[SCR-Format 2]

ABEST21 International Accreditation
Program-based Accreditation System
"Self-Check/Self-Evaluation Report"

Master of Science in Finance
Graduate School of Business and Finance
Waseda University, Japan

June 28th, 2024

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

Contents

Notice

Notice

1. Principles to be attended

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

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

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

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

1) **Self-Check":** In "Self-Check" analysis, the School has to analyze its educational and research activities based on the ABEST21 International Accreditation Standards. The data indicated in the analysis should be as of May of the year when the Report is submitted. The Analysis must be conducted based on specific evidence, which needs to be shown in the Report. The evidence should be written in column of "2) Evidence" with "Documents number" and "File name" as well as "IV. List of Supporting Documents and Appendix".

2) **"Self-Evaluation":** In "Self-Evaluation", the School has to describe whether or not its educational and research activities meet each Criterion of the ABEST21 International Accreditation Standard.

3) **"Issues to be improved":** Based on "Self-Check/Self-Evaluation", if the School found that it does not meet the specific Standard, it has to formulate corresponding issues to be improved for quality enhancement. These issues should be described concretely and specifically, and prioritized based on their importance and urgency.

I. Dealing with the three educational environment Issues

1. Globalizing the school's Research and Education

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

Waseda Business School (hereafter, the School) has developed its internationalization strategy in alignment with the University's vision of 'a Waseda that shines on the global stage,' and within the historical, cultural, and socioeconomic context of Japan and Asia. The School's commitment to internationalization is reflected in its mission of creating, "a dynamic learning community for all stakeholders as a catalyst for developing insightful and responsible global leaders with actionable management knowledge."

In its governance structure, an international dimension is provided by the International Advisory Board, where four out of eight members are deans or former deans of leading international business schools. Internally, the School has an International Committee that reviews and deliberates matters that are international in nature (related to English course development, international partnerships, double degree programs and study abroad) before escalating them to the Curriculum/Faculty Development Committee, Senior Management Team, and the WBS Faculty Committee.

In terms of education, the School contributes to society by educating future leaders who can connect Japan and the global community. This is achieved by integrating Japanese management practices with global knowledge and leveraging a strong network of Japanese companies and policymakers. The School has developed talent with a deep understanding of both Japanese and international business practices, enabling them to apply these practices within their own contexts by providing opportunities to gain international exposure as much as possible.

Japanese students also have the chance to gain international exposure while in Japan. WBS has three English-based programs, which, over the past three years, have welcomed 304 international students from 33 countries and regions. The School has also hosted several overseas business schools visiting Japan as part of their executive programs. Interaction in class, Zemi, workshops and social events give students a global perspective by exposing them to the values and views of other cultures and giving them the chance to build a global network. Students can take English-taught courses and overseas courses that are delivered abroad. Further, students are encouraged to take advantage of study-abroad opportunities with one of 40 partnering business schools worldwide. These opportunities include a double-degree agreement with ESCP Europe Business School.

For international students, the opportunity to interact with Japanese students is one of the appeals of studying at WBS. A unique feature of the School's is the bilingual courses taught in a mix of English and Japanese, designed to promote active discussion and exchange between local and international students. The School also recognizes the importance of language skills in a country where Japanese is still the common business language. Students

are thus encouraged to take language courses offered by the University, English being essential for Japanese students to conduct business globally, and Japanese for international students who wish to pursue a career in Japan.

Internationalization is also crucial in terms of its faculty, given the number of programs and courses taught in English. These faculty members have extensive international experience and bring diverse perspectives to the classrooms. The faculty's international ratio is around 9%, but overall, nearly 80% of all core faculty members have some level of international exposure either through study or professional/academic engagements abroad.

In research, the School pursues collaborative projects with leading Japanese and global institutions and companies, promoting impactful research that combines Japanese and global knowledge for real-world application. The School strives to disseminate research findings locally and internationally through various channels, including peer-reviewed journals, international publications, academic networks, and media. The School has been working to improve the quality of such output to raise the level and visibility of WBS's research internationally.

WBS also offers executive education programs that help companies in Japan compete and thrive in an increasingly global market. These programs will be leveraged to elevate the School's international standing through prestigious international accreditations and global rankings over the long term.

Achieving the School's mission and vision requires a nuanced approach to internationalization, prioritizing meaningful connections and quality collaborations over mere expansion. By implementing these strategic initiatives, WBS aspires to catalyze talent exchange, knowledge sharing, and sustainable development across Japan, Asia, and the globe.

2. Humanizing the school's Research and Education

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

Waseda University aims to promote awareness of ethics, responsibility, and sustainability (ERS) among its faculty, students, and staff, integrating ERS principles into all aspects of its management. Aligned with its founding principles - Independence of Learning, Practical Utilization of Knowledge, and Good Citizenship—the University engages in diverse activities both within and outside its campus. The University's 20-year strategic plan, Waseda Vision 150, envisions Waseda University as a leading global institution by 2032, focusing on four key visions:

1. Students of the highest caliber and character who show promise in being able to contribute to the world.
2. Research that will ultimately contribute to real world peace and happiness in human society.
3. Graduates who will contribute to the public good as global leaders.
4. A University that earns the trust of the world and constantly upholds the spirit of reform to continuously evolve.

WBS aligns with this vision through its commitment to building a sustainable future for Japan, Asia, and the world and its mission to develop insightful and responsible global leaders. Leaders are expected to understand social responsibility, address ethical issues, engage in sustainable practices, and approach ERS activities with integrity. These principles are incorporated into the School's education, research, and engagement activities.

In order to guide students and faculty in understanding and practicing academic integrity and ethical behavior, policies and procedures are set at both the University and WBS level. All University students and faculty are required to receive instructions and complete a course on academic ethics. In addition, to maintain ethical behavior and promote active discussion in class, WBS has a Student Honor Code, which all students are expected to abide by.

The School's action to humanize education
WBS is committed to the integration of ERS into its program. This is evident in the inclusion of ERS related topics in many of the School's courses, and the establishment of 'ethics' as a Learning Goal in all programs. 'Ethics' is also assessed as part of the School's quality assurance activities. In some Zemi, faculty and students collaborate on fieldwork to address social problems. The School's continuous efforts to establish more courses that specifically address these topics are in line with its mission.

The School's action to humanize research
At the student level, the School has an ERS Student/Alumni Award to promote ERS-related activities by students/alumni and recognize them based on their social impact. The ERS Paper Award not only recognizes research papers (submitted in the form of a professional degree thesis or project paper) that effectively address ERS-related issues but also plays a pivotal role in promoting research in ERS-related areas. The involvement of faculty members

in thesis guidance to conduct related research has led to a significant grown in research activity in this area over the past years.

  The School also empowers and supports faculty members in their pursuit of societal responsibility outside the School. By engaging with local businesses, governments, academia and broader society through public service, including committee or advisory roles, they can collectively address crucial issues and contribute to a better world.

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

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

Strengthening connections with wider society is a cornerstone of WBS's strategic priorities and is crucial to achieving the School's mission of creating a dynamic learning community. While the School's existing industry connections are strong, fulfilling a commitment to social responsibility requires engaging with and impacting a more diverse range of stakeholders. This imperative reflects evolving expectations for business schools, as emphasised by international accreditation standards like EQUIS and AACSB. It is also crucial to achieve both Education and Research strategies.

In governance, WBS's International Advisory Board currently has four members from the local business community, all of whom have held top positions in major Japanese corporations and are widely regarded as experts in their fields. The Board facilitates understanding of industry needs and expectations.

Waseda's rich network of graduates provides an additional layer of connections with practice. Whilst WBS has two alumni associations, WBS graduates also have access to the University's vast alumni network, which boasts over 670,000 official members, over 300 industry/company-specific chapters and nearly 500 regional chapters, including 61 overseas branches (as of March 2024).

In education, WBS integrates the needs of both business and non-business (social) stakeholders into its curriculum and actively disseminates knowledge created within the school to benefit society. WBS's diverse range of programs results from regular dialogue with the corporate world and reflects the School's consistent efforts to gauge the society's needs. In education, corporate relevancy is maintained through the strategic use of adjunct faculty and guest speakers from renowned organizations who transfer current and practical knowledge to students. WBS also has courses developed and delivered in collaboration with corporate sponsors.

In research, the School fosters collaborative research partnerships with industry to tackle important challenges. Connections with practice and engagement with diverse stakeholders are central tenets in both efforts.

All faculty members, many of whom have professional experience, maintain strong connections with practice, and actively engage with society through consultancy, external directorship, or advisory committee membership. These connections are used to create and disseminate actionable knowledge, where their teaching and research are applied to the world of practice.

WBS fosters a culture of active societal engagement among its faculty. Each faculty member actively engages with society in diverse ways, contributing to enhancing education, research,

school management, and solving social problems. Key initiatives to encourage these activities include:

1. WBS-SIPS (Social Impact Point System): This system visualizes the contributions of individual faculty members and recognizes faculty engagement in social collaborations and extramural activities.
2. Societal Impact Initiative: This initiative harnesses the combined expertise of faculty, staff, and students to jointly tackle societal challenges through research, education, and practice. Through this initiative, the School strives to contribute to the long-term sustainability of Japan's economy and society.
3. Executive Education: Executive education is WBS's key interface with industry and a channel for engaging with and disseminating knowledge to business practitioners, companies, and society. Through executive education, the School directly impacts and contributes to practice. The Institute for Business and Finance is the unit in charge of executive education and acts as the main interface for developing and maintaining corporate connections and a vehicle for promoting joint or contracted research. Expanding executive education to meet the growing demands of Japanese businesses is imperative to driving engagement and societal impact.
4. Public Relations: WBS invests in public relations to actively promote faculty and activities and elevate its reputation in the local and international arenas.

