classrooms, seminar rooms, and study rooms, in order to improve the efficiency of its programs."

Self-Check:

Building 17 that the School uses is a 12-story building with classrooms, faculty members' offices, the joint laboratory, lecture rooms and other facilities such as a library, student study rooms and a student lounge. The classrooms on the 8th floor of Building 17 are jointly used with the Law School and there are enough rooms for the School's classes. In addition, there are various types of dedicated educational facilities for the School including seminar rooms and a PC room.

The student study rooms and the student lounge are available from early morning to late at night with an entry system that recognizes ID cards. In order to improve the learning environment for students, the wireless LAN service is available throughout Building 17. Students may use Internet freely in classrooms, student study rooms and the student lounge.

At the School's library, faculty and students may read 441 books and 98 types of magazines (18 Japanese magazines and 80 foreign magazines).

Criterion 2: "The School must provide individual office for each full-time faculty member."

Self-Check:

Individual offices are provided to the Graduate School of International Management's full-time faculty members on the 12th floor of Building 17.

Criterion 3 "The School must systematically maintain a collection of books, academic journals, and audiovisual materials for the educational and research activities of both students and faculty."

Self-Check:

The school has 441 books and subscribes to 98 types of magazines (18 Japanese magazines and 90 foreign magazines). The books are in the library and the magazines are in the library and the faculty lounge where faculty members and students may read them. In addition, four types of Japanese magazines are in the student lounge for students.

The School has used educational activities expense and external funds to purchase software and database necessary for research and education and has also developed its own software. Most of them are used not only for research but also during classes. For example, the business simulation game that

the School has developed is used in several learning opportunities including orientations for new students and is also provided to partnering foreign business schools.

Criterion 4: "The School must build and maintain facilities and equipment suitable for its educational and research organizations, and its educational program."

Self-Check:

The School has a PC room and two dedicated rooms for the experiential learning project's management games and Internet business projects in addition to regular classrooms in Building 17 to provide classes that utilize PCs and Internet. Equipment, including PCs, installed in these rooms is regularly replaced. For example, PCs in the PC room were purchased in 2009 and will be replaced in 2014.

When the School moved to Building 17 in the summer of 2012, it used its own budget (educational activities expense) to purchase equipment such as LCDs and projectors for seminar rooms and the student lounge in addition to equipment installed with the University's budget. Equipment will be purchased as necessary in the future based on students' requests.

Criterion 5: "The School must provide study environments which enable students to engage in self-study, and encourage students to make use of these environments."

Self-Check:

Building 17 has the student study rooms (48 seats for MBA students and 16 seats for doctorate students) and the student lounge that are available to students from early morning to late at night with an entry system that recognizes ID cards. The number of PCs available in the student study rooms is 34 for MBA students and 10 for doctorate students. Students may also use the PC room (with 38 PCs) and seminar rooms when classes are not held. The wireless LAN service is available throughout Building 17 and students may use Internet freely in classrooms, student study rooms and the student lounge.

2. Self-Evaluation and Issues to be improved in Standard 18

It is determined that the School sufficiently meets the requirements of the accreditation's Standard 18 based on the following evaluations:

- It is determined that the School sufficiently meets the requirement of Common Standard since it has education and research facilities to achieve the mission statement.
- It is determined that the School sufficiently meets the requirement of Criterion 1 since it has sufficient education and research facilities and equipment in terms of quantity and quality such as classrooms, seminar rooms and training rooms to improve learning efficiency.
- It is determined that the School sufficiently meets the requirement of Criterion 2 since it has individual offices for full-time faculty members.
- It is determined that the School sufficiently meets the requirement of Criterion 3 since it systematically collects books, academic journals, audio/visual materials and other materials necessary for education and research.
- It is determined that the School sufficiently meets the requirement of Criterion 4 since it has and effectively utilizes facilities and equipment suitable for the graduate school's educational and research organizations and educational courses.
- It is determined that the School sufficiently meets the requirement of Criterion 5 since it has sufficient study environment where students may voluntarily study and makes such environment available to students.

III. Improving the Quality of Management Education

1. Improvement Issues
   The business school market has not expanded in Japan and the educational environment continues to be tough. Under such circumstances, the Graduate School of International Management must address the following issues to continue its research and educational activities steadily:

1) Mission Statement
- It has been three years since the School revised its mission statement in March 2010. Based on the environmental changes since then, the mission statement must be reviewed around March 2015.

