

ABEST21 International Accreditation Review Report

**Department of International Management
Graduate School of International Management
Aoyama Gakuin University, Japan**



2024

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

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Preface

Even under the emergency of COVID-19 pandemic, the accreditation review must be conducted according to the specified review process. The review consists of "Desk Review" and "Peer Review Visit". The "Desk Review" can be done individually, and it is not much affected by the COVID-19 issues. However, the "Peer Review Visit" is not the case; the campuses were closed, travelling abroad was restricted, and as a result it became impossible to conduct Peer Review Visit by inviting peer review members from overseas. It became difficult for peer review members, both domestic and overseas, to gather and conduct reviews for specific applicant schools. Particularly, face-to-face peer review visit could not be done because we were obliged to avoid the so-called "Three Cs" -- Closed places with poor ventilation, Crowded places and conversations in Close proximity". Thus, there was urgent need to develop an online review system.

Needless to say, online review implies that the peer review members and the applicant school exist in different "time" and "space". So, the key point is whether we succeed in creating realistic sensations at the meeting by setting up virtual meeting venue via online real-time video conference system. Naturally, introduction of online review has both advantages and disadvantages. But we need to keep making all kinds of efforts to overcome the disadvantages. It was rather surprising the new online system has brought an immense fruit of inviting peer review members from distant areas, which we previously considered to be impossible. Thus, the online review meetings became the opportunity to *kaizen* the review system.

Through our experience, we have learned to adopt this online peer review visit not merely as an emergency method under the pandemic, but as response to the age of globalization. In particular, the Southeast Asian region, where there are many applicant schools for ABEST21 International, consists of island countries with "time" and "space" differences. The traditional off-line peer review visit was considerably restricted with limited participation of members. However, introduction of online visit has resolved this issue. It became possible to invite peer review members from various parts of the world. It is a fruit of the modern leading-edge information technology.

The effectiveness of this online peer review visit depends largely on the state and contents of the "Desk Review". Traditionally, the hard-to-spot problems which were hidden between the lines in the Desk Review were easily spotted at the Peer Review Visit. Therefore, more weight was put on the review at the peer review visit. However, when the actual visit was forced to move online due to the pandemic, the positions reversed, and the desk review is now highly prioritized in the peer review system. Online visit now has the function to clarify the unclear problems that emerged in the desk review. The clearer the problems from the desk review, the more efficient the online visit. The online system brought more interexchange with the cultural areas which we could not have easily accessed in the past, and brought the opportunity for members from these areas to participate in the review. Online Peer Review Visit makes it possible for members from various cultural areas to participate. At the same time, the system requires certain order; it would not run without maintaining clear Working Rules. I hope that this report provides the school with some insights into the significance of management education in business schools.

March 27, 2024

Professor Emeritus Dr. Fumio ITOH

President & CEO, ABEST21 International

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Part One

ABEST21 Management Accreditation System

1. Purpose of the ABEST21 Accreditation

The mission of a business school is to nurture world-class management professionals who can compete in the age of advanced technology, social, economic, and cultural globalization, and accelerated information communication technology. To achieve the mission, it is indispensable to develop an education system at an internationally recognized level, accompanied by educational quality assurance. Accreditation by a third party must ensure not only the educational quality expected for the school to achieve, but also ensure educational quality enhancement to the stakeholders of the school.

ABEST21 was founded on July 1, 2005, as an accreditation institution aiming to nurture world-class management professionals and enhance the quality of management education at business schools in the age of globalization. Business schools are responsible for nurturing capable management professionals who can contribute to world peace and prosperity, and the quality of business education is indispensable for achieving this aim. In accrediting business schools, ABEST21 is involved in not only the quality assurance of education but in building the education system which will be the base for enhancement of education quality in response to the change of environment.

Accreditation institution will assess the quality of educational research activities of the business schools in a fair and objective manner. In addition, it is responsible for supporting the establishment of education system which provides enhancement of educational quality through promotion of PDCA cycle operation toward the future.

Thus, ABEST21 Quality Assurance System aims to assess the system of management education quality enhancement in response to the changes of educational research environment, in addition to education quality assurance.

2. Scope of Accreditation

The accreditation unit – an academic unit of the university which is seeking to earn or maintain quality assurance – must define the “scope of accreditation”, which is a statement of educational programs for which accreditation is granted. The academic unit is an organization (e.g. a faculty or school) through which educational programs are authorized, supplied with resources and overseen.

In different countries there can be different accreditation units: for example, in Japan it is typically a Professional Graduate School, in Malaysia – a Graduate School of Business or a Graduate School of Management, in Indonesia - Magister Manajemen program in a Faculty of Economics and Business.

Generally, ABEST21 focuses on the management education in a broad sense, covering areas such as Business Administration, Management of Technology, Accounting, Finance, Intellectual Property and Management Information, and also Business Economics in relation to management education, as delivered by the Faculties of Economics and Business.

Different degree-granting management programs (e.g. Bachelor’s, Master’s, MBA, etc.) which cover these areas are welcomed to apply for accreditation by ABEST21. But, in

determining the “scope of accreditation,” the applicant academic unit needs to negotiate with ABEST21 to determine the inclusion or exclusion of departments or educational programs for the purposes of our review.

3. The ABEST21 Accreditation System

The school has an opportunity to choose one of the two types of the ABEST21 Accreditation System according to the scope of accreditation. The first type is the Program-based Accreditation System which applies to a specific degree program (undergraduate or graduate). The second type is the Academic Unit-based Accreditation System which applies to a unit that provides both undergraduate and graduate programs.

1) ABEST21 Program-based Accreditation System (APAS)

The APAS is applicable for undergraduate or postgraduate degree programs. For example, it is possible for the school to apply for Master’s programs and Doctoral Programs in Applied Economics, Management and Accounting, or Bachelor’s programs in Applied Economics, Management and Accounting.

2) ABEST21 Academic Unit-based Accreditation System (AAAS)

The AAAS is applicable to a school as a unit that provides both undergraduate and graduate programs. It will contribute to shape an academic unit as "a gathering place of students from all parts and regions."

4. Main Accreditation Viewpoints

ABEST21 conducts accreditation on educational and research activities based on the following viewpoints, in order to achieve the aim of accreditation as above.

- 1) Positive reviews which enhance the distinctive features of management education at the school: ABEST21 reviews the educational and research activities of the applicant school from the perspective that recognizes its distinctive features and aims to enhance the uniqueness of the school through utilizing its original educational and research resources.
- 2) Active reviews which promote globalization of the school: ABEST21 reviews the educational and research activities of the school with the aim to promote globalization of the educational programs so that the school’s educational programs meet the needs of the globalized society.
- 3) Active reviews which enhance the quality of educational and research activities of the school: ABEST21 reviews the educational and research activities of the school with the aim to enhance the quality of educational programs so that the school can provide world-class management education.
- 4) Social reviews to meet the needs of the school’s stakeholders: ABEST21 reviews the educational and research activities of the school to meet the needs of the stakeholders in order to nurture world-class management professionals.

5. Assessment of the Self-Check/Self-Evaluation Result

After examining the coordinated Draft Recommendation, the Peer Review Committee and the Accreditation Committee rank the school based on the extent of meeting the accreditation standards and the perspectives for enhancing the education quality.

So, ABEST21 will assess the self-check/self-evaluation result based on the accreditation criteria and judge if the school is “accredited” or “not accredited.” Furthermore, the quality of education will be assessed as “Excellent,” “Good,” or “Fair.” There are four ranks as below.