II. Self-Check/Self-Evaluation Analysis

Chapter 1: "Internal Quality Assurance and Management"
Standard 1: Academic Unit Management

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The School is overseen by the WBS Faculty Committee which is convened monthly by the Dean and comprises all full-time faculty members. Additionally, there are 11 standing committees which discuss and propose policies and issues concerning the designated areas: 1) Admissions; 2) Curriculum/FD; 3) Student Affairs; 4) Public Relations; 5) Career Support and Alumni; 6) International Affairs; 7) Information & Facilities; 8) Accreditation; 9) Research Promotion; 10) DX; and 11) DEI.
2) Evidence: WBS Organisational Chart **Appendix:** Documents number: 1 / File name: WBS Organisational Chart
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check:
The WBS Faculty Committee is the principal decision-making body of the School. The committee convenes monthly to deliberate on major issues regarding the School's operation. The School's Senior Management Team reviews each agenda, and each standing committee submits proposals/reports to the WBS Faculty Committee for final decisions. The committees are organized in a way that allows a good relationship to be maintained between each Committee, including the WBS Faculty Committee.
2) Evidence: WBS Organisational Chart

Appendix:
Documents number: 1 / File name: WBS Organisational Chart

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
For external governance, the School has an International Advisory Board, established in 2017, which consists of 8 members in total. Of the 8 members, four are current or former deans of top business schools around the world, and the remaining four are top executives or former leaders of global companies in Japan. The School's International Advisory Board functions well, providing quality feedback from both academic and practical perspectives on its educational and research activities.

2) Evidence:
Waseda University Organisational Chart

Appendix:
Documents number: 2 / File name: Waseda University Organisational Chart

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

- The School should continue to promote active discussion within each committee as well as information exchange between committees.
- The School will continue to make efforts to add new members and diversify the Board to obtain a broader range of viewpoints and insights.

Standard 2: Governance

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
WBS is governed at three levels by the following external governing bodies: Waseda University (parent institution); the Faculty of Commerce; and the International Advisory Board. The Faculty of Commerce is headed by the Senior Dean, who serves as the

intermediary between the University and each School under its umbrella. The Senior Dean chairs the monthly Faculty Committee meeting, which conveys information from the University, deliberates on matters related to the operation of the faculty as a whole, and is attended by core faculty members of all undergraduate and graduate schools under the Faculty of Commerce. Official interfaces for negotiation and decision-making with the parent institution include the University Committee of Deans (attended by the head of each Faculty and the deans of each school under its umbrella) and the University Committee of Associate Deans (attended by the Associate Deans of each school).

Internally, issues regarding the School's operation are discussed by either or both the Senior Management Team and responsible committees and brought to the WBS Faculty Committee for final approval. Instead of a top-down style, this consensus-focused approach allows the School to gather a wide range of viewpoints to ensure fair and transparent decision-making.

2) Evidence:
Waseda University Organisational Chart

Appendix:
Documents number: 2 / File name: Waseda University Organisational Chart

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
All decisions made at the WBS Faculty Committee meeting are shared with faculty members though meeting minutes. Major decisions are also shared with other stakeholders such as students through the School's bulletins, guidelines, events, homepage, and so on. In addition, key matters are shared in depth with the International Advisory Board.

2) Evidence:
7th WBS International Advisory Board Meeting materials

Appendix:
Documents number: 3 / File name: 7th WBS International Advisory Board Meeting

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Under the initiative of the Senior Management Team, the School reviews its strategy

periodically to improve its management system and educational and research environment. Members of the 11 different committees are changed annually, and the structure of the School's committees are also revised every two to three years to promote fresh perspectives and enable the School to respond to new challenges.

2) Evidence:
WBS Strategic Plan 2018-2022 Review

Appendix:
Documents number: 4 / File name: WBS Strategic Plan 2018-2022 Review

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

- A consensus-focused approach helps to build trust and collegiality and lead to more well-informed decisions but may be time-consuming. The School should ensure balance between thorough deliberation and timely decision-making.
- Disparities in the activity levels of different committees underscore the necessity for increased engagement and participation throughout the organization.

Standard 3: Self-Check/Self-Evaluation

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The School systematically and periodically conducts a thorough self-assessment through accreditations such as ABEST21, EQUIS, and AACSB.

2) Evidence:
WBS News - Accreditations

Appendix:
Documents number: 5 / File name: WBS News - Accreditations

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:

Following the self-assessment, results are communicated to faculty members through the WBS Faculty Committee meeting. Subsequently, the school establishes a working group comprised of faculty members or identifies relevant committees to address the identified issues. Collaborating with the senior management team, this group or committees devise a comprehensive plan to resolve the issues based on analysis.

2) Evidence:

WBS Accreditation Status Report

Appendix:

Documents number: 6 / File name: WBS Accreditation Status Report

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

The School consistently and systematically reviews the feedback from stakeholders and accreditation bodies to drive continuous improvement efforts that enhance educational quality through PDCA. At the School level, the School reviews and implements improvements and action plans against its five-year strategy. At the program level, the School has an Assurance of Learning (AoL) system, and at the course level collects course evaluation surveys during the final class of the semester to ensure continuous improvement in education.

2) Evidence:

- WBS Strategic Plan 2018-2022 Review
- WBS AoL Pamphlet

Appendix:

Documents number: 4 / File name: WBS Strategic Plan 2018-2022 Review
Documents number: 7 / File name: WBS AoL Pamphlet

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

The School shares updates on operational issues with stakeholders through the International

Advisory Board, WBS Faculty Committee and other events, gathering feedback for continual improvement. For some stakeholders, this process is not as systematic.

2) Evidence:
7th WBS International Advisory Board Meeting Materials

Appendix:
Documents number: 3 / File name: 7th WBS International Advisory Board Meeting

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

- While the WBS Faculty Committee convenes monthly, broader faculty involvement may be needed to address specific issues. Faculty members may also benefit from better access to up-to-date information.

Standard 4: Staff Development

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The recruitment and development of permanent administrative staff is conducted at the University level in line with its international vision to become a global institution. As one of Waseda's professional graduate schools, WBS employs additional administrative staff with diverse backgrounds to effectively address multilateral issues and contribute to the School's international dimension.

2) Evidence:
2024 WASEDA STAFF College Guidebook (JP)

Appendix:
Documents number: 8 / File name: 2024 WASEDA STAFF College Guidebook (JP)

3) Self-Evaluation:
The School meets the criterion.

Criterion 4-2 (C-12): "The School must practice Staff Training systematically and periodically to enhance abilities to communicate globally and to manage diversity of the administrative

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

1) Self-Check:

In 2014, Waseda University created the Waseda University Staff Development Guidance to support the goals of Waseda Vision 150 and fulfill the University's mission. This guidance outlines the approach to human resources training for all staff. Additionally, the University established the SD Program Development Policy, which serves as a basic policy for future human resources training programs and sets out the vision for the University's 150th anniversary in 2032. It also includes details on the capabilities and specialized skills required of staff.

As part of staff development initiatives based on this guidance and policy, the University introduced a collection of programs and systems called "WASEDA STAFF College" to support the growth of full-time staff members. This initiative offers a range of opportunities for working employees, including hierarchy-based training aimed at developing the abilities and skills required for each job level, access to a collection of work manuals and on-demand learning content, overseas internship programs lasting one to three months, language improvement programs abroad lasting up to one month, and tuition subsidies for pursuing Masters or Doctoral degrees.

2) Evidence:

- 2024 WASEDA STAFF College Guidebook (JP)
- List of overseas training dispatches

Appendix:

Documents number: 8 / File name: 2024 WASEDA STAFF College Guidebook (JP)
Documents number: 9 / File name: List of overseas training dispatches

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

The University adopts a job rotation system where all permanent staff members are required to transfer to different departments at prescribed intervals (3rd year, 5th year, etc.). This system helps to cultivate staff with well-rounded personal and professional skills with a broad knowledge of the University, although it does make it difficult to cultivate specialists. Staff development focuses on leadership training, project-based skills, individual development, global human resources, diversity training, etc.

2) Evidence:

- 2024 WASEDA STAFF College Guidebook (JP)

Appendix:

Documents number: 8 / File name: 2024 WASEDA STAFF College Guidebook (JP)
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The school carries out annual evaluations to assess the performance of its staff, utilizing the criteria established by the "WASEDA STAFF College" initiative.
2) Evidence:
- 2024 WASEDA STAFF College Guidebook (JP)
Appendix: Documents number: 8 / File name: 2024 WASEDA STAFF College Guidebook (JP)
3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

The School may need to consider implementing a staff development program, especially one tailored to business school staff to more adequately respond to the needs of working professionals who make up the majority of students.

Chapter 2: "Mission Statement"
Standard 5: Mission Statement

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
WBS Mission Statement is as follows:
"WBS creates a dynamic learning community for all stakeholders as a catalyst for developing insightful and responsible global leaders with actionable management knowledge."
The mission implies that the School aims to create actionable management knowledge,

including fundamental knowledge, expert knowledge, and practical management experience.

2) Evidence:
WBS Mission & Policy
Appendix:
Documents number: 10 / File name: WBS Mission & Policy
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Waseda University holds as its founding principles the preservation of the independence of scholarship, the promotion of the practical application of scholarship, and the fostering of good citizens. The School's mission statement is created based on the these principles.
2) Evidence:
Waseda University Mission
Appendix:
Documents number: 11 / File name: Waseda University Mission
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
As mentioned in the section of Criterion 5-1, the School's mission is to create a learning environment for "developing insightful and responsible global leaders." The School's mission statement is set to meet the current social demands.
2) Evidence:
WBS Mission D-IN-A
Appendix:
Documents number: 12 / File name: WBS Mission D-IN-A
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The School's mission statement is publicized through its pamphlets, homepage, bulletin, as well as formal events such as entrance and graduation ceremonies. Feedback from various stakeholders is collected from surveys and periodical meetings, including the School's International Advisory Board Meeting. The School's mission is reviewed periodically together with its strategy, taking such feedback into account.
2) Evidence: WBS Mission & Policy   **Appendix:**   Documents number: 10 / File name: WBS Mission & Policy
3) Self-Evaluation: The School meets the criterion.

