



ABEST21 e-News

No.102, January-February 2019

ABEST21

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

URL: <http://www.abest21.org> TEL. 03-3498-6220 E-Mail: ABEST21@abest21.org
Editor: Fumio Itoh

ABEST21 Office Report

=====

2019

January

- 16th: Seminar I at Naresuan University-Bangkok, Bangkok, Thailand
- 18th -19th: Peer Review Visit for FEB-Universitas Hasanuddin, Makassar, Indonesia
- 21st: Seminar I at FEB-Universitas Airlangga, Surabaya, Indonesia
- 23rd: Seminar I at Management & Science University, Shah Alam, Malaysia

February

- 05th: Seminar I for Waseda Business School, Waseda University at IVY Hall, Tokyo, Japan
- 07th: Seminar I at Graduate School of Management, Kyoto University, Kyoto, Japan

I. Quality Improvement and Peer Review System – No. 37

=====

Self-Check/Self-Evaluation Analysis

For universities to consistently improve their quality of education and research in the drastically changing environment, the schools must enhance their educational functions so that their alumni can fully demonstrate in the real world the expertise and skills acquired through the educational programs. For such purpose, the universities are required to self-check/self-evaluate their status of educational and research functions constantly and strive for improvement.

In the "Ideal University Figure in the 21st Century and Future Reform Measures" (University Council Report, October 1998) it is stated that "...self-check/self-evaluation is for respective universities to enhance their educational and research level...". Self-check/self-evaluation is the base for quality enhancement of educational and research activities. Thus the Japanese School Education Law Article 109 (Self-check/self-evaluation and accreditation system) stipulates that "Universities shall contribute to improvement of the educational and research level by self-check/self-evaluation of education, research, organization, administration and infrastructure and disclose the result, as stipulated by the Japanese Minister of Education, Culture, Sports, Science and Technology". It also requires a third-party assessment on the result to secure objectivity and transparency.

For a third-party assessment to function properly, the following conditions are required. First of all, a manual for the university's self-check/self-evaluation analysis must be prepared for an accurate check and evaluation. Secondly, a seminar on perspectives for self-check/self-evaluation is needed, targeting the deans who are substantially responsible for the check and evaluation. Thirdly, a

seminar is indispensable, targeting the faculty and staff members who will actually conduct the check/evaluation analysis. Fourthly, a manual for a third-party assessment on self-check/self-evaluation implemented by the university should be prepared, with a seminar for assessors based on the manual. These conditions are necessary for a third-party assessment.

In reality, however, various problems such as the following cases exist concerning the self-check/self-evaluation submitted by universities.

In case one, the person in charge of the self-check/self-evaluation analysis does not understand clearly the aim of the self-check/self-evaluation. In this case the self-check is too general and not specific, and kaizen issues are not extracted from the self-evaluation.

In case two, the analyzer lacks expertise for self-check according to the items of the accreditation standards. As a result, the data used for the analysis are not appropriate; data of different nature are presented. This happens when an analyzer who does not have enough expertise is involved in the process.

In case three, self-check/self-evaluation is conducted but not based on specific facts. Therefore the self-check analysis is abstract and the contents of self-evaluation are poor. It is the result of the process done only as paperwork.

Case four features lack of data and data inconsistency. Specifically, the data such as the number of faculty members or students differ among various accreditation standard items within a self-evaluation. In such case the self-evaluation work is often divided and done by separate teams. A task team to conduct overall analysis does not exist.

In the fifth case, a self-check/self-evaluation analysis lacks the consistency among the accreditation standard items. Educational activities at universities are an open system to accept students and produce capable personnel for the society. Thus the schools should clarify in their "Mission Statement" the personnel to be nurtured, clarify in their "Learning Goals" the competency to be acquired through the educational programs, and get to know the "Learning Results" of how their alumni are doing in the real world. Without building such a linkage system, the quality of school education cannot be improved. If the self-check/self-evaluation is not linked with such process, the problems are dispersed and the schools will not be able to ride on the kaizen course to the "ideal figure of future university" that can respond to the changes of the environment.

The final case is when the Dean as a person in charge of the analysis of self-check/self-evaluation does not look through the analysis. This is difficult for the school to develop systematic response to the quality improvement issues based on essential understanding of the issues to be improved. During the Peer Review Visit, the Deans are confused about inconsistent data used in the self-check/self-evaluation analysis.

The above problems are often typical for the schools obsessed with merely acquiring an "accreditation" and not focusing on improvement of their educational activities. Kaizen issues for educational quality will not be spotted without a thorough self-check/self-evaluation analysis based on facts.