Excellent (Rank A): "The school's educational and research activities satisfy all or most accreditation standards. The school's Kaizen plans are excellent, and quality maintenance and improvement of education and research are very promising and excellent."

Good (Rank B): "The school's educational and research activities generally satisfy accreditation standards. The school's Kaizen plans are good and quality maintenance and prospects for the improvement of education and research are promising and good."

Fair (Rank C): "The school's educational and research activities satisfy more than half of accreditation standards. However, there is room for KAIZEN in quality maintenance and prospects for the improvement of education and research."

Failure (Rank D): "The school's educational and research activities fail to satisfy many of the accreditation standards and leave many kaizen issues in quality maintenance and improvement. The school will be reviewed again after examining the result of one-year kaizen report."

6. The Peer Review System

The ABEST21 Peer Review is conducted in three steps by the three components, or bodies of the Peer Review System.

1) "The Accreditation Committee (AC)"

The first component is the "Accreditation Committee (AC)" which conducts assessment of management education based on industry-academia collaboration and reviews the draft of the recommendation provided by the Peer Review Committee based on the global viewpoint of stakeholders. Moreover, as the accelerating globalization of the economy requires the cultivation of global management professionals, and evaluation based on the global stakeholder perspective becomes indispensable, AC will conduct assessment based on the global stakeholder perspective on the needs for cultivating management professionals.

2) "The Peer Review Committee (PRC)"

The "Peer Review Committee (PRC)" consists of members who are academic experts in management education and persons with considerable business experience. The PRC will conduct substantial assessment on "Pre-Accreditation Analysis (PAA)", "Quality Improvement Strategies (QIS)", "Self-Check/Self-Evaluation Report (SCR)", and "KAIZEN Report" prepared by the school. For this purpose, "Peer Review Teams" are organized.

3) "The Peer Review Team (PRT)"

The PRT consists of three to five members who are appointed by the PRC. The PRT conducts the "Desk Review" and the "Peer Review Visit," and then prepares the PRT Review Report.

7. The Accreditation Process

The ABEST21 Accreditation Process is shown below.

Step A: Accreditation Application

- **Step A1:** Application for the "ABEST21 Accreditation Eligibility"

When the School applies for ABEST21 Accreditation initially, it has to obtain a qualification for the ABEST21 Accreditation Application. The school submits the completed Accreditation Eligibility Application to the ABEST21.

- **Step A2:** Submission of the "ABEST21 Accreditation Application"

The school submits the ABEST21 Accreditation Application to the ABEST21 International Accreditation Unit. Upon being accepted the application, the school has to prepare to submit the "Pre-Accreditation Analysis" (PAA) for Initial Accreditation / "Quality Improvement

Strategies" (QIS) for Re-accreditation immediately.

Step B: "PAA" for Initial Accreditation"/ "QIS" for Re-accreditation

- **Step B1:** Submission of the PAA for Initial Accreditation/QIS for Re-accreditation.
The school submits its PAA/QIS.
- **Step B2:** "Desk Review" and "Online Peer Review Visit"
The PRT conducts the Desk Review on the PAA/QIS first. Online Peer Review Visit will be held in order to clear issues found through the Desk Review.
- **Step B3:** Ratification by the PRT Review Report
The PRT reports the Draft of the PRT Review Report to the Peer Review Committee. The Committee reviews it. If the PAA/QIS is successful, the school will proceed to preparation of Self-Check/Self-Evaluation Report, and the unsuccessful school will resubmit the PAA/QIS.

Step C: "Self-Check/Self-Evaluation Report (SCR)"

- **Step C1:** Submission of the SCR
The school submits its SCR. In preparing the Report, the school conducts the self-check based on the basic and detailed perspectives of the accreditation standards with the support of the advisory team.
- **Step C2:** "Desk Review" and "Online Peer Review Visit"
The Peer Review Committee entrusts the Peer Review Team (PRT) of the school with the review of the Report. The PRT conducts the Desk Review and the Online Peer Review Visit.
- **Step C3:** Informal announcement of the Draft of the PRT Review Report
The PRT informally announces the Draft of the PRT Review Report to the school, providing an opportunity for the school to give its comments or objections. If any objection is raised by the school, the Peer Review Team shall conduct a factual survey and coordinate the statement.
- **Step C4:** Ratification by the PRT Review Report
Based on the coordination of opinions between the school and the PRT, the PRT reports the Draft to the Peer Review Committee. The Committee reviews it and decides on the recommendation to the Accreditation Committee by vote.
- **Step C5:** Ratification of the ABEST21 Accreditation
The Accreditation Committee shall examine the Draft Recommendation for accreditation submitted by the Peer Review Committee and decide by vote whether to submit it to the Board of Trustees.
Based on the recommendation of the Accreditation Committee, the Board of Trustees reviews the recommendation and finalizes the accreditation. The accreditation result is reported to the stakeholders after the ratification by the Board of Trustees.

Step D: KAIZEN Report

- **Step D1:** Submission of the KAIZEN Report
The accredited school submits the KAIZEN Report for the previous school year by the end of June of the third year after being accredited. The Report clarifies the progress achieved in resolving the KAIZEN issues based on the action plans presented in the SCR.
- **Step D2:** Reviewing the KAIZEN Report
ABEST21 Peer Review Committee entrusts the school's Peer Review Team (PRT) to review the KAIZEN Report and its correspondence with the action plan, and prepare the KAIZEN Review Report. PRT conducts document review and peer review visit and informally announces the draft of the recommendation to the school, providing an opportunity for the

school to give its comments or objections. If any objection is raised by the School, the Peer Review Team shall conduct a factual survey and coordinate the statement.

- **Step D3:** "Desk Review" and "Online Peer Review Visit"

The Peer Review Committee entrusts the Peer Review Team (PRT) of the school with the review of the KAIZEN Report. The PRT conducts the Desk Review and the Online Peer Review Visit.

- **Step D4:** Informal Announcement of the Draft of the KAIZEN Review Report to the school

The PRT informally announces the Draft of the PRT Review Report to the school, providing an opportunity for the school to give its comments or objections. If any objection is raised by the school, the Peer Review Team shall conduct a factual survey and coordinate the statement.

- **Step D5:** Ratification of the KAIZEN Report

The PRT submits the KAIZEN Review Report to the Peer Review Committee. The Peer Review Committee examines the coordinated Draft Recommendation based on the feasibility of the action plan and the effectiveness of the quality maintenance and improvement of education. The result is reported to the Accreditation Committee.

Accreditation Committee shall examine the Draft Recommendation for accreditation submitted by the Peer Review Committee and decide by vote whether to submit it to the Board of Trustees. And, based on the recommendation of the Accreditation Committee, the Board of Trustees reviews the recommendation and finalizes the accreditation. The result is reported to the stakeholders after the ratification by the Board of Trustees.

8. Effective Period of Quality Assurance

The effective period of quality assurance is 5 years. The first quality assurance is "Initial Accreditation." The subsequent accreditation to continue with quality assurance is "Re-accreditation." As the effective period of quality assurance is 5 years, before its expiry the school has to apply to another quality assurance by ABEST21, or "Re-accreditation." In Re-accreditation, the schools are expected to exceed the level of education quality enhancement achieved at the initial accreditation stage.