2. Issues to be improved:

No specific issues to be improved.

Standard 6: Financial Strategies

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The University manages the budget for personnel expenses on faculty and the allocation of tuition fees instead of the School. In addition to the budget allocated by the University, the School realizes its mission through revenues generated by the Institute for Business and Finance, which is operated by the School.
2) Evidence: Summary information on the WBS's financial situation   **Appendix:**   Documents number: 13 / File name: Summary Information on WBS's Financial Situation
3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:
By expanding non-degree executive education for private companies, the School strives to establish a more stable financial status and help fund the School's strategic initiatives. Budgets are drafted based on deliberations between WBS's Senior Management Team, the Institute for Business and Finance (which is responsible for executive education) and relevant administrative staff and presented to the Institute's Management Committee for approval.
2) Evidence: Summary information on the WBS's financial situation **Appendix:** Documents number: 13 / File name: Summary Information on WBS's Financial Situation
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check:
The School applies for the necessary budget to the University annually. Strategic budgets are implemented under the supervision of the Senior Management Team and administrative staff to ensure they are being used appropriately in accordance with the business plan. A budget review is put together, discussing the need for a particular item and the validity of the budget amount, and the findings are reflected in the following year's budget request. The School also has a mid- to long-term strategy to strengthen its executive education.
2) Evidence: Summary information on the WBS's financial situation **Appendix:** Documents number: 13 / File name: Summary Information on WBS's Financial Situation
3) Self-Evaluation: The School meets the criterion.

2. Issues to be improved:

The School should work to secure sufficient faculty resources to expand executive education by recruiting additional qualified faculty and negotiating with the University.

Chapter 3: "Curriculum"

Standard 7: Learning Goals

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
In line with its mission, the School has established Learning Goals covering the following fundamental elements, under which Learning Objectives are defined.   *Expert Knowledge*   *Problem-solving*   *Communication*   *Global Perspective*
2) Evidence: WBS MScF Program AoL Mission Alignment   **Appendix:**   Documents number: 14   / File name: WBS MScF Program AoL Mission Alignment
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check:
Learning Goals are established in alignment with the School's mission, thus are reviewed periodically as part of the strategic process. During these reviews, opinions from stakeholders such as faculty members and the International Advisory Board are also taken into consideration. Learning goals are assessed mainly through core courses and Zemi courses and are clearly described in their syllabus. They are also clearly stated on the School's homepage.
2) Evidence: WBS AoL Curriculum Development   **Appendix:**

Documents number: 15   / File name: WBS AoL Curriculum Development
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The School conducts a mandatory orientation covering a wide range of topics, including 1) School overview, including mission, programs, and learning expectations; 2) General information guidance; 3) Academic affairs guidance; 4) Introductory Zemi "sales pitch" by faculty; 5) Club activities (extracurricular activities and volunteer projects sponsored by the University); and 6) Career services overview.
Academic support regarding concerns about studies and courses are provided through the administrative office.
2) Evidence:
WBS Orientation Schedule and General Information for Incoming Students in Sep 2023
Appendix:
Documents number: 16 / File name: WBS Orientation Schedule and General Information for Incoming Students in Sep 2023
3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

The School needs to expand stakeholder engagement to gather diverse perspectives and align learning goals with societal trends during revisions.

Standard 8: Curriculum Policy and Management of Curriculum

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:

The WBS Faculty Committee sets the Curriculum Policy and reviews it when necessary to adapt to society's dynamic changes. Extensive opinions from stakeholders are considered when deciding and reviewing this Policy.

2) Evidence:
WBS Mission & Policy

Appendix:
Documents number: 10 / File name: WBS Mission & Policy

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The Curriculum Policy directs the School to provide expert knowledge and practical skills in finance, preparing them for both professional application and advancement to doctoral studies in the field. Based on this policy, the following core subjects are arranged: 1) Mathematics for Finance; 2) Microeconomics; 3) Equity Investments; 4) Fixed Income Investments; 5) Statistics; 6) Econometrics; 7) Corporate Finance.

2) Evidence:
WBS Bulletin

Appendix:
Documents number: 17 / File name: WBS Bulletin

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
In line with the Curriculum Policy, WBS has designed a flexible curriculum that provides students with a solid foundation in business fundamentals while allowing them the freedom to pursue courses that align with their career strategies.
The well-balanced curriculum enables students to learn comprehensively and obtain a wide range of knowledge in economics, accounting, and other relevant areas.
All academic work is conducted in English in a global setting with students from across the

globe. Japanese language classes are also available for interested students.

2) Evidence:
WBS Course List

Appendix:
Documents number: 18　　/ File name: WBS Course List

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Various educational methods, including case studies, local surveys, and company visits and study tours, have been adopted to promote practical education to suit the purpose of the School's education programs.

The School's system is designed to offer students flexibility in their academic experience. It allows them to explore courses in other departments and selected universities, and for those studying abroad on exchange, it provides a seamless credit transfer system, ensuring a smooth transition back to the School.

2) Evidence:
Course List of Common Courses among Different Graduate School

Appendix:
Documents number: 19 / File name: Course List of Common Courses among Different Graduate School

3) Self-Evaluation:
The School partially meets the criterion. Currently, it does not offer opportunities to take online courses of overseas universities.

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

1) Self-Check:
Through the Curriculum & FD Committee, the School reviews its curriculum regularly and systematically based on various factors, including student course registration, credits earned, academic performance, and career options.

2) Evidence:
- WBS AoL Curriculum Development
- WBS AoL Relational Database

Appendix:
Documents number: 15 / File name: WBS AoL Curriculum Development
Documents number: 20 / File name: WBS AoL Relational Database

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

No specific issues.

Standard 9: Quality Improvement of Curriculum

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The online learning management system "Moodle" provides the environment and various content to support teaching and learning and maintain the quality of educational content.

2) Evidence:
Waseda Moodle User Guide

Appendix:
Documents number: 21   / File name: Waseda Moodle User Guide

3) Self-Evaluation:
The School meets the criterion.

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

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

In particular, in case of providing shortened programs, the School must ensure that the

educational methods and time schedules enable the students to achieve their learning goals."

1) Self-Check:

Each 2-credit course has 14 100-minute classes (approx. 23.8 hours). Semester courses have one class a week, quarter courses have two consecutive classes a week, and intensive courses are held during summer and spring vacations, generally over 3-5 days. Regardless of the format, a minimum of 23.8 classroom hours is secured to maintain the quality of the educational content.

The timetable for courses is provided in the School's Bulletin (See Appendix). Students must confirm the detailed course schedule on the Web syllabus. The 6th period (18:55–20:35) of the full-time program overlaps with the 6th (18:30–20:10) and 7th (20:20-22:00) periods of the Evening MBA program. Students are not allowed to take two overlapping courses.

For each semester, a maximum of 11 courses (22 credits) is set. Considering the study time necessary before and after classes, the current rules on maximum credits for each semester are considered appropriate.

To maintain the quality of educational content, the School sets a quota for the number of students in both core courses and ZEMI.

The School or the University provides a variety of support services, including registration guidance, academic advising, tutoring, and career counseling to ensure students' success.

2) Evidence:
- WBS Bulletin
- WBS Course Registration
- WBS Guideline for the Course Registration

Appendix:
Documents number: 17 / File name: WBS Bulletin
Documents number: 22 / File name: WBS Course Registration
Documents number: 23 / File name: WBS Guideline for the Course Registration

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Student achievement in lecture courses is indicated using the following five-grade system. (See Appendix for details) Passing grades are indicated with A+, A, B, or C, and failing grades are indicated by F. Specific courses use a two-scale grading system with P for pass and Q for fail.

The total grade at WBS is calculated as follows:

(a) Each grade will be converted to grade point (GP).

(b) The GP for each grade is as follows.

Grade	Point	GP	Grade	Point	GP
A$^+$	100-90	4	C	69-60	1
A	89-80	3	F	59-	0
B	79-70	2			

2) Evidence:

WBS Bulletin

Appendix:

Documents number: 17 / File name: WBS Bulletin

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

The syllabus states educational goals, course contents, course plans, educational methods, class materials, and standards for academic performance evaluation for each course. The course syllabus can be found in the following Syllabus Search.

https://www.wsl.waseda.jp/syllabus/JAA101.php?pLng=en

2) Evidence:

Syllabus of Prof Horie_Transnational Leader in the Era of Transformation

Appendix:

Documents number: 24 / File name: WBS Syllabus (Prof Horie_Transnational Leader in the Era of Transformation)

3) Self-Evaluation:

The School partially meets the criterion. Not all information mentioned in the criterion is included in the same system, so students may need to visit multiple websites to retrieve necessary information such as faculty office hours.

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

1) Self-Check:

Information on student credits is shared with faculty members at the WBS Faculty Committee through various methods such as the Dean's list, extra effort list, degree completion report

and so on.
2) Evidence: WBS Steering Committee Meeting agenda (Mar.2024) (JP) **Appendix:** Documents number: 25 / File name: WBS Steering Committee Meeting agenda (Mar.2024) (JP)
3) Self-Evaluation: The School meets the criterion.

2. Issues to be improved:

No specific issues.