At ABEST21 the third-party assessment perspectives on self-check/self-evaluation are clarified based on the following measures.

1) The purpose of the items of self-check/self-evaluation is clarified. Standards are kept simple at 26 standards and 142 criteria. Putting more than one purpose into one standard/criterion will make the analysis complicated, and often the essence will be lost. This is why the standards are kept simple and clear. Complex standards will make the problems even more complicated. It will make the substantial kaizen for educational quality difficult.

2) In self-check/self-evaluation of the 142 criteria, it is natural that some of the analysis will overlap. The schools are asked to put in order the kaizen issues by standards and items, and prioritize them based on urgency and importance. "Action Plan Progress Report" is submitted each year to report on how to solve the problems efficiently.

To realize these processes, the purpose of self-check/self-evaluation must be fully understood. If a school conducts self-check/self-evaluation merely aiming to raise the rank of the school, the educational quality will not be improved. In the age of economic, social and cultural globalization, the universities striving for tomorrow need to reframe their self-check/self-evaluation from a formal procedure to a substantial effort. (Fumio Itoh, President)

II. Global Knowledge Network

1. Annual Conference 2019

The annual conference will be held on from March 6 to 8, 2019 at Shinagawa Season Terrace, Tokyo as follows.

- 1) Wednesday, March 6: Peer Review Committee
- 2) Thursday, March 7: Accreditation Committee, Board of Trustees, General Assembly, Refreshment
- 3) Friday, March 8: Visit to Toshiba Machine, Co., Ltd.

2. Set up of the Council for Nurturing Global Management Professionals

ABEST21 "Council for Human Resources Development" was founded on October 28, 2009 at the meeting room of the Tokyo Chamber of Commerce and Industry, aiming at promotion of business schools in Japan based on industry-academia relationship. The founding members consisted of 3 groups: 9 leading Japanese business schools, 9 companies and an accrediting institution. The Council has held 34 meetings up to now and the key conclusions are disclosed to the public.



1st phase report (October 2010): "Educational features at professional graduate schools in management"

2nd phase report (October 2012): "Competency acquired through professional graduate schools in management"

3rd phase report (March 2017): "Ideal cooperation between industry and academia"

Based on the experience and skills from the past activities, the Council has decided to set up similar councils in Bangkok, Kuala Lumpur and Bandung to promote nurturing of management professionals who will contribute to sustainable development in Asia, on industry-academia basis. At the ABEST21 Rectors and Deans Forum held in November 2018 at Institut Teknologi Bandung, the partnership agreement was signed as an approval for foundation. The draft of Rules for the Councils will be submitted to the Board of Trustees and General Assembly on March 7 for approval. After ratification, the Councils activities shall start.



4. Speech on “Humanizing the School’s Management Education” and promotion of Joint Research Project

Another speech scheduled on March 7 features the ABEST21 accreditation item “Humanizing the School’s Management Education” by the following speaker in relation to “Globalizing the School’s Management Education”. During Peer Review Visits, the importance of “Humanizing the School’s Management Education” for global management professionals is often discussed, along with the need to have appropriate teaching materials for such education. Based on the discussions at the Accreditation Seminar, the speech will refer to the issue of “Humanizing the School’s Management Education” and the Joint Research Project: “Humanizing the School’s Management Education”.

- Prof. Dr. AAhad Osman-Gani
Dean, International Islamic University Malaysia, Malaysia

III. Accreditation

=====

ABEST21 Accreditation Seminar I

For applicant schools preparing Quality Improvement Plan, Self-Check/Slf-Evaluation Report and Kaizen Report in 2019, Accreditation Seminar I was held at Bangkok, Surabaya, Kuala Lumpur and Tokyo.

1) Bangkok Seminar I

Date: Wednesday 16, 2019: 13:00-15:30

Venue: Faculty of Business, Economics and Communications, Naresuan University

NU-BKK at 12 floor of the President Tower, 973 Plen-Chit Road, Prathomwan Bangkok, 10330

- Chair: Dr. Vichayanan Rattanawiboonsom (Dean, Naresuan University, Thailand)

- Session One: The ABEST21 Accreditation System

Speaker: Professor Emeritus Dr. Fumio Itoh, President, ABEST21

- Session Two: The Quality Improvement Plan (QIP)

Speaker: Dean Dr. Rapeeporn Srijumpa (Burapha University, Thailand)

- Session Three: The Self-Check/Self-Evaluation Report (SCR)

Speaker: Dr. Danaipong Chetchotsak (Khon Kaen University, Thailand)

- Session Four: The Kaizen Report (KR)

Speaker: Prof. Emeritus, Dr. Fumio Itoh, President, ABEST21

Dr. Danaipong Chetchotsak

College of Graduate Study in Management, Khon Kaen University, Thailand

The ABEST21 Accreditation Seminar I 2019 in Bangkok was held on January 16, 2019 at Bangkok office of Naresuan University, Thailand. The objective of this seminar is to help ABEST21 members in Thailand to prepare for Accreditation as well as to provide an in-depth comprehension of ABEST21 Accreditation Processes which included preparation for Quality Improvement Plan (QIP), Self-check/Self-evaluation Report (SCR), and Kaizen Report (KR).