9. Reports to be reviewed

1) "The Pre-Accreditation Analysis (PAA)"

In Initial Accreditation, the school is requested to submit the Pre-Accreditation Analysis (PAA) Report. The PAA functions as a base to form the framework of the "Self-Check/Self-Evaluation Report (SCR)," to prepare internal environment to receive accreditation, and to maintain the system of self-check/self-evaluation which enables the school to move towards its goal.

2) "The Quality Improvement Strategies (QIS)"

The QIS may be seen as a preparation for the SCR which the school must conduct to reach the goal of accreditation. If the school overcomes the hurdle of the QIS properly, the future path for the school to analyzing the SCR will become clear, and enhancement of educational quality toward "how the school should be" will be assured. The QIS functions as a base to form the framework of the SCR.

3) "The Self-Check/Self-Evaluation Report (SCR)"

As soon as the school passed the first step of the PAA/QIS, it should carry out an extensive Self-Check/Self-Evaluation analysis covering the 22 Standards and 85 Criteria, and write "the Self-Check/Self-Evaluation Report." It is aimed to help the school gain a clear understanding of organized improvement in its management education and to find out more detailed issues to be improved. Through improving these issues, the school has an opportunity to enhance the quality of management education and take an advanced step as a going concern.

4) "The KAIZEN Report (KZR)"

KZR is submitted by the accredited schools only. It implies that the school has been accredited in the full confidence that its Action Plans to improve the KAIZEN issues found in the analysis of the SCR are promising. Since one of the aims of ABEST21 accreditation is to assure a substantial improvement of the educational quality to the stakeholders, we need to check the progress of the accredited schools on their Action Plans found in the analysis of the SCR, and provide a status report to the stakeholders. The school is responsible for assuring its stakeholders of the quality of education.

10. The PRT's Peer Review

The PRT conducts the "Desk Review" of the Report (PAA, QIS, SCR or KZR) submitted by the school and the "Peer Review Visit" for confirming unclear issues found in the Report.

1) The Desk Review

The Desk Review aims to review the Report for quality assurance based on the spirit of the peer review as follows:

- To confirm and/or challenge the main findings of the Report
- To make an assessment of the school's conformance to the ABEST21 Standards and Criteria
- To provide recommendations for future development and quality improvement
- To write a report presenting the findings, assessment and recommendations of the Peer Review Team for the use of the school.

Therefore, the PRT should review the Report (PAA, QIS, SCR or KZR) objectively following the objectives of ABEST21 accreditation, and suggest a course of action to improve the quality of the school's management education in the future. So, the PRT shall make the PRT Comments on the "**appropriateness**" or "**reasonableness**" of analysis of the school's Report.

2) The Peer Review Visit

The Peer Review Visit (PRV) aims to confirm unclear issues found in the Report. Basically, the aims of the PRV are:

- To clarify the unclear issues found in the school's report.
- To seek additional information in order to gain a comprehensive understanding of the school
- To engage in a constructive dialogue with the school.

The Peer Review Visit includes the following steps.

- (1) Interview with University management
- (2) Interview with the School management
- (3) Interview with the School's Faculty members
- (4) Interview with the School's Staff members
- (5) Interview with the School's Students
- (6) Interview with the School's Alumni

- (7) Review of the educational and research facilities
- (8) After the interviews, the PRT will check the educational and research infrastructure as stated in the School's Report.
- (9) Suggestions to the School by the PRT. As a final step, PRT gives some suggestions to the school for improving the quality of management education.

Normally, the Peer Review Visit is held by face-to-face meeting. However, in 2022 due to spread of the omicron COVID-19 variant, we conducted the Peer Review Visit online, in real time and using the teleconference system.

11. Main Viewpoints of the Peer Review

ABEST21 conducts accreditation based on educational and research activities based on the following viewpoints, in order to achieve the aim of accreditation as above.

1) Positive reviews which enhance the distinctive features of management education at the school:

ABEST21 reviews the educational and research activities of the applicant school from the perspective that recognizes its distinctive features and aims to enhance the uniqueness of the school through utilizing its original educational and research resources.

2) Active reviews which promote globalization of the school:

ABEST21 reviews the educational and research activities of the school with the aim to promote globalization of the educational programs so that the school's programs meet the needs of the globalized society.

3) Active reviews which enhance the quality of educational and research activities of the school:

ABEST21 reviews the educational and research activities of the school with the aim to enhance the quality of educational programs so that the school can provide world-class management education.

4) Social reviews to meet the needs of the school's stakeholders:

ABEST21 reviews the educational and research activities of the school to meet the needs of the stakeholders in order to nurture world-class management professionals.

12. The ABEST21 Accreditation Standards

ABEST21 Management Accreditation Standards consist of six areas:

- 1) Internal Quality Assurance and Management,
- 2) Mission Statement,
- 3) Curriculum,
- 4) Students,
- 5) Faculty,
- 6) Educational Infrastructure.

Each area includes a number of standards, and under these standards there are Criteria which are detailed standards for the self-check.

ABEST21 Accreditation Standards

Amended: March 23, 2021

Amended: March 7, 2017

Amended: March 8, 2014

Amended: February 22, 2012

Amended: October 16, 2009

Established: July 2, 2006

Chapter 1: Internal Quality Assurance and Management

Standard 1: Academic Unit Management

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

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

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

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

Standard 2: Governance

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

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

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

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

Standard 3: Self-Check/Self-Evaluation

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

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

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

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

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

Standard 4: Staff Development

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

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

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

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

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

Chapter 2: Mission Statement

Standard 5: Mission Statement

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

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

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

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

Criterion 5-4 (C-18): The School must publish its mission statement to the stakeholders, including students, utilizing various information media. Regarding the contents of the mission statement, the school must hear the opinions from the stakeholders systematically to review its mission statement periodically.

Standard 6: Financial Strategies

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

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

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

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

Chapter 3: Curriculum

Standard 7: Learning Goals

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

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

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

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

Standard 8: Curriculum Policy and Management of Curriculum

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

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

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

Criterion 8-3 (C-27): The School must consider the following aims when arranging the specialized subjects:

- 1) Combine and bridge theory and practice effectively, and follow the current trends
- 2) Enable students to develop expertise and professional skills necessary for global management professionals
- 3) Help students develop ideal personality and broaden their international perspective as global management professionals.

Criterion 8-4 (C-28): The School must design its curriculum aiming to expand the learning opportunities of its students by introducing the following measures.

- 1) Promotion of practical education such as case study, local survey, and company internship
- 2) Opportunity to take related courses in other departments at the same university and to use a credit transfer system with other schools
- 3) Opportunity to take courses of overseas universities via online classes.

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

Standard 9: Quality Improvement of Curriculum

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

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

Criterion 9-2 (C-31): The School must take the following measures concerning students' course registration.

- 1) Secure adequate classroom hours necessary for completing one credit of each course
- 2) Design adequate class time schedules
- 3) Set a limit to the number of credits which students can take
- 4) Set a quota on the number of students per course
- 5) Provide appropriate guidance for the students.

In particular, in case of providing shortened programs, the School must ensure that the educational methods and time schedules enable the students to achieve their learning goals.

Criterion 9-3 (C-32): The School must establish clearly defined standards for calculating grades

and for evaluating the academic performance of its students in a fair and strict manner, state them in its school code, and inform the students of them.