Standard 10: Online Education

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check: As a general rule, all courses and programs are delivered in person.
2) Evidence: N/A **Appendix:** Documents number: N/A / File name: N/A
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check: The University's IT support desk and the School's administrative office provides support to faculty members on IT related issues. In some cases, the School also arranges teaching assistants to help run classes smoothly. For larger events that are held online, the School may also enlist the assistance of professional services.

2) Evidence:

Waseda University Information Technology Service Navigation

Appendix:

Documents number: 27 / File name: Waseda University Information Technology Service Navigation

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

Currently, all courses and programs are fundamentally delivered in person. Course materials and the learning environment are provided through the university's online learning management system, Moodle.

2) Evidence:

Waseda Moodle User Guide

Appendix:

Documents number: 21   / File name: Waseda Moodle User Guide

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

Currently, all courses and programs are fundamentally delivered in person.

2) Evidence:

N/A

Appendix:

Documents number: N/A / File name: N/A

3) Self-Evaluation:

The School meets the criterion.

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2. Issues to be improved:

No specific issues in particular.

Standard 11: Diploma Policy and Learning Outcomes

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check: The WBS Faculty Committee sets the Diploma Policy and reviews it when necessary to adapt to society's dynamic changes. Extensive opinions from stakeholders are considered when deciding this Policy.
2) Evidence: WBS Mission & Policy **Appendix:** Documents number: 10 / File name: WBS Mission & Policy
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check: The School's Assurance of Learning (AoL) system evaluates the learning outcomes of students throughout the duration of their studies as well as at the time of graduation through direct and indirect assessment methods. The AoL Committee, generally chaired by one of the Associate Deans, is responsible for designing the AoL system, supervising assessment cycles, analyzing assessment results, and preparing proposals for improvement. For the MScF Program, the Program Coordinator acts as the AoL Coordinator, assisting the AoL Chair in designing and executing assessments and analyzing assessment results for continuous improvement. Additionally, the Career Management Center (CMC) conducts career surveys at the time of enrolment, program completion, and six months post-graduation to gauge students' career aspirations and actual career paths. Furthermore, the school consistently seeks input from the International Advisory Board and alumni to gather valuable opinions.
2) Evidence: WBS Exit survey form (JP)

Appendix:
Documents number: 29   / File name: WBS Exit survey form (JP)

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:

All related data, such as faculty feedback, market data, student feedback and AoL assessment data, are collected for the Senior Management Team to review its mission, learning goals, and existing curricula which are all connected. AoL assessment data is fed into the School's curriculum management system, where the AoL Subcommittee makes a detailed analysis based on the assessment results and proposes necessary improvement plans for curriculum contents and program structure that might better enable students to achieve their learning goals. After the Senior Management Team's review, the Curriculum Committee looks into the proposals for revisions. Once the proposals are finalized, the WBS Faculty Committee will discuss and give final approval for implementation.

2) Evidence:
WBS AoL Curriculum Development

Appendix:
Documents number: 15   / File name: WBS AoL Curriculum Development

3) Self-Evaluation:
The School meets the criterion.

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2. Issues to be improved:

No specific issues.

Standard 12: Globalization of Curriculum

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The MScF program is conducted in English. The School also has several bilingual courses

delivered in a mix of English and Japanese. Additionally, the School offers several short-term overseas courses and intensive courses taught by international visiting faculty, as well as joint sessions with Japanese and non-Japanese learners. Guest speakers may also be invited to give seminar presentations or lectures.

2) Evidence:
WBS Course List

Appendix:
Documents number: 18   / File name: WBS Course List

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
WBS currently has two international partnerships – a double-MBA program with Singapore's Nanyang Business School, and a double-degree partnership with ESCP Europe where students earn an MBA from WBS and a Master in Management Grande Ecole from ESCP Europe. The School does not offer a double-degree program for MScF program.

The School also offers students opportunities for international experience through inbound and outbound exchange with one of 40 partner schools around the world.

2) Evidence:
WBS Partner Schools

Appendix:
Documents number: 30   / File name: WBS Partner Schools

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Guidance for course registration and study is generally provided by the administrative office. Guidance on career development is also available to all students. In addition to services provided by the University's Career Center, WBS students receive tailored career services through the School's own Career Management Centre (CMC). The services include career counselling, guidance sessions, company sessions and workshops.

2) Evidence:
WBS Career Development Guidance

Appendix:	
Documents number: 31 / File name: WBS Career Development Guidance	

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

The School should continuously explore new opportunities to internationalize educational programs and attract visiting professors from diverse fields. Regarding career services, connections may need to be established with more companies who are willing to hire international students regardless of their Japanese proficiency.

Chapter 4: "Students"

Standard 13: Admission Policy and Student Selection

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

1. Self-Check/Self-Evaluation Analysis:

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

13-1-1: Number of Students enrolled

	2022	2023	2024
Full-time students enrolled	203	197	204
Part-time students enrolled	370	364	364
Total number of students enrolled	573	561	568

1) Self-Check:
Based on the Government and University's regulatory framework, WBS has developed its target student profile around two axes: (1) daytime (full-time) versus evening (part-time) and (2) Japanese-based versus English-based programs. The Admissions Committee, consisting of eight faculty members including the Senior Management Team, discusses admissions guidelines, procedures, and any other issues related to admissions that need improvement on an annual basis.
2) Evidence:
- WBS Admissions Guide
- WBS Application Guide for MScF Program September 2024
Appendix:
Documents number: 32 / File name: WBS Admissions Guide

- Documents number: 33 / File name: WBS Application Guide for MScF Program September 2024
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
In addition to the School's mission and strategic priorities, the WBS Admissions Policy informs the School's target profiles, selection criteria, and processes. This policy includes the Admissions Policy Statement and guidelines on minimum admission requirements, which apply to all applicants regardless of program. The School's overall admission policies are authorized under the Waseda University Graduate School Regulations and the basic expectations defined by MEXT on eligibility to apply for graduate school programs.
Screening based on interviews, overall GMAT/GRE scores, comprehensive evaluation of educational background, academic record, work experience, extracurricular activities, essays, recommendation letters (applicant evaluation forms), and language proficiency scores, etc. are all strictly conducted under the supervision of the WBS Faculty Committee.
2) Evidence:
WBS Mission & Policy
Appendix:
Documents number: 10 / File name: WBS Mission & Policy
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
WBS defines its incoming student profile and evaluates core qualities through its application process. The application and screening methods are clearly outlined in the Application Guideline, which is available online.
2) Evidence:
- WBS Admissions Guide
- WBS Application Guide for MScF Program September 2024
Appendix:
Documents number: 32 / File name: WBS Admissions Guide

Documents number: 33 / File name: WBS Application Guide for MScF Program September 2024
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Every year, the School accepts more students for its MScF program than its 20-person capacity, averaging 128% over the past 5 years.
2) Evidence:
WBS Admissions data
Appendix:
Documents number: 34 / File name: WBS Admissions Data
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The Admissions Committee, consisting of eight faculty members, including the Senior Management Team, discusses admissions guidelines, procedures, and any other issues related to admissions that need improvement on an annual basis.
2) Evidence:
WBS Admissions Guide
Appendix:
Documents number: 32 / File name: WBS Admissions Guide
3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

The School should continuously review its admission policy and mission statement in response to changing times and public demand.

Standard 14: Student Encouragement and Support

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

1. Self-Check/Self-Evaluation Analysis:

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

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1) Self-Check:

Several reward systems exist, including the Dean's list, extra effort, the ERS (Ethics, Responsibility, Sustainability) paper award, and the ERS alumni award.

The ERS Student Paper Award recognizes degree theses submitted by its students that address topics related to ERS. The most recent papers to receive this award were "Research on Positive and Negative Effects in Promoting Diversity within a Company" and "From ESG Incorporation to Competitive Advantage" in 2021.

The ERS Student/Alumni Impact Award recognizes activities related to ethics, responsibility, and sustainability in which both students and alumni are engaged by looking at the social impact they have had. The recent award was given to a pharmacist who, despite his hearing impairment, actively participated in discussion-based classes with the support of a sign language interpreter and a PC summary writer and continuously challenged the WBS community to rethink reasonable accommodations and promote behavioral changes.

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2) Evidence:
WBS ERS Award

Appendix:
Documents number: 35   / File name: WBS ERS Award

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3) Self-Evaluation:
The School meets the criterion.

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."

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1) Self-Check:

The University offers a wide range of scholarship opportunities to support students financially in their academic pursuits. Additionally, the University's Diversity Center encompasses several dedicated sections that offer diverse forms of support to both international students and those with disabilities. Moreover, ZEMI professors provide individualized mentorship to guide students throughout their academic journey at the School.

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2) Evidence:
Waseda University System to Promote Diversity

Appendix:
Documents number: 36   / File name: Waseda University System to Promote Diversity

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The School has an administrative office that is open during the day and in the evening. The office provides comprehensive support to all students on career options, career development and studying abroad based on collected information.

2) Evidence:
WBS Facilities

Appendix:
Documents number: 37   / File name: WBS Facilities

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Students can access a variety of support services through different university offices. The WBS office offers administrative and academic support, the CMC provides career support, the Intercultural Communication Center (ICC) offers cross-cultural support, and the Writing Center provides assistance with thesis composition in multiple languages.

The School conducts a mandatory orientation for entering students, covering a wide range of topics, including 1) School overview (missions, programs and program tracks, learning expectations, etc.), 2) General information guidance, 3) Academic affairs guidance, 4) Introductory Zemi "sales pitch" by faculty, 5) Club activities, and 6) Career support presentation.