In this seminar, Prof. Emeritus Fumio Itoh, ABEST21

President, gave a speech on The ABEST21 Accreditation System and Kaizen Report, along with two

guest speakers, Dr. Rapeeporn Srijumpa, Dean of Graduate School of Commerce, Burapha University, and Dr. Danaipong Chetchotsak from Khon Kaen University who gave a talk on QIP and SCR, respectively. In this event, Dr. Vichayan Rattanawiboonsom, Dean of Faculty of Business, Economics and Communications, Naresuan University served as a chair person along with about twenty participants from Naresuan University, Burapha University, Khon Kaen University, and Mahasarakham University joining the seminar.

Here, Prof. Itoh provided a general view of ABEST21 Accreditation Process and emphasized that ABEST21 Accreditation is all about the future of schools while the past performance is not quite important. That is why QIP, SCR, and KR are imperative for ABEST21. Then Dr. Rapeeporn mentioned that in order to prepare for QIP, the schools should describe their goal and future vision along with their analysis on strengths, weaknesses, opportunities, and threats. Then strategies as well as quality improvement plans can be developed to describe their course of action to outline the path towards the future. To prepare for SCR, Dr. Danaipong stated that the schools also need to analyze their situation with respect to 26 ABEST21 standards and 142 criteria and then provide an improvement plan for a particular issue (issues to be improved) which will help the schools to reach their goal while complying with ABEST21 standards. Last but not least, Prof. Itoh gave a presentation on KR and mentioned that the schools should prepare a KR on their performance according to their own plans as shown in SCR, through PDCA cycles. The KR is to be submitted on the third year after being accredited.

2) Surabaya Seminar I

Date: Monday, January 21, 2019: 13:00-15:30

Venue: Faculty of Economics and Business, Universitas Airlangga, Surabaya
Jl. Airlangga 4-6 Surabaya, East Java, Indonesia

- Chair: Dr. Sri Gunawan (Universitas Airlangga, Indonesia)
- Session One: The ABEST21 Accreditation System
Speaker: Prof. Emeritus, Dr. Fumio Itoh, President, ABEST21
- Session Two: The Quality Improvement Plan (QIP)
Speaker: Prof. Dr. Candra Fajri Ananda (Universitas Brawijaya, Indonesia)
- Session Three: The Self-Check/Self-Evaluation Report (SCR)
Speaker: Dr. Sri Gunawan (Universitas Airlangga, Indonesia)
- Session Four: The Kaizen Report (KR)
Speaker: Dean Prof. Dr. Sudarso Kaderi Wiryono (Institut Teknologi Bandung, Indonesia)

Dr. Yasmine Nasion

Faculty of Economics and Business, Universitas Indonesia, Indonesia

On January 21, 2019 ABEST21 International conducted The Accreditation Seminar I at Universitas Airlangga in Indonesia. The main purpose of this seminar is to prepare the Schools before they submit the Quality Improvement Plan (QIP) and Self-Check/Self-Evaluation Report (SCR). There were four sessions that cover the topics of The ABEST21 Accreditation System, The Quality Improvement Plan (QIP), The Self-Check/Self-Evaluation Report (SCR) and The Kaizen Report (KR). The speakers in that seminar were Prof. Emeritus, Dr. Fumio Itoh from ABEST21; Prof.



Dr. Candra Fajri Ananda from Universitas Brawijaya, Indonesia; Dr. Sri Gunawan from Universitas Airlangga, Indonesia; and Prof. Dr. Sudarso Kaderi Wiryono from School of Business and Management, Institut Teknologi Bandung, Indonesia.

Speakers from Universities in Indonesia provided some guidelines and shared their experience regarding the QIP report, SCR and The Kaizen report. In those reports, one important matter that need to be noted is how the School could show the linkage between vision, mission and learning goals. And there should be a combination of educational programs, students, faculty & staff, and infrastructure in order to achieve the mission.