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

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

Standard 10: Online Education

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

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

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

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

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

Standard 11: Diploma Policy and Learning Outcomes

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

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

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

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

Standard 12: Globalization of Curriculum

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

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

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

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

Chapter 4: Students

Standard 13: Admission Policy and Student Selection

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

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

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

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

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

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

Standard 14: Student Encouragement and Support

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

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

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

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

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

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

Standard 15: Student Body Diversity

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

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

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

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

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

Chapter 5: Faculty

Standard 16: Faculty Structure

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

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

Criterion 16-2 (C-60): The School must secure adequate number of practically qualified faculty members necessary for its practical education.

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

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

Standard 17: Faculty Qualifications

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

Criterion 17-1 (C-63): The School must have qualified full-time faculty members for each of the majors it offers in accordance with the following criteria:

- 1) Faculty members recognized as possessing outstanding accomplishments in research or education
- 2) Faculty members recognized as possessing outstanding skills in their field of study
- 3) Faculty members recognized as possessing outstanding knowledge and experience in their field of study.

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

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

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

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

Standard 18: Maintenance of Education and Research Environment

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

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

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

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

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

Criterion 18-5 (C-72): The School must make effort to maintain the educational environment

where the faculty members can teach students using electronic media.

Standard 19: Faculty Development

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

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

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

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

Standard 20: Faculty Diversity

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

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

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

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

Chapter 6: Educational Infrastructure

Standard 21: Maintenance of Educational Infrastructure

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

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

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

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

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

Standard 22: Globalization of Educational Infrastructure

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

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

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

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

13. Compliance Rules for PRT members

For neutral and fair evaluation, ABEST21 prohibits involvement of the Peer Review Team members in any documentary and on-site evaluations conducted by the Peer Review Team which are directly related to the accreditation process of the applicant in the following cases:

1) Elimination of interested parties, etc.

PRT members having a direct interest in the case do not make documentary or on-site evaluations. Cases of having direct interest in the process include:

- the member is employed as an academic of the professional graduate school, full-time or in conjunction with other institutions
- the member serves as a member of the board of the university
- other cases in which it is difficult for the member to make a fair and correct evaluation.

2) Confidentiality

PRT members are prohibited from leaking information obtained through the process of accreditation and the contents of evaluations for schools which are being evaluated. Any information obtained as a PRT member must be kept separate from other information and kept under strict control.

3) Disclosure of members' names

During the process of accreditation, the names of the members of the PRT are not disclosed, so that fair and appropriate evaluations can be conducted. The names are disclosed only after the accreditation result is finalized.

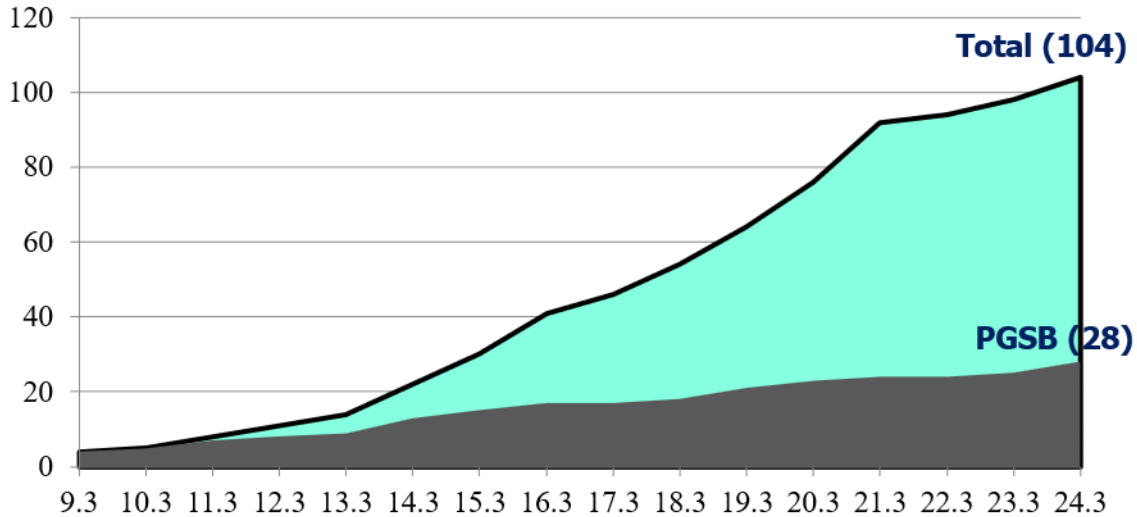
14. ABEST21 International Accreditation Performance

As well known, ABEST21 was certified by the Japanese Minister of Education, Culture, Sports, Science and Technology as an accrediting institution for the business schools in October 2007. The initial activities focused on accreditation for Japanese professional graduate schools (business schools). However, since the accelerating development of economic, social and cultural globalization also called for globalization of the educational and research environment at the universities, the mission of the accrediting institution needed to be reviewed. An additional role of the accrediting institution included promotion of "maintenance of globalized research environment" with the aim to create smooth interchanges among universities through quality assurance of education. In order to "maintain globalized educational and research environment", establishment of international education quality assurance system to promote interchanges among universities was essential. ABEST21 launched its international activities aiming to build such a system.

As of March 2024, ABEST21 has conducted a total of 28 accreditations for professional graduate schools since October 2007 when ABEST21 was certified as a field-specific accrediting institution by MEXT, Japan. As for international accreditation, since 2011 ABEST21 has conferred a total of 76 accreditations. These account for approximately 73 % of total accreditations by ABEST21.



ABEST21 International Accreditation Performance



PGSB: MBA program of Professional Graduate School of Business in Japan

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Accreditation History

March, 2009

A. Professional Graduate School of Business in Japan

- Graduate School of International Management, Aoyama Gakuin University, Japan
- Graduate School of International Corporate Strategy, Hitotsubashi University, Japan
- Graduate School of Business Administration, Kobe University, Japan
- MBA Program in International Business, Graduate School of Business Sciences, University of Tsukuba, Japan

March, 2010

A. Professional Graduate School of Business in Japan

- Institute of Business and Accounting, Kwansei Gakuin University, Japan

March, 2011

A. Professional Graduate School of Business in Japan

- Graduate School of Management, Kyoto University, Japan
- Graduate School of Business Administration, Nanzan University, Japan

B. Program-based Accreditation System

- Faculty of Business Management and Professional Studies, Management and Science University, Malaysia

March, 2012

A. Professional Graduate School of Business in Japan

- Waseda Business School, Graduate School of Commerce, Waseda University, Japan

B. Program-based Accreditation System

- Master Program in Accounting and Management, Faculty of Economics and Business, Universitas Brawijaya, Indonesia
- SP Jain School of Global Management, Singapore

March, 2013

A. Professional Graduate School of Business in Japan

- SBI Graduate School, SBI University, Japan

B. Program-based Accreditation System

- School of Business and Management, Institut Teknologi Bandung, Indonesia
- Faculty of Economics and Business, Universitas Indonesia

March, 2014

A. Professional Graduate School of Business in Japan

- Graduate School of International Management, Aoyama Gakuin University, Japan
- Graduate School International Corporate Strategy, Hitotsubashi University, Japan
- Graduate School of Business Administration, Kobe University, Japan
- MBA Program in International Business, Graduate School of Business Sciences, University of Tsukuba, Japan

B. Program-based Accreditation System

- School of Business Administration, Northeastern University, China
- Faculty of Economics and Business, Universitas Padjadjaran, Indonesia
- Graduate School of Management, International Islamic University Malaysia, Malaysia
- Graduate School of Business, Universiti Sains Malaysia, Malaysia