2) Evidence:
WBS Orientation Schedule and General Information for Incoming Students in Sep 2023

Appendix:
Documents number: 16   / File name: WBS Orientation Schedule and General Information

for Incoming Students in Sep 2023
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Upon students' graduation, a questionnaire is conducted to gather feedback for improving the School's services. Periodic reviews are also held to assess the need for new initiatives, with the ERS award being a notable outcome of these reviews.
2) Evidence: - WBS Exit survey form (JP) - CMC Career Survey **Appendix:** Documents number: 29 　 / File name: WBS Exit survey form Documents number: 38 　 / File name: CMC Career Survey
3) Self-Evaluation: The School meets the criterion.

2. Issues to be improved:

No specific issues.

Standard 15: Student Body Diversity

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

15-1-1 Number of Foreign Students enrolled

	2022	2023	2024
Foreign students enrolled	145	141	148
Home students enrolled	428	420	420
Total number of students enrolled	573	561	568

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The School as a whole offers three English-based programs: International MBA, Waseda-Nanyang Double MBA, and MSc in Finance to attract diverse students. These programs ensure diversity by accepting students from around 20 countries and a wide range of

occupations and positions.

The Japanese-based programs have a high ratio of Japanese students because they are conducted in Japanese. Their diversity is maintained by accepting students from various industries, professions, and positions.

2) Evidence:

WBS Students with foreign nationalities (MScF)

Appendix:

Documents number: 39   / File name: WBS Students with foreign nationalities (MScF)

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

As described in criterion 14-4, various offices in the University provide a wide range of support to students. Apart from those already mentioned, the Center for Japanese Language (CJL) provide international students opportunity to gain practical Japanese proficiency, and the Center for International Education (CIE) provided support from daily-life to Visa-related procedures.

The School has various scholarships available for international students. In addition to government scholarships, Waseda is one of a select number of top Japanese universities to participate in the Official Development Assistance (ODA) Programs such as the Japanese Grant Aid for Human Resource Development Scholarship (JDS) and the African Business Education Initiative for Youth (ABE Initiative). Depending on the program, WBS students receive grants that will not only cover tuition fees, but also provide a cost-of-living allowance.

2) Evidence:

WBS Tuition and Scholarships

Appendix:

Documents number: 40   / File name: WBS Tuition & Scholarships

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

The School has 40 partnership agreements worldwide through which its students can study abroad, and the School's administrative office provides necessary information and

counselling services to those who wish to take advantage of these opportunities.

The Center for International Education (CIE) also provides support for outgoing students.

2) Evidence:
Waseda University Center for International Education

Appendix:
Documents number: 41   / File name: Waseda University Center for International Education

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The international committee is conducted annually to review its student exchange system. The School also reviews and implements improvement points and action plans for student mobility.

2) Evidence:
WBS Partner Schools

Appendix:
Documents number: 30   / File name: WBS Partner Schools

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

Currently, the majority of students in the English-based program are from Asian countries. The School is working to enhancing student exchange programs with partner schools beyond Asia to promote greater diversity across all regions.

In student mobility, there is a significant disparity between the number of inbound and outbound students, indicating that the School should focus on increasing outbound students. The office may need to gather more information from its partner institutions on course offerings and language proficiency requirements so that students are better prepared before applying.

Chapter 5: "Faculty"
Standard 16: Faculty Structure

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

1. Self-Check/Self-Evaluation Analysis:

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

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

	Capacity for Students	Required number of faculty members	Current number of faculty members	+/-
2022	460	31	47	+
2023	460	31	45	+
2024	460	31	44	+

16-1-2: Current view of Faculty Organization

	Prof.	Associate Prof.	Assistant Prof.	Senior Lectures	Lecturers	Others	Total
Participating Faculty members	37	6	1	0	0	0	44

1) Self-Check:

The core faculty at WBS is defined as those employed full-time on a tenured, tenure-track or fixed-term contract and who are official members (i.e. possess voting rights) of the WBS Faculty Committee. As of AY2024, there are 44 core faculty members, made up of 37 full-professors, six associate professors, and one assistant professor. This is above the required number of faculty members as determined by student capacity.

2) Evidence:

List of the Graduate School of Business and Finance Steering Committee

Appendix:

Documents number: 42 / File name: List of the Graduate School of Business and Finance Steering Committee

3) Self-Evaluation:

The School meets the criterion.

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

16-2-1: Number of Practically Qualified Faculty members

Type	Academically Qualified Faculty members	Practically Qualified Faculty members	Total
Participating Faculty members	36	8	44

Supporting Faculty members	49	61	110
Total	85	69	154

1) Self-Check:
One of WBS's strengths is the high standard of its faculty, a roughly equal mix of professionally and academically oriented members. Maintaining a sufficient level of qualified core faculty enables the School to preserve the quality of its instructional programs, produce impactful research, and strengthen connections with practice and society. Of its core faculty, many of the practice-oriented members have held high positions in business, having come from C-level or managing director-level backgrounds.
2) Evidence: WBS Brochure   **Appendix:**   Documents number: 43   / File name: WBS Brochure
3) Self-Evaluation: The School meets the criterion.

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."

16-3-1: Participating Faculty members

Name of Participating faculty members	Position	Number of courses	Number of credits
See Appendix 44			
Total			

16-3-2: Supporting Faculty members

Name of Supporting faculty members	Position	Number of courses	Number of credits
See Appendix 44			
Total			

1) Self-Check:
The School has a well-balanced faculty structure with a proper distribution of full-time and part-time staff, as outlined in Appendix 44.
2) Evidence: WBS Faculty Sufficiency and Qualifications Summary

<table>
<tr><td>Appendix:
Documents number: 44　/ File name: WBS Faculty Sufficiency and Qualifications Summary</td></tr>
<tr><td>3) Self-Evaluation:
The School meets the criterion.</td></tr>
</table>

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

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

years old	29 & under	30-39	40-49	50-59	60 & above	Total
Participating faculty members	0	1	4	12	27	44

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

Gender	Number of Male	Number of Female	Total
Participating faculty members	41	3	44

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

Type	Number of home Nationality	Number of foreign Nationalities	Total
Participating faculty members	40	4	44

1) Self-Check:

Faculty diversity remains a challenge for the School. The School focuses on recruiting experienced practitioners who have led successful careers in management, to adequately respond to the needs of its students, the majority of whom are working professionals. This means that the faculty tend to be concentrated in the higher age range. The School has been working to balance this by hiring younger researchers.

Gender diversity is also a challenge given the very small pool of females both in C-level management and in academia in Japan. The gender ratio has slightly improved since AY2018, and the School is working to further improve these numbers.

In terms of internationalization, 9% hold foreign citizenships. Of the remaining Japanese core faculty, nearly 80% have at least one year of continuous international experience either through study, work, or academic engagements abroad. The School prioritizes international experience in all new faculty hiring and also aims to increase the number of international visiting faculty for teaching.

2) Evidence:

WBS Job posting for tenured position 2024

Appendix:

Documents number: 45　　/ File name: WBS Job posting for tenured position 2024

3) Self-Evaluation:

The School partially meets the criterion.

2. Issues to be improved:

The School should continue to work on increasing faculty diversity.

Standard 17: Faculty Qualifications

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Faculty members recognized as possessing outstanding accomplishments in research or education

2) Faculty members recognized as possessing outstanding skills in their field of study

3) Faculty members recognized as possessing outstanding knowledge and experience in their field of study."

17-1-1: The Degreed held by Participating Faculty members

Type	Ph.D.	Masters	Others	Total
Participating Faculty Members	36	8	0	44

1) Self-Check:

The School has primarily focused on recruiting experienced practitioners who have led successful careers in management before re-entering academia to pass on their experience and knowledge to current and future business leaders. They do so by sharing their experiences and transforming their collective experiences into actionable knowledge through generalization and theorization. A strong focus on professional experience, balanced with academic qualifications, has therefore been a distinguishing feature of WBS's faculty portfolio.

2) Evidence:

WBS Faculty Sufficiency and Qualifications Summary
Rules Concerning Tenured Faculty Recruitment

Appendix:

Documents number: 44　　/ File name: WBS Faculty Sufficiency and Qualifications Summary
Documents number: 46　　/ File name: Rules Concerning Tenured Faculty Recruitment

3) Self-Evaluation:

The School meets the criterion.

Criterion 17-2 (C-64): "The School must set rules and standards for recruiting and

promotion of faculty members. Recruiting and promotion of the faculty members must be conducted according to the prescribed process in a fair and objective manner."

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1) Self-Check:

The School's recruitment policy emphasizes the importance of having a balanced mix of academic and practice-oriented faculty members. Following this policy, candidates must have proven research capability and/or professional experience in a relevant field. Recruitment activities are generally carried out by the School as a whole according to set guidelines. An ad-hoc selection committee conducts the interview/selection process, and the final selection is reported to the Faculty of Commerce Meeting.

The faculty promotion process follows detailed "Guidelines on Promotion" and involves evaluation by an ad hoc selection committee. Tenure-track faculty members undergo a similar review process based on specific guidelines.

2) Evidence:

Rules Concerning Tenured Faculty Recruitment
Rules Concerning Tenured Faculty Promotion

Appendix:

Documents number: 46   / File name: Rules Concerning Tenured Faculty Recruitment
Documents number: 47   / File name: Rules Concerning Tenured Faculty Promotion

3) Self-Evaluation:

The School meets the criterion.