2) Educational Programs
- In order to refine students' ability to think logically, required basic courses' contents and teaching methods specifically need to be further improved.
- Curricula must be organized in consideration of each course's positioning and relationships among courses so that systematic and gradual learning curricula (the School's characteristics) are managed in accordance with their purports.
- It is necessary to reinforce courses including internship to develop careers for the full-time program students.
- To deal with the increasing proportion of foreign students, it is necessary to consider curricula and teaching methods in response to the level and needs of foreign students.
- In the flex-time program, it is necessary to provide attractive curricula that draw attentions of prospective students who have jobs since fierce competitions continue with other business schools.

3) Students
- It is necessary to consider measures to acquire excellent students in environment where the business school market is not growing and competitions are fierce.
- It is necessary to clarify target student profiles both in the full-time and flex-time programs.
- It is necessary to reinforce advertisement activities that lead to the increase of applicants.
- It is necessary to further strengthen support for students' job-hunting activities in the full-time program.

4) Faculty
- It is necessary to recruit professional faculty members, female faculty members and foreign faculty members to diversify the faculty whether they are full-time faculty members or part-time instructors.
- It is necessary to reduce the actual number of classes that faculty members teach while complying with Aoyama Gakuin University's regulation since the University's standard of teaching five classes a year is too much for the business school's faculty members.
- It is necessary to make the faculty members' FD activities more effective.
- It is necessary to improve the faculty members' research environment in terms of the number of classes that they have to teach and their research funds.

5) Supporting Staff And Infrastructure
- It is necessary to make Building 17 an easy-to-use facility based on opinions from students and faculty members.

2. Improvement Initiatives

   The School will take the following measures to solve the above-mentioned issues:

1) Mission Statement
- Review the mission statement based on the environmental changes surrounding business schools.

2) Educational Programs
- Review contents of required basic courses and elective courses (courses offered and major courses' details) in consideration of the learning flow from required basic courses to elective courses and experiential learning projects.
- Specifically to improve students' ability to think independently, share and review details of required basic courses among faculty members (including changes in faculty members teaching certain courses and details of lectures).
- Examine courses and teaching methods that contribute to the development of full-time program students' career.
- Consider measures to improve foreign students' Japanese skills.
- In the flex-time program, discuss offering courses with practical contents.
- Conduct student satisfaction surveys every other year to understand students' requests for classes.

3) Students
- Examine the entrance exam system and its evaluation criteria to acquire excellent students.
- Both in the full-time and flex-time programs, clarify target student profiles further, and reinforce information dissemination and PR activities based on target students.
- Improve job-hunting seminars and career fairs to help full-time students get jobs.

4) Faculty
- Consider various attributes, such as work experience, gender and demographics, in addition to educational and research achievements to recruit faculty members in the future.
- Hire professional faculty members with abundant experience in education to provide practical courses in response to challenges that corporations currently face.
- Consider measures to reduce faculty members' substantial burdens of teaching classes.
- Provide financial support to increase the level of education, including participation in FD-related seminars in Japan and abroad.

5) Supporting Staff And Infrastructure
- Regularly conduct a student satisfaction survey to understand students' requests and complaints about educational facilities and equipment, and make improvements.

3. Action Plans

The School carries out the above measures according to the following schedule:

1) The First Year (April 1, 2014 through March 31, 2015)
- Review the mission statement based on the environmental changes surrounding business schools.
- Reinforce job-hunting support measures for the full-time program students.
- Review the School's finance and reinforce financial support for FD activities.
- Improve student services and educational facilities based on the student satisfaction survey's results in 2013.
- Replace PCs in the PC room.

2) The Second Year (April 1, 2015 through March 31, 2016)
- Consider educational programs that better respond to needs of the full-time program students, foreign students and the flex-time program students based on the new mission statement.
- Examine the entrance exam system to acquire excellent students both in the full-time and flex-time programs.
- Conduct the student satisfaction survey.

3) The Third Year (April 1, 2016 through March 31, 2017)
- Continuously improve the educational programs based on the mission statement.
- Improve student services and educational facilities based on the student satisfaction survey's results in 2015.