March, 2015

A. Professional Graduate School of Business in Japan

- Institute of Business and Accounting, Kwansei Gakuin University, Japan
- Graduate School of Innovation and Technology Management, Yamaguchi University, Japan

B. Program-based Accreditation System

- Faculty of Economics and Business, Universitas Diponegoro, Indonesia
- Graduate School of Business, Universiti Kebangsaan Malaysia, Malaysia
- Putra Business School, Malaysia
- Arshad Ayub Graduate Business School, Universiti Teknologi MARA, Malaysia
- Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia, Malaysia
- Faculty of Business, Economics and Communications, Naresuan University, Thailand

March, 2016

A. Professional Graduate School of Business in Japan

- Graduate School of Management, Kyoto University, Japan
- Graduate School of Business Administration, Nanzan University, Japan

B. Program-based Accreditation System

“Management”

- Faculty of Economics and Business, Universitas Airlangga, Indonesia
- Graduate Program of Management and Business, School of Business, Institut Pertanian Bogor, Indonesia
- Faculty of Economics and Business, Universitas Lampung, Indonesia
- PPM School of Management, Indonesia
- School of Economics and Business, Universitas Telkom, Indonesia

- Graduate School of Management, Management and Science University, Malaysia
- Lomonosov Moscow State University Business School, Lomonosov Moscow State University, Moscow, Russia
- Faculty of Business Administration, Chiang Mai University, Thailand

“Business Economics”

- Faculty of Economics and Business, Universitas Brawijaya, Indonesia

March, 2017

B. Program-based Accreditation System

“Management”

- Faculty of Economics and Business, Universitas Hasanuddin, Indonesia
- Faculty of Economics and Business, Universitas Sebelas Maret, Indonesia
- Faculty of Industrial Management, Universiti Malaysia Pahang, Malaysia
- Faculty of Economics and Business, Universitas Brawijaya, Indonesia
- SP Jain School of Global Management, Singapore

March, 2018

A. Program-based Accreditation System

- Department of Business Administration, SBI Graduate School, Japan

B. Program-based Accreditation System

“Management”

- Faculty of Economics, Universitas Andalas, Indonesia
- Faculty of Economics and Business, Universitas Indonesia, Indonesia
- Faculty of Economics and Business, Universitas Kristen Satya Wacana, Indonesia
- Faculty of Business and Economics, Universitas Surabaya, Indonesia

“Accounting”

- Faculty of Economics and Business, Universitas Padjadjaran, Indonesia

“Applied Economics”

- Faculty of Economics and Business, Universitas Padjadjaran, Indonesia

C. Academic Unit-based Accreditation System

- School of Business and Management, Institut Teknologi Bandung, Indonesia

March, 2019

A. Professional Graduate School of Business in Japan

- Graduate School of International Management, Aoyama Gakuin University, Japan
- The School of International Corporate Strategy, Hitotsubashi University Business School, Hitotsubashi University, Japan
- MBA Program in International Business, Graduate School of Business Sciences, University of Tsukuba, Japan

B. Program-based Accreditation System

“Management”

- School of Business Administration, Northeastern University, China
- Faculty of Economics, Universitas Sriwijaya, Indonesia
- Graduate School of Management, International Islamic University Malaysia, Malaysia
- Graduate School of Business, Universiti Sains Malaysia, Malaysia
- Universiti Kuala Lumpur Business School, Universiti Kuala Lumpur, Malaysia
- Graduate School of Commerce, Burapha University, Thailand

“Bachelor’s Program of Economics”

- Faculty of Economics and Business, Universitas Hasanuddin, Indonesia

March, 2020

A. Professional Graduate School of Business in Japan

“Master of Business Administration program”

- Graduate School of Business and Finance, Waseda University

“Master of Science in Finance”

- Graduate School of Business and Finance, Waseda University

B. Program-based Accreditation System

“Master’s Program of Management”

- Faculty of Economics and Business, Universitas Diponegoro, Indonesia
- Putra Business School, Malaysia
- Arshad Ayub Graduate Business School, Universiti Teknologi MARA, Malaysia
- College of Graduate Study in Management, Khon Kaen University, Thailand
- Faculty of Business, Economics and Communications, Naresuan University, Thailand

“Master’s Program of Accounting”

- Faculty of Economics and Business, Universitas Diponegoro, Indonesia

C. Academic Unit-based Accreditation System

- Faculty of Economics and Business, Universitas Airlangga, Indonesia
- Faculty of Economics and Business, Universitas Brawijaya, Indonesia
- Faculty of Economics and Business, Universitas Lampung, Indonesia
- Faculty of Economics and Business, Universitas Padjadjaran, Indonesia

March, 2021

A. Professional Graduate School of Business in Japan

- Graduate School of Management, Kyoto University, Kyoto, Japan

B. Program-based Accreditation System

“Master of Management program”

- Faculty of Economics and Business, Universitas Bengkulu, Bengkulu, Indonesia
- Faculty of Business and Economics, Universitas Islam Indonesia, Yogyakarta, Indonesia
- Faculty of Economics and Business, Universitas Jenderal Soedirman, Purwokerto, Indonesia
- PPM School of Management, Jakarta, Indonesia
- School of Economics and Business, Universitas Telkom, Bandung, Indonesia
- Faculty of Economics and Business, Universitas Udayana, Denpasar, Indonesia

“Master of Business Administration program”

- Faculty of Accountancy and Management, Universiti Tunku Abdul Rahman, Selangor, Malaysia

“MBA-Corporate Governance program”

- Faculty of Accountancy and Management, Universiti Tunku Abdul Rahman, Selangor, Malaysia

“MBA- Corporate Management program”

- Faculty of Business and Finance, Universiti Tunku Abdul Rahman, Kampar, Malaysia

“Master of Human Resource Development program”

- Postgraduate School, Universitas Airlangga, Surabaya, Indonesia

“Bachelor of Management program”

- Faculty of Business and Economics, Universitas Islam Indonesia, Yogyakarta, Indonesia

- Faculty of Economics, Universitas Islam Sultan Agung, Semarang, Indonesia
"Bachelor of Accounting program"

- Faculty of Economics, Universitas Islam Sultan Agung, Semarang, Indonesia

C. Academic Unit-based Accreditation System

- School of Business, IPB University, Bogor, Indonesia

- Faculty of Business Management and Professional Studies, Management & Science University, Selangor, Malaysia

March, 2022

B. Program-based Accreditation System

"Master of Business Administration program"

- Graduate School of Business, Universiti Kebangsaan Malaysia, Selangor, Malaysia

- Faculty of Industrial Management, Universiti Malaysia Pahang, Kuantan, Malaysia

March, 2023

A. Professional Graduate School of Business in Japan

- Department of Business Administration, SBI Graduate School, Japan

B. Program-based Accreditation System

"Management"

- Faculty of Economics and Business, Universitas Indonesia, Indonesia

- Faculty of Business and Economics, Universitas Surabaya, Indonesia

- SP Jain School of Global Management, Singapore

March 2024

(Accreditation Commences from April 1, 2024 to March 31, 2029)

A. Professional Graduate School of Business in Japan

- Graduate School of International Management, Aoyama Gakuin University, Japan

- School of International Corporate Strategy, Hitotsubashi University Business School, Hitotsubashi University, Japan

- MBA Program in International Business, Graduate School of Business Sciences, Humanities and Social Sciences, University of Tsukuba, Japan

B. ABEST21 Program-based Accreditation System

"Bachelor of Management Program"

- Faculty of Economics and Business, Perbanas Institute, Indonesia

"Bachelor of Accounting Program"

- Faculty of Economics and Business, Perbanas Institute, Indonesia

"Bachelor of Business Administration (Human Resource Management) with Honours"

- Faculty of Management and Economics, Universiti Pendidikan Sultan Idris, Malaysia

Part Two

ABEST21 Management Accreditation Assessment -Professional Graduate School of Business in Japan-

I. Accreditation Comprehensive Review Result

1. Accreditation Review Result

ABEST21 International Accreditation Result of Department of International Management, Graduate School of International Management, Aoyama Gakuin University, Tokyo, Japan is as follows:

"ABEST21 International certifies that the School's educational and research activities satisfy all or most accreditation standards. The School's Kaizen plans are excellent, and quality maintenance and improvement of education and research are very promising and excellent. Accreditation commences April 1, 2024 for a five-year period."