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

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

Name	Degree*1	Title*2	Field*3	AQ/PQ*4	Research Achievements of last 5yrs*5						Total
					Class / Educational		Academic/ Theory		Community Service		
					PRJ	OIC	PRJ	OIC	PRJ	OIC	
ARIKAWA, Yasuhiro	MA	Associate Professor	FIN	AQ	0	0	0	7	0	0	7
ASABA, Shigeru	PhD	Professor	MGT	AQ	0	4	1	7	0	5	17
CHEUNG, Ming Yan William	PhD	Associate Professor	FIN	AQ	0	0	3	11	0	0	14
COAD, Alex	PhD	Professor	FIN	AQ	0	0	28	1	0	0	29
FUJIMOTO, Takahiro	PhD	Professor	MGT	AQ	0	0	4	14	0	6	24
HASEGAWA, Hirokazu	PhD	Professor	MGT	PQ	0	6	0	3	0	14	23
HIBARA,	PhD	Associate	FIN	AQ	0	1	1	8	0	9	19

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Nobuhiko		Professor									
HIGASHIDE, Hironori	PhD	Professor	MGT	AQ	0	0	1	8	0	5	14
HIRANO, Masao	PhD	Professor	MGT	PQ	0	0	0	0	0	0	0
HORIE, Tetsu	MA	Professor	MGT	PQ	0	0	0	3	0	4	7
IKEDA, Masayuki	PhD	Professor	FIN	AQ	0	2	0	1	0	0	3
IKEGAMI, Jusuke	PhD	Professor	MGT	PQ	0	2	3	3	0	3	11
IRIYAMA, Akie	PhD	Professor	MGT	AQ	0	2	1	9	0	408	420
ITO, Tomonori	MA	Professor	FIN	PQ	0	0	0	0	0	0	0
ITOH, Hideshi	PhD	Professor	ACT	AQ	0	1	1	8	0	3	13
KANNO, Hiroshi	MA	Professor	MGT	PQ	0	0	0	0	0	6	6
KAWAGUCHI, Yuichiro	PhD	Professor	FIN	AQ	0	0	1	1	0	0	2
KAWAKAMI, Tomoko	PhD	Professor	MKT	AQ	0	3	1	14	0	9	27
KIMURA, Tatsuya	PhD	Professor	MKT	PQ	0	0	1	5	0	0	6
LAU, David	PhD	Associate Professor	ACT	AQ	0	0	10	0	0	0	10
MAKI, Kanetaka	PhD	Associate Professor	MGT	PQ	0	10	3	28	0	5	46
NAGASAWA, Shinya	PhD	Professor	MKT	AQ	0	0	9	86	0	40	135
NAKAZATO, Daisuke	PhD	Professor	FIN	AQ	0	0	0	0	0	0	0
NEMOTO, Naoko	PhD	Professor	ACT	PQ	0	0	4	9	0	4	17
NGUYEN, Phuong Bao Chau	PhD	Assistant Professor	MKT	AQ	0	0	0	6	0	0	6
NISHIDE, Katsumasa	PhD	Professor	FIN	AQ	0	0	2	15	0	2	19
NISHIYAMA, Shigeru	PhD	Professor	ACT	PQ	0	4	0	1	0	9	14
NUMAGAMI, Tsuyoshi	PhD	Professor	MGT	AQ	0	1	0	0	0	2	3

Name											
OSANAI, Atsushi	PhD	Professor	MGT	AQ	0	2	0	10	0	1	13
SAITO, Kenji	PhD	Professor	MGT	PQ	0	1	4	19	0	54	78
SATO, Katsuhiro	PhD	Professor	MGT	PQ	0	1	0	8	0	9	18
SHIBAZAKI, Satoru	PhD	Professor	MGT	AQ	0	4	0	21	0	0	25
SHIBUYA, Satoru	PhD	Professor	MKT	AQ	0	3	2	3	0	2	10
SHIMIZU, Nobumasa	MA	Professor	ACT	AQ	0	0	1	14	0	0	15
SUGITA, Hiroaki	MA	Professor	MGT	PQ	0	0	0	0	0	2	2
SUGIURA, Masakazu	MA	Professor	MGT	PQ	0	1	0	1	0	2	4
SUZUKI, Kazunori	PhD	Professor	FIN	PQ	0	3	0	11	0	3	17
TAKEHARA, Hitoshi	PhD	Professor	FIN	AQ	0	0	14	11	0	0	25
TAKEUCHI, Norihiko	PhD	Professor	MGT	AQ	0	1	4	19	0	5	29
TAMURA, Yasukazu	MA	Associate Professor	MGT	AQ	0	0	1	2	0	0	3
UCHIDA, Konari	PhD	Professor	FIN	AQ	0	0	4	14	0	0	18
USUI, Akira	PhD	Professor	ACT	AQ	0	0	0	2	0	2	4
YAMADA, Hideo	PhD	Professor	MGT	AQ	0	1	2	15	0	37	55
YAMAGUCHI, Katsunari	PhD	Professor	FIN	PQ	0	4	1	7	0	1	13

Note

*1 Last degreed earned (PhD or MA)

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

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

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

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

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

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

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

   -PRJ = Peer Review Journal – number of published articles

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

1) Self-Check:

Waseda has an online Researcher Database which shows the education and research achievements of faculty members and is open to the public. At the School level, WBS conducts an annual survey of faculty intellectual contributions, where faculty members are required to update their recent research output and professional activities on the online system, Academ. This system is used to collect, manage and analyze research and other intellectual activities of individual faculty members and the School as a whole.

Each year, the School aggregates and reviews the 5-year contributions of each faculty member to determine their qualifications according to the School's guidelines.

2) Evidence:

Summary of Intellectual Contributions Over the Past 5 Years

Appendix:

Documents number: 48 / File name: Summary of Intellectual Contributions Over the Past 5 Years

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

The School uses a standardized survey platform provided by the University to collect course evaluations and feedback from students during the final class of each course. The data is centrally analyzed, and the results are fed back to each instructor so they can use it to improve their classes. The Senior Management Team receives the aggregated data of all courses and identifies any potential problems. Furthermore, the School asks students to complete a survey upon graduation to obtain feedback regarding the overall education.

2) Evidence:

Waseda University Class Evaluations

Appendix:

Documents number: 49 / File name: Waseda University Class Evaluations

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

Based on the results of class evaluation surveys, the WASEDA Teaching Award is given twice a year to faculty members who practice outstanding education through innovative teaching methods. The University's Waseda Research Award also promotes the spread of creative research worldwide. The awards honor researchers spearheading large-scale research projects and young researchers whose work has had a significant impact abroad.

2) Evidence:
Waseda University WASEDA RESEARCH AWARD

Appendix:
Documents number: 50   / File name: Waseda University WASEDA RESEARCH AWARD

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

To ensure accuracy and relevance, every faculty member is responsible for independently updating their education and research information online. However, the status of these updates may vary among faculty members, so the School should provide clear guidelines and reminders for timely updates to ensure more consistent and up-to-date information.

Standard 18: Maintenance of Education and Research Environment

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
Faculty responsibilities are managed according to university guidelines. However, each unit of affiliation is allowed to establish specific rules and regulations regarding the work responsibilities of each faculty member under its affiliation.

In line with university guidelines, the standard FTE teaching load at WBS translates to four courses (two credits each) per semester, each course involving 23.3 class hours. This equates to 93.2 class hours that full-time faculty members must spend on classroom teaching in one semester. For assistant professors, the maximum teaching load set by the University is 93.2 class hours for a full academic year, translating to four courses at WBS. University guidelines stipulate that faculty members who are the lead investigator in two or more Grant-in-Aides projects or those who hold certain positions such as deanship are eligible to apply for reduced teaching load.

2) Evidence: Teaching load for WBS faculty **Appendix:** Documents number: 51   / File name: Teaching load for WBS faculty
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check: An Individual Research Allowance is paid by the University to WBS and allocated regularly to each faculty. Faculty members have the freedom to choose from competitive research grants within and outside the University, based on the purpose and subject of their research. A wide range of professional and administrative services and training sessions are available on campus, ranging from regular online postings of information on grants application calls, application-writing support and advisory services and training workshops, to financial support for publishing international journal articles, and so on. The University provides extensive material support to promote research, including libraries, IT and network support, numerous databases, archives, and repositories where digitalized documents, references, images and movies can be found. All research funds and output that belong to WBS faculty are centrally overseen by the University's Research Promotion Division and related accounting centers. At the School level, WBS has introduced a research incentive fund to promote publication in three areas: 1) high-impact journals, 2) research around ERS, CSR, ESG and SDGs, and 3) international collaborative research.
2) Evidence: WASEDA Research Portal **Appendix:** Documents number: 52   / File name: WASEDA Research Portal
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check:

Faculty members earn the right to take sabbatical leave (up to 12 months) five years after obtaining tenure and approximately every 10 years after that. Over the past five years, five members have spent their leave overseas in institutions such as London Business School, the University of Hawaii, Aalto University, and the University of Bonn.

2) Evidence:
WBS Faculty Special Research Period

Appendix:
Documents number: 53   / File name: WBS Faculty Special Research Period

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The Institute of Business and Finance, a subset of WBS, delivers executive education, where the faculty members' achievements are reflected in the curricula.

2) Evidence:
WBS Executive Education

Appendix:
Documents number: 54   / File name: WBS Executive Education

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
During COVID-19, the School upgraded its educational environment and equipment, for example, upgrades to the Zoom Rooms and installation of HyFlex (Hybrid-Flexible) equipment in the main classrooms.

2) Evidence:
WBS Innovation in Education W-IOI

Appendix:
Documents number: 26   / File name: WBS Innovation in Education W-IOI

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

> The School should put more effort in raising awareness of the various support the University provides regarding research.

Standard 19: Faculty Development

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:

Waseda University has programs to send selected faculty members to partner institutions, including Queensland University, the University of Washington, the Great Lakes Colleges Association and the Associated Colleges of the Midwest to participate in teaching workshops.

Faculty development at WBS is generally carried out through its agreements with Harvard Business School, where faculty members can receive certification on case-method-based teaching.

2) Evidence:

List of Harvard Business School GloCoLL Participants

Appendix:

Documents number: 55 / File name: List of Harvard Business School GloCoLL Participants

3) Self-Evaluation:

The School meets the criterion.