Another issue that should be explained by the School is humanizing aspect. The School not only provides programs or activities that must be done according to regulation or minimum requirements, but also other programs that can be done to improve the School's innovation and performance. To go beyond minimum requirement and differentiate itself, each school should find its uniqueness and develop its strategy based on that.

After the Schools receive accreditation, they should submit the Kaizen report. The spirit of ABEST21 is kaizen, continuous improvement every day to make better program. That is why it is important for the School to show every progress, no matter how small, that has been achieved after they were accredited. By conducting gap analysis, the kaizen issues can be found and the School can prepare the action plan to solve these issues.

3) Kuala Lumpur Seminar I

Date: Wednesday, January 23, 2019: 12:30-15:45

Venue: Post-Graduate Centre, KL, Management and Science University

Level 15, Management Tower, University Drive, Off Jalan Persiaran Olahraga, Seksyen 13, 40100 Shah Alam, Selangor, Malaysia

- Chair: Prof. Dr. Ali Khatibi (Dean, Management and Science University, Malaysia)

- Session One: The ABEST21 Accreditation System

Speaker: Professor Emeritus, Dr. Fumio Itoh (President, ABEST21)

- Session Two: The Quality Improvement Plan (QIP)

Speaker: Dr. Siti Zaleha Sahak (Universiti Teknologi MARA, Malaysia)

- Session Three: The Self-Check/Self-Evaluation Report (SCR)

Speaker: Dr. Hen Kai Wah (Universiti Tunku Abdul Rahman, Malaysia)

- Session Four: The KAIZEN Report (KR)

Speaker: Prof. Emeritus, Dr. Fumio Itoh (President, ABEST21)

Dr. Siti Zaleha Sahak

Arshad Ayub Graduate Business School, Universiti Teknologi MARA, Malaysia

On Wednesday, January 23, 2019, Kuala Lumpur Seminar I was held at the Management and Science University (MSU), Shah Alam. The seminar was chaired by Professor Dr. Ali Khatibi, Dean of Graduate School of Management, MSU and the total number of participants was 19. This seminar aimed to assist the Schools which are working towards applying for the ABEST21 initial accreditation and re-accreditation. Thus, the seminar was focused on three key agendas, namely the ABEST21 Accreditation System, the Quality Improvement Plan (QIP) and the Self-Check Report (SCR).



Professor Emeritus, Dr. Fumio Itoh gave a talk on the ABEST21 Accreditation System and Process. Professor Itoh highlighted the roles of accreditation in assuring the quality improvement of management education in meeting the stakeholders' expectations, especially the students of the School. The Schools must develop a clear mission statement and the strategies in humanizing and globalizing their management education. Professor Itoh has also shared that ABEST21 plans to organize three (3) seminars for year 2019 to further facilitate the Schools in preparing for and going through the accreditation process. Next, the explanation on the QIP, its roles, content and format were delivered by Dr. Siti Zaleha Sahak of Arshad Ayub Graduate Business School, Universiti Teknologi MARA (UiTM). The QIP works as a base to form the framework of SCR. A talk on SCR was delivered by Dr. Hen Kai Wah of University of Tun Abdul Razak (UTAR). Dr. Hen explained the roles, the objectives and the content of SCR. The participants were also exposed to the process of peer review visit and its roles in ABEST21 Accreditation System. The session was followed by Q&A. For closing, Professor Ali shared his view on ABEST21 Accreditation process and encouraged more Schools to apply for ABEST21 Accreditation for quality improvement of management education.

4) Tokyo Seminar I

On Tuesday, February 5, 2019 from 14:00 to 15:30, the seminar was held at IVY Hall in Aoyama, Tokyo targeting at applicant schools for 2019. Professor Takao Shigeta of SBI Graduate School and President Itoh explained the details of analysis viewpoints for "Self-Check/Self-Evaluation Report (SCR)" based on ABEST21 Accreditation Manual 2019, followed by Q&A session. On Thursday February 7 from 15:00 to 17:30 at the Graduate School of Management, Kyoto University, Professor Takayuki Asada of Ritsumeikan University and President Itoh explained the details of Re-accreditation based on ABEST21 Accreditation Manual 2019, followed by Q&A session.

IV. Membership

=====

1. New school members

In 2018 the following schools joined as ABEST21 members. School details and representatives will be introduced in the next e-News.

- 1) Postgraduate School, Universitas Airlangga (PASCA), Surabaya, Indonesia
- 2) Faculty of Economics, Universitas Islam Sultan Agung (UNISSULA), Semarang, Indonesia
- 3) Faculty of Economics, Universitas Islam Indonesia (UII), Yogyakarta, Indonesia
- 4) Human Governance Institute, INC., Kuala Lumpur, Malaysia