2. Comprehensive Review

In the effort to internationalize its management education, the School may consider to offer more courses in English besides the Japanese in order to recruit more non-Japanese speaking students and faculty members. The School may tap into its vibrant alumni networks and leverage its strength in the curriculum development and program promotion. The School needs to define clearly the concept of "world-class research" for its faculty and students.

We are of the view that ABS has prepared an excellent review report and online PRT visit. Most of the questions that we had were addressed in their written reply and during the online interview(s).

3. Compatibility with the ABEST21 Standards

Chapter One: Internal Quality Assurance and Management

- Standard 1: Academic Unit Management
- Standard 2: Governance System
- Standard 3: Self-Check/Self-Evaluation
- Standard 4: Staff-Development

The School has a proper management system and decision making process in place. The School has identified difficulties in hiring professional staff to develop and carry out its internationalization plan and activities. The School has an appropriate governance system in place to audit, review and verify its management decisions periodically. Based on the reports and online interviews, the School needs to prepare its staff for promoting internationalization and conducting classes in English.

ABS' Internal Quality Assurance and Management system is compatible with the ABEST21 Standards.

Chapter Two: Mission Statement

- Standard 5: Mission Statement
- Standard 6: Financial Strategies

The School's current mission statement was last developed in 2009. The mission statement

was reviewed during the curriculum advisory committee meeting every year. Based on the feedback, the committee and the School decided that the mission statement remains as it is at the moment.

ABS' mission statement is compatible with the ABEST21 Standards. We encourage ABS to continue reviewing it every year.

Chapter Three: Curriculum

- Standard 7: Learning Goals
- Standard 8: Curriculum Policy and Management of Curriculum
- Standard 9: Quality Improvement of Curriculum
- Standard 10: Online Education
- Standard 11: Diploma Policy and Learning Outcomes
- Standard 12: Globalization of Curriculum

There is a gap between the daytime and evening classes, especially in terms of students' performance. Various actions have been taken to reduce this gap. The School needs to monitor and analyze if the steps taken are effective in bridging this gap. The School has just implemented Intended Learning Outcomes (ILOs) to measure the quality of the modules offered and students' performance. The collected data will be analyzed and discussed during the relevant meetings related to curriculum development. Currently the School conducts 13% of its modules in English, and plans to increase this percentage in the future.

ABS' Curriculum is compatible with ABEST21 Standards.

Chapter Four: Students

- Standard 13: Admission Policy and Student Selection
- Standard 14: Student Encouragement and Support
- Standard 15: Student Body Diversity

The School has a clear admission policy which has been practiced and the information is being disseminated via various admission documents. The School may consider recruiting more non-Japanese speaking students in view of its globalization initiatives.

ABS' procedures for handling student issues are compatible with ABEST21 Standards. Yet, ABS should continue to monitor and finetune their teaching methods for handling the FT and PT MBA students to provide them with the best education experiences.

Chapter Five: Faculty

- Standard 16: Faculty Structure
- Standard 17: Faculty Qualifications
- Standard 18: Maintenance of Education and Research Environment
- Standard 19: Faculty Development
- Standard 20: Faculty Diversity

The School needs to start preparing the succession plan as several of the current staff members are reaching the retirement age soon. Some of the data are not tally in the report, which has been highlighted during the online interview. The School needs to define the meaning of "world-class research" as a benchmark for its staff. The School is planning to recruit female faculty members and foreign faculty members as part of its diversity plan.

ABS' procedures for handling faculty issues are compatible with ABEST21 Standards. The ABS should consider recruiting more faculty who can deliver classes in English.

Chapter Six : Educational Infrastructure

- Standard 21: Maintenance of Educational Infrastructure
- Standard 22: Globalization of Educational Infrastructure

There are no major issues with the standard with the latest infrastructure and online databases being in place. ABS' investment in educational infrastructure is compatible with ABEST 21 Standards. Yet, ABS should consider subscribing to more electronic databases to strengthen their teaching and research resources.

4. Good Practice in the School's/Faculty's Programs

Title: "Advancing Towards Globalization"

Reason: Going International is one of the objectives set by the School in the coming five years. Many initiatives have been developed to achieve this goal including global networking, joint research and teaching with overseas universities and global mobility programs.

5. Matters to be improved

To create more interactions among students from the day-time and evening classes as well as with the Alumni. The ABS should further expand its English courses.

6. Peer Review Schedule

ABEST21 assessed the School's ABEST21 Management Accreditation by conducting substantial assessment on "Self-Check/Self-Evaluation Report (SCR)" by the Desk Review and the online Peer Review Visit according to the Review Schedule below.

- 1) Jul. 1, 2022 : Acceptance of the "QIS"
- 2) Aug.30, 2022 : Online Interview
- 3) Nov.24, 2022 : Ratification of the "QIS" by the Peer Review Committee
- 4) Jun.29, 2023 : Acceptance of the "SCR"
- 5) Sep.20 and 21, 2023 : Online Peer Review Visit
- 6) Oct.19, 2023 : Informal Announcement of the Draft of the PRT Review Report
- 7) Oct.19-Nov.15, 2023 : Coordination of opinions between the PRT and the School
- 8) Nov.28-29, 2023 : Ratification of the "PRT Review Report"
- 9) Jan.16, 2024 : Recommendation of the Accreditation Committee
- 10) Feb.21, 2024 : Ratification of the ABEST21 Accreditation by the Board of Trustees

II. Accreditation Peer Review

1. Evaluation on Dealing with the three educational and environment Issues

1) Globalizing the School's/Faculty's Research and Education

(1) PRT Assessment:

- The School has identified promoting internationalization as one of the important strategic issues. To promote internationalization, the School plans to:
 - Leverage and expand current relationships with overseas business schools
 - Enhance the quality of the program with the review processes
 - Increase the diversity of enrolled students by building strong relationship with external organizationsIn terms of curriculum and research, the School has relevant teaching modules conducted in collaboration with overseas universities such as Management Games, Consultancy Project and International Management Seminar, and the School's scholars carry joint research with their international research partners/collaborators. One aspect that the School needs to further define is the "world-class research activities", besides just having an article published in a prominent international journal or presenting research at a major academic conference.
- We would like to encourage the ABS to strengthen their FT faculty team for conducting classes in English for the program. During the interview, we noted that the students were very positive about having more classes to be offered in English.