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

1) Self-Check:

At WBS, several processes are in place to ensure the quality of programs. For efficiency, the School uses a standardized survey platform provided by the University to collect student ratings and feedback for each course. The data is centrally analyzed, and the results are fed back to each instructor so they can use it to improve their classes. The Senior Management Team receives the aggregated data of all the courses and identifies any potential problems.

2) Evidence:

Waseda University Class Evaluations

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The School encourages its faculty members to engage with society through various activities, such as consulting work, membership in corporate boards, government advisories, and academic communities, as well as involvement in executive education. These activities allow faculty members to enhance their cutting-edge expertise and specialized knowledge.

2) Evidence:
WBS Faculty External Activities and Positions

Appendix:
Documents number: 56 / File name: WBS Faculty External Activities and Positions

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

The School should increase the number of options available for faculty development.
Course improvement is largely dependent on each faculty member, so the improvement process is not equivalent across the School. The School needs to determine ways to more systematically enhance the quality of courses while recognizing and accommodating each faculty member's unique needs.

Standard 20: Faculty Diversity

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The School has a good balance of faculty members from both academic and practical backgrounds who are highly accomplished in their respective fields. Currently, 9% of core faculty members hold foreign citizenships (China, New Zealand, Vietnam, and the UK). Of the remaining Japanese core faculty, nearly 80% have at least one year of continuous

international experience either through study, work, or academic engagements abroad. The School also invites several international visiting scholars each year to teach and do research.

The School prioritizes international experience (through study, business or research) in all new faculty hiring and also aims to increase the number of international visiting faculty for teaching.

2) Evidence:
WBS Spring Intensive Course List 2024

Appendix:
Documents number: 57 / File name: WBS Spring Intensive Course List 2024

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
As one of the faculty development initiatives lead by the University, there is an exchange program system where faculty members are given an opportunity to go to partnership institutions. In addition, opportunities for sabbatical leave are given to each full-time professor after several years of service. Faculty members are also encouraged to take on visiting professorships abroad and accept international visiting scholars.

2) Evidence:
WBS Partner Schools

Appendix:
Documents number: 30 / File name: WBS Partner Schools

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The School has many experienced practitioners and business professionals among its faculty to bring practitioner input into learning, as well as academics who are well recognized in their fields. In AY2023, The School had 108 adjunct and 15 visiting faculty from outside of Waseda, including those with world-class academic performance and special expertise.

2) Evidence:
WBS Spring Intensive Course List 2024

Appendix:
Documents number: 57 / File name: WBS Spring Intensive Course List 2024

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

The School should continue to prioritize diversity in all new faculty hiring and aim to increase the number of international visiting faculty.

Chapter 6: Educational Infrastructure

Standard 21: Maintenance of Educational Infrastructure

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
WBS is situated in Buildings 11 and 26 on Waseda's main campus (Waseda Campus). Building 11 is the home of the WBS Administration Office (3rd floor) and approximately two-thirds of the core faculty whose offices are on floors 11 to 13. The building also gives students quick access to common facilities such as PC and seminar rooms, reading rooms, two libraries, and a convenience store.

The School also has priority access to Building 26, where WBS faculty offices are located on floors 12 to 14, and two floors are dedicated to the School's executive education. Study rooms for WBS students are available in both Building 11 and Building 26. Building 26 also features common facilities, including a video/MOOC production studio, an 82-seat lecture hall with TEL capability, and the University's Alumni Hall.

Waseda University operates health and safety inspection once a year to improve education and research environment. |

2) Evidence:
WBS Facilities

Appendix:
Documents number: 37 / File name: WBS Facilities |

3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
Full-time professors have their own offices on campus. Part-time faculty members have access to a common faculty office with letterboxes, copy machines, and some shared desks. Building 11 has two research rooms that are available for professors to use for joint research.
2) Evidence: WBS Faculty Office **Appendix:** Documents number: 58 / File name: WBS Faculty Office
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check:
Waseda University's libraries house a catalogue of over 5.8 million volumes, which are distributed between 21 facilities consisting of the Central Library and smaller or departmental libraries, including the Faculty of Commerce Library. The Faculty of Commerce Library is located in Building 11 and has a large reference collection dedicated to Japanese, English, and Chinese publications. The library's holdings include the Japanese Periodical Collection, the Non-Japanese Periodical Collections, the Company History Collections, and the OECD/IMF/World Bank Document Collections. Upon the requests from the professors or office, all the materials mentioned above are provided at the library and they are systematically maintained by the library staff members.
2) Evidence: WBS Facilities **Appendix:** Documents number: 37 / File name: WBS Facilities
3) Self-Evaluation: The School meets the criterion.

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

1) Self-Check:
Since facilities and infrastructure are under the jurisdiction of the University, student and faculty feedback is managed by the University, primarily through the university wide *Waseda*

University Information Services Division Student Survey, which gauges their satisfaction with the overall learning and IT infrastructure. This Survey is conducted annually by the IT Strategies Division.

2) Evidence:
Waseda University Information Technology Service Navigation

Appendix:
Documents number: 27 / File name: Waseda University Information Technology Service Navigation

3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

The School currently has fewer dedicated classrooms than the number of courses it offers. Since most of the classroom facilities are shared with other University departments, the School needs to find ways to allocate enough classrooms for all courses and accommodate its growing executive education.

Given the limited facilities, there is a potential challenge in allocating adequate office space, especially for newly appointed professors, including tenured professors, which could hinder their productivity and integration into the School. Furthermore, to encourage more joint research among professors, the School may need more room for research.

Standard 22: Globalization of Educational Infrastructure

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

1. Self-Check/Self-Evaluation Analysis:

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

1) Self-Check:
The Centre for International Education (CIE), International Office, and Centre for Japanese Language (CJL) are all housed in Building 22, on the same campus as WBS. Having these units "side-by-side" provides convenience for international students and faculty. Building 22 also has an officially sanctioned Muslim Prayer Room (and Islamic foot washing station).

2) Evidence:
Waseda University Office for Promotion of Equality and Diversity

Appendix:
Documents number: 59 / File name: Waseda University Office for Promotion of Equality and Diversity
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The University provides various useful facilities to meet students' and faculty's diverse needs, including designated prayer rooms for spiritual practice and a cafeteria offering a wide selection of halal and vegan food options to accommodate different dietary preferences.
2) Evidence:
Waseda University Office for Promotion of Equality and Diversity
Appendix:
Documents number: 59 / File name: Waseda University Office for Promotion of Equality and Diversity
3) Self-Evaluation:
The School meets the criterion.

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

1) Self-Check:
The University provides appropriate religious facilities for students with different cultural backgrounds.
2) Evidence:
Waseda University Office for Promotion of Equality and Diversity
Appendix:
Documents number: 59 / File name: Waseda University Office for Promotion of Equality and Diversity
3) Self-Evaluation:
The School meets the criterion.

2. Issues to be improved:

Since the School does not have dedicated accommodation (such as dormitories) for its international students to help build a sense of community, providing such facilities could be a good option to consider in the future.

III. The Quality Improvement System

1. The Quality Improvement Process

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

At the national level, the major systems in place for quality assurance include:
- Approval system for the establishment of universities and professional graduate schools.
- Mandatory self-evaluation (on education and research activities, organisational management, facilities, and equipment) and publication of the results of such evaluation.
- Requirement for professional graduate schools to apply for accreditation every five years by either the Alliance on Business Education and Scholarship for Tomorrow (ABEST21) or the Japan University Accreditation Association. WBS is accredited under ABEST21.

At the University and School levels, the following mechanisms are in place to ensure the quality of education and the activities and management of the School as a whole:
- Course evaluation surveys: Course evaluation surveys are collected from students for all courses as a University-wide initiative led by the Centre for Higher Education Studies. Each faculty receives a summary of the evaluation for their course, to reflect on and improve lesson quality. The School uses this to monitor student satisfaction and faculty performance and sets a benchmark that faculty members are required to satisfy. It is also used in conjunction with enrolment data for curriculum review.
- WASEDA Teaching Award: This award is given each year to faculty members who practice outstanding education through innovative teaching methods, based on the results of the course evaluation surveys.
- Assurance of Learning (AoL): WBS has an AoL system to ensure continuous improvement in student learning and achievement. It is the process through which Learning Goals are established, and programs assessed based on measurements of learning outcomes.
- Dean's session: The annual dean's session is a formal opportunity for students to provide their feedback directly to the dean and associate dean as part of the School's quality assurance activities.
- Student Report: Every 3-5 years, the School asks students representing different programs to compile a student report, which covers a comprehensive range of topics. The report is reviewed by the Senior Management Team to identify potential areas for improvement.
- Intellectual contribution survey: All faculty members are required to report their intellectual contributions and academic or professional engagements outside of the School through an annual survey. Faculty members are categorized into one of five qualifications based on their academic/professional qualifications and engagements. This data is used to see if faculty members are meeting their contribution expectations, to gauge the School's overall research and activity portfolio and help inform the School's research strategy.
- Regular meetings with clients: Since WBS accepts many corporate-sponsored students and delivers executive programs to companies, regular communication with corporate clients

is crucial for quality improvement.
- International Advisory Board: Established in 2017, the board consists of top business leaders in Japan and (former) deans of top business schools in the world. The Board's purpose is not only to establish better governance, but also to gain a better understanding of the talent corporations seek and what they expect of business schools, thereby helping the School in the development of their strategy.

2. The Improvement Issues

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

●Strategic planning

Strategic planning was pointed out by EQUIS as an area for improvement. WBS is expected to define a clear direction for the future given its current environment and mission.

●Educational Programs

In degree programs, WBS's diverse program offering is one of the School's unique strengths. However, the current portfolio presents challenges in faculty and staff resource allocation and adds complexity to program management. Differences in student quality and experience have also been identified through the School's review and quality assurance processes. The learnings from the pandemic, and the rapidly changing environment, present an opportunity for WBS to conduct a comprehensive and in-depth review of its program portfolio in alignment with its vision, mission, and strategy.

At the same time, there is a growing demand for executive programs from companies and overseas partners, presenting ample opportunity for expansion in executive education. However, resource constraints limit the School's ability to meet all demands. To tap into the expanding market, the School needs to improve efficiency, strengthen partnerships, and secure more resources.

●Students

Despite the pandemic's negative effects, WBS has maintained its competitiveness and an optimum ratio of international students at around 30%. However, the nationality profile is heavily centered around Asia, particularly China. To secure talented students, increase student diversity, mitigate risks from over-reliance on a single country, and raise WBS's global profile, the School needs to strengthen its marketing and recruitment activities.

●Faculty

Increasing faculty diversity continues to be a challenge. While the School has focused its efforts to recruit female and international faculty members based on its policy to increase diversity, the School must carefully balance diversity with the needs of its students. The School also faces challenges in securing sufficient faculty resources to expand its executive education.

●Research

WBS has implemented several initiatives to promote research, including incentives for impactful research, a point system to evaluate a broad range of intellectual contributions and activities aligned with its mission, and a new data management system to improve visualization and management of faculty and research. However, WBS must ensure that these initiatives result in an increase in both the quality and impact of its research. The School should continue to explore ways to promote international research and contributions that have impact on practice and broadly on society.

●Educational Infrastructure

Since COVID-19, education at WBS has largely transitioned back to face-to-face learning, according to University policy. This policy is also in alignment with the School's mission to create a dynamic learning community as well as student feedback. There are clear benefits in incorporating online learning where the advantages are clear. On the other hand, promoting interaction and knowledge exchange through in-class discussions with peers and professors remains a defining feature and strength of the WBS experience. Through the W-IOI initiative, the School should explore the optimal balance between face-to-face and online learning to deliver greater flexibility and efficiency through digital technology without compromising teaching and learning quality. The School should also address gaps in digital literacy among faculty members to facilitate adaptation of digital technology across the School.

The School also faces challenges on securing sufficient teaching space to accommodate its growing executive education. The School should continue to negotiate with the University to ensure that its strategic goals can be achieved.

3. The Improvement Initiatives

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

●Strategic Planning
- Develop an overarching strategy which sets up a clear direction to address the challenges WBS faces, including goals and objectives as well as resources and time frames so that performance can be assessed against goals.

●Educational Programs
- Continue to strengthen and expand executive education.
- Conduct a comprehensive review of the entire MBA program portfolio and curriculum from the perspective of mission alignment and efficiency.

●Students
- Increase the diversity of the student body.

●Faculty
- Internationalize the faculty and increase gender diversity.

●Research
- Increase the quality and impact of the School's research, whether it be academically oriented or practice oriented, and project the research outcomes internationally.
- Manage faculty intellectual contributions and WBS's overall research portfolio to explore measures that reflect the School's mission, strengths and strategic priorities.

●Educational Infrastructure
- Continue to explore the optimum balance of face-to-face and online learning to improve teaching and learning quality in alignment with the School's mission and strategy.
- Raise the digital literacy of faculty members to adapt new teaching methods and digital technology.

4. The three-years Action Plans

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

The following are the School's strategies and action plans for achieving its goals and objectives.

●**Strategic Planning**
  • Develop an overarching strategy which sets up a clear direction to address the challenges WBS faces, including goals and objectives as well as resources and time frames so that performance can be assessed against goals.
    → Establish a Future Planning Committee led by junior faculty members and supported by senior members, to set a clear direction for WBS's future, and draw up a roadmap towards realizing that future.
    → Develop a comprehensive strategic plan that encompasses the School's education, research and connections with society strategies in line with its mission and aspirations.

●**Educational Programs**
  • Continue to strengthen and expand executive education.
    → Secure sufficient faculty resources to expand executive education.
    → Gradually increase the capacity of open programs and expand client base.
  • Conduct a comprehensive review of the entire MBA program portfolio and curriculum from the perspective of mission alignment and efficiency.
    → Review the current program portfolio and draw up a future plan, with the Future Planning Committee taking the lead in developing the roadmap.

●**Students**
  • Increase the diversity of the student body.
    → Expand the global network of partners through the newly established Global Partnership Program and exchange partnerships.
    → Establish additional overseas alumni chapters in strategically important areas.
    → Work closely with the PR agent to increase WBS's presence in global media outlets and strengthen its branding locally and globally.

●**Faculty**
  • Internationalize the faculty and increase gender diversity.
    → Prioritize international experience in all new faculty hiring.
    → Shortlist potential candidates for greater diversity.

●**Research**
  • Increase the quality and impact of the School's research, whether it be academic or practice oriented.
    → Monitor the progress and outcomes of the School's research incentive scheme.
    → Work with the global PR agent to increase the visibility of WBS faculty and their research outcomes in relevant and well-respected local and global media outlets.

- Manage faculty intellectual contributions and WBS's overall research portfolio to explore measures that reflect the School's mission, strengths and strategic priorities.
  → Complete the linkage of the revised faculty qualification criteria with WBS's research and social impact point systems (WBS-RIPS and WBS-SIPS), so that individual feedback can be provided.

●Educational Infrastructure
- Continue to explore the optimum balance of face-to-face and online learning to improve teaching and learning quality in alignment with the School's mission and strategy.
  → Closely monitor the implementation and results of the W-IOI courses.
  → Work with external partners to improve teaching effectiveness.
- Raise the digital literacy of faculty members to adapt new teaching methods and digital technology.
  → Hold study sessions and other activities on innovative teaching methods.

IV. List of Supporting Documents and Appendix

Please describe a list of supporting documents and appendix to see the data.   All the data should be converted to PDF.   Please do not describe URL only.

1. Supporting Documents

Documents Number	File Name (Required data)	Related Criterion No.
S-1	The Curricula	8-2
S-2	The Faculty Organization	16-1
S-3	List of Educational and Research Achievements by Participating Faculty members	17-3
S-4	Educational and Research Infrastructures analyzed in the SCR	21-1

2. List of Appendix

Documents Number	File Name	Related Criterion No.
1	WBS Organisational Chart	1-1, 1-2
2	Waseda University Organisational Chart	1-3, 2-1
3	7th WBS International Advisory Board Meeting	2-2, 3-4
4	WBS Strategic Plan 2018-2022 Review	2-3, 3-3
5	WBS News - Accreditations	3-1
6	WBS Accreditation Status Report	3-2
7	WBS AoL Pamphlet	3-3
8	2024 WASEDA STAFF College Guidebook (JP)	4-1, 4-2, 4-3, 4-4
9	List of overseas training dispatches	4-2
10	WBS Mission & Policy	5-1, 5-4, 8-1, 11-1, 13-2
11	Waseda University Mission	5-2
12	WBS Mission D-IN-A	5-3
13	Summary Information on WBS's Financial Situation	6-1, 6-2
14	WBS MScF Program AoL Mission Alignment	7-1
15	WBS AoL Curriculum Development	7-2, 8-5, 11-3
16	WBS Orientation Schedule and General Information for Incoming Students in Sep 2023	7-3, 14-4
17	WBS Bulletin	8-2, 9-2, 9-3
18	WBS Course List	8-3, 12-1
19	Course List of Common Courses among Different Graduate School AY2024	8-4
20	WBS AoL Relational Database	8-5
21	Waseda Moodle User Guide	9-1

22	WBS Course Registration	9-2
23	WBS Guideline for the Course Registration	9-2
24	WBS Syllabus (Prof Horie_Transnational Leader in the Era of Transformation)	9-4
25	WBS Steering Committee Meeting agenda (Mar.2024) (JP)	9-5
26	WBS Innovation in Education W-IOI	18-5
27	Waseda University Information Technology Service Navigation	10-2, 21-4
29	WBS Exit survey form (JP)	11-2, 14-5
30	WBS Partner Schools	12-2, 15-4, 20-2
31	WBS Career Development Guidance	12-3
32	WBS Admissions Guide	13-1, 13-3, 13-5
33	WBS Application Guide for MScF Program September 2024	13-1, 13-3
34	WBS Admissions Data	13-4
35	WBS ERS Award	14-1
36	Waseda University System to Promote Diversity	14-2
37	WBS Facilities	14-3, 21-1, 21-3
38	CMC Career Survey	14-5
39	WBS Students with foreign nationalities (MScF)	15-1
40	WBS Tuition & Scholarships	15-2
41	Waseda University Center for International Education	15-3
42	List of the Graduate School of Business and Finance Steering Committee	16-1
43	WBS Brochure	16-2
44	WBS Faculty Sufficiency and Qualifications Summary	16-3, 17-1
45	WBS Job posting for tenured position 2024	16-4
46	Rules Concerning Tenured Faculty Recruitment	17-1, 17-2
47	Rules Concerning Tenured Faculty Promotion	17-2
48	Summary of Intellectual Contributions Over the Past 5 Years	17-3
49	Waseda University Class Evaluations	17-4, 19-2
50	Waseda University WASEDA RESEARCH AWARD	17-5
51	Teaching load for WBS faculty	18-1
52	WASEDA Research Portal	18-2
53	WBS Faculty Special Research Period	18-3
54	WBS Executive Education	18-4
55	List of Harvard Business School GloCoLL Participants	19-1
56	WBS Faculty External Activities and Positions	19-3
57	WBS Spring Intensive Course List 2024	20-1, 20-3
58	WBS Faculty Office	21-2
59	Waseda University Office for Promotion of Equality and Diversity	22-1, 22-2, 22-3