(2) The School's Feedback:

(3) PRT Response:

2) Humanizing the School's/Faculty's Research and Education

(1) PRT Assessment:

- As the School has a long tradition in ethics education, it recognizes the importance of ethics in business and advocates for the training of business leaders who fulfil their social responsibilities as part of their mission. Business ethics are incorporated in the curriculum via many modules such as business ethics, ESG, sustainability, and governance, and SDGs and Community Marketing.
- The inclusion of SDG topics in various courses in the MBA program is highly appreciated. We also encourage ABS to consider further expanding its program to recruit more overseas students.

(2) The School's Feedback:

(3) PRT Response:

3) Collaborating with industries in the School's/Faculty's Research and Education

(1) PRT Assessment:

- Various activities and curriculum developments have demonstrated that the School has developed strong relationships with the industries and professional bodies. The School also engages active practitioners as part of its teaching team. Besides, few modules are sponsored by the corporations and industry practitioners who act as guest speakers in the various events and seminars organized by the School.
- ABS' close collaborations with industries are noted. We encourage ABS to expand its collaboration with various sectors of the business.

(2) The School's Feedback:

(3) PRT Response:

2. Evaluation on Self-Check/Self-Evaluation Analysis

1) Chapter One: Internal Quality Assurance and Management

Standard 1: Academic Unit Management

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

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

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

(1) PRT Assessment:

- -The School has a proper management system and decision making process in place.
- All reports and activities related to Quality Assurance were well documented.
- The external curriculum advisory committee functions very well, with a constructive and diverse exchange of opinions on future directions in addition to the annual evaluation of activities.
- The School has identified difficulties in hiring professional staff to develop and carry out its internationalization plan and activities.
- The management system of ABS is well-developed, with an appropriate level of autonomy, and the School has a clear decision-making process for its management-related issues. However, we would like to suggest considering expanding the number of members of the External Curriculum Advisory Committee further to increase the diversity of the members' profiles.

(2) The School's Feedback:

(3) PRT Response:

Standard 2: Governance

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

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

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

(1) PRT Assessment:

- -The School has a systematic governance system in place to audit, review and verify its management decisions periodically.
-The results of discussing management matters are disclosed and uploaded to the website as well as shared electronically among staff via Microsoft Teams.
- We noted that ABS has a good governance system, which is fair and transparent. We would suggest that ABS continues to maintain such a system with the help of regular internal reviews.

(2) The School's Feedback:

(3) PRT Response:

Standard 3: Self-Check/Self-Evaluation

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

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

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

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

(1) PRT Assessment:

- The systematic review of the self-check / self-evaluation has been established and is being carried out periodically by the School using PDCA cycle. It is well documented and shared/disclosed with its stakeholders via its website.
- We noted that ABS has a good quality assurance system. We also suggest that ABS continues to maintain the system and ensure its continuous improvement.

(2) The School's Feedback:

(3) PRT Response:

Standard 4: Staff Development

Criterion 4-1 (C-11): The School must work be equipped with the globality of the administrative

staff in line with the development of the “globalizing economy, society and culture”.

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

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

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

(1) PRT Assessment:

- -Various training courses and events are in place to prepare staff for the School’s internationalization plan.
-Based on the reports and online interviews, the School needs to prepare its staff for promoting internationalization and conducting classes in English.
- We encourage ABS to conduct more staff development (SD) training on globalization to prepare their staff for helping international students.

(2) The School’s Feedback:

(3) PRT Response:

2) Chapter Two: Mission Statement

Standard 5: Mission Statement

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

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

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

Criterion 5-4 (C-18): The School must publish its mission statement to the stakeholders, including students, utilizing various information media. Regarding the contents of the mission statement, the School must hear the opinions from the stakeholders systematically to review its mission statement periodically.

(1) PRT Assessment:

- -The School’s current mission statement was last developed in 2009. The mission statement was reviewed during the curriculum advisory committee meeting every year. Based on the feedback, the committee and the School decided that the mission statement remains as it is at the moment.
-The mission statement has been published in various documents such as brochures, student handbook and ABS Strategic Plan.
We acknowledged and appreciated that ABS conducted an annual review of its mission/vision statement. We suggest that ABS continues to review its mission/vision statement on an annual basis.

(2) The School's Feedback:

(3) PRT Response:

Standard 6: Financial Strategies

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

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

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

(1) PRT Assessment:

- -The School has adequate financial sources from the university, donations, grants and membership fees of the International Society of Management.
-The School may consider finding alternative sources of income for the development and expansion of its academic and research activities.
- We suggest that ABS should find ways to strengthen its financial control and stabilize it.

(2) The School's Feedback:

(3) PRT Response:

3) Chapter Three: Curriculum

Standard 7: Learning Goals

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

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

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

(1) PRT Assessment:

- -The learning goals were well-developed via Diploma Policy. They are being reviewed and published in various documents (Student Handbook, ABS Website and admission policy).
-ABS established Intended Learning Outcomes (ILOs) for all courses in FY2021.
-Mentor-mentee system was established in FY2020 where freshmen can consult with their mentor about the modules recommended to take in the first year, future careers, etc.
- We noted that ABS has followed the criteria closely. We encourage ABS to continue to follow the requirements and, in particular, provide more support to help international students.

(2) The School's Feedback:

(3) PRT Response:

Standard 8: Curriculum Policy and Management of Curriculum

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

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

Criterion 8-3 (C-27): The School must consider the following aims when arranging the specialized subjects:

- 1) Combine and bridge theory and practice effectively, and follow the current trends
- 2) Enable students to develop expertise and professional skills necessary for global management professionals
- 3) Help students develop ideal personality and broaden their international perspective as global management professionals.

Criterion 8-4 (C-28): The School must design its curriculum aiming to expand the learning opportunities of its students by introducing the following measures.

- 1) Promotion of practical education such as case study, local survey, and company internship
- 2) Opportunity to take related courses in other departments at the same university and to use a credit transfer system with other schools
- 3) Opportunity to take courses of overseas universities via online classes.

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

(1) PRT Assessment:

- -ABS has modules conducted using case method, plus internship and global business seminar.
-There is a gap between the daytime and evening classes, especially in terms of students' performance. Various actions have been taken to reduce this gap. The School needs to monitor and analyze if the steps taken are effective in bridging this gap.
- We noted ABS has set a good curriculum policy. We encourage ABS to continue to develop specialized courses related to international business studies and to increase the linkage with other overseas universities.

(2) The School's Feedback:

(3) PRT Response:

Standard 9: Quality Improvement of Curriculum

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

Criterion 9-2 (C-31): The School must take the following measures concerning students' course registration.

- 1) Secure adequate classroom hours necessary for completing one credit of each course
- 2) Design adequate class time schedules
- 3) Set a limit to the number of credits which students can take
- 4) Set a quota on the number of students per course
- 5) Provide appropriate guidance for the students.

In particular, in case of providing shortened programs, the School must ensure that the educational methods and time schedules enable the students to achieve their learning goals.

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

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

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

(1) PRT Assessment:

- Based on the evidence and information provided, the PRT concludes that the School has addressed the criteria satisfactory with all required systems and information in place.
- We noted the continuous improvement of the quality of the curriculum. We encourage ABS to strengthen its system in guiding students further.

(2) The School's Feedback:

(3) PRT Response:

Standard 10: Online Education

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

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

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

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

(1) PRT Assessment:

- -Online lectures were conducted during the COVID-19 period. They are also used for international workshops and seminars.
- The School has engaged staff with IT expertise to support the online sessions.

- We noted that MEXT does not allow ABS to issue degree solely online, and it is only used for emergency relief and for speakers to deliver their talks offsite. We encourage ABS to keep up with the online facilities as it will be helpful in liaising with speakers and courses to be offered by overseas partners.

(2) The School's Feedback:

(3) PRT Response:

Standard 11: Diploma Policy and Learning Outcomes

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

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

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

(1) PRT Assessment:

- -The School has just implemented Intended Learning Outcomes (ILOs) to measure the quality of the modules offered and students' performance.
- The collected data will be analyzed and discussed during the relevant meetings related to the curriculum development.
- We noted that ABS has set a clear diploma policy. We encourage ABS to continue with this system and make reviews periodically.

(2) The School's Feedback:

(3) PRT Response:

Standard 12: Globalization of Curriculum

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

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

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

(1) PRT Assessment:

- -Currently the School conducts 13% of its modules in English, and plans to increase this percentage.
- It also has international seminars, workshops, and joint classes with overseas partner universities.

-However, there is no joint degree program or double degree program being offered by the School at the moment.

- We would like to encourage ABS to offer more classes in English. A target for “enough classes in English” should be set.

(2) The School’s Feedback:

(3) PRT Response:

4) Chapter Four: Students

Standard 13: Admission Policy and Student Selection

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

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

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

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

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

(1) PRT Assessment:

- The School has a clear admission policy, and the information being disseminated via various admission documents.
The School may consider recruiting more non-Japanese speaking students in view of its globalization initiatives.
- We noted that ABS has had a sustainable number of students for the program in the past few years, which is good in particular during the COVID-19 time. We encourage ABS to continue monitoring its student selection criteria and make sure that they recruit a sustainable number of high-quality students for the program.

(2) The School’s Feedback:

(3) PRT Response:

Standard 14: Student Encouragement and Support

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

Criterion 14-2 (C-51): The School must have an administrative system for providing financial,

academic and livelihood support to students who face difficulties with continuing their studies, and to international students and disabled students who are in need for special support.

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

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

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

(1) PRT Assessment:

- The School has a proper system for students' rewards, financial and administrative support.
- As ABS would like to internationalize its program, we encourage it to recruit international students more actively. It should also put more focus on providing academic and related support to international students.

(2) The School's Feedback:

(3) PRT Response:

Standard 15: Student Body Diversity

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

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

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

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

(1) PRT Comments:

- The School has a large number of foreign students and good support systems in place.
- As ABS would like to internationalize its program, we encourage it to recruit international students more actively. Both faculty and staff should engage in such preparation. The ABS should also be more active in engaging in research and academic activities with overseas universities.

(2) The School's Feedback:

(3) PRT Response:

5) Chapter Five: Faculty

Standard 16: Faculty Structure

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

Criterion 16-2 (C-60): The School must secure adequate number of practically qualified faculty members necessary for its practical education.

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

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

(1) PRT Assessment:

- -The number of faculty members is adequate.
-The School needs to start preparing the succession plan as a number of the current staff members are reaching retirement age soon.
-Some of the data do not tally in the report, which has been highlighted during the online interview.
- The PRT noted that the increase in student-faculty ratio is due to retirement. We encourage ABS to do more active recruitment. Also, if the program wants to offer more English courses, ABS should consider recruiting a few foreign faculty members in the foreseeable future.

(2) The School's Feedback:

(3) PRT Response:

Standard 17: Faculty Qualifications

Criterion 17-1 (C-63): The School must have qualified full-time faculty members for each of the majors it offers in accordance with the following criteria:

- 1) Faculty members recognized as possessing outstanding accomplishments in research or education
- 2) Faculty members recognized as possessing outstanding skills in their field of study
- 3) Faculty members recognized as possessing outstanding knowledge and experience in their field of study.

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

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

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

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

(1) PRT Assessment:

- -All faculty members are qualified and actively involved in research and teaching.
-Again, the School needs to define the meaning of "world-class research".
- We noted that ABS has a team of qualified faculty members. The existing rules and standards for promotion and tenure are good and transparent, and they provide a good

reward system for faculty members with excellent achievements. We encourage ABS to continue with these systems.

(2) The School's Feedback:

(3) PRT Response:

Standard 18: Maintenance of Education and Research Environment

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

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

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

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

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

(1) PRT Assessment:

- -No major issues in the teaching loads among the faculty.
-Research funding support and sabbatical leave are in place for the faculty members to apply for.
- We noted that ABS' faculty members have been assigned an appropriate teaching workload. The research budget provided is also generous. We would suggest ABS to strengthen their research collaboration with foreign universities further.

(2) The School's Feedback:

(3) PRT Response:

Standard 19: Faculty Development

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

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

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

(1) PRT Assessment:

- The School may continue to conduct relevant training on teaching pedagogies and

curriculum development for the faculty members.

- We recommend ABS to provide more funding for faculty development so that they can further enhance their cutting-edge expertise and specialized knowledge.

(2) The School's Feedback:

(3) PRT Response:

Standard 20: Faculty Diversity

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

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

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

(1) PRT Assessment:

- The School is planning to recruit female faculty members and foreign faculty members as a part of its diversity plan.
- We noted that ABS has a diversified faculty team. We recommend it to further enhance its international exchange of faculty with overseas universities.

(2) The School's Feedback:

(3) PRT Response:

6) Chapter Six: Educational Infrastructure

Standard 21: Maintenance of Educational Infrastructure

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

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

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

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

(1) PRT Assessment:

- There are no major issues with the standard.
- In general, the educational infrastructure of ABS is impressive. Yet, it would be better if it could enhance its electronic database collection of journals in the library further.

(2) The School's Feedback:

(3) PRT Response:

Standard 22: Globalization of Educational Infrastructure

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

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

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

(1) PRT Assessment:

- There are no major issues with the standard.
- We noted that ABS is well prepared for facing globalization. Yet, it would be better if they could provide more training for their staff members as they are the frontline people to provide services.

(2) The School's Feedback:

(3) PRT Response:

3. Evaluation on The Quality Improvement System

1) The Quality Improvement Process

(1) PRT Assessment:

- The Quality Improvement Process is well documented and executed by the School.
- The PDCA cycle is a good quality improvement process. We suggest that ABS continues using it for its continuous improvement of the program.

(2) The School's Feedback:

(3) PRT Response:

2) The Improvement Issues

(1) PRT Assessment:

- -The School has identified three areas of required improvement (ARI), namely:
 - Enhancing the international focus plan and outreach
 - Review the criteria for the Day and Evening classes
 - Continue with plans to increase gender and international diversity among the faculty.
- These ARIs are mapped with the Strategic Objectives and Map.
- The ARIs mentioned in the report are important and appropriate. We encourage ABS to continue employing them for continuous improvement.

(2) The School's Feedback:

(3) PRT Response:

3) The Improvement Initiatives

(1) PRT Assessment:

- -The improvement initiatives are discussed in detail in the report to address each of the improvement issues.
-Most of the improvement initiatives are measurable and quantifiable.
- We agree with the improvement initiatives proposed. We also encourage ABS to consider our suggestions mentioned above to enhance their plan further.

(2) The School's Feedback:

(3) PRT Response:

4) The three-year Action Plans

(1) PRT Assessment:

- The School has provided a three-year action plan to accomplish each KPI that has been initiated and has to be achieved by March 2026.
- The three-year action plan proposed is reasonable and workable. We encourage ABS to follow the plan they proposed.

(2) The School's Feedback:

(3) PRT Response:
