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Institutional Evaluation Standards

Japan Institute for Higher Education Evaluation Institutional Evaluation Standards

The institutional evaluations conducted by the Japan Institute for Higher Education Evaluation (herein referred to as JIHEE) are executed on the basis of unique institutional evaluation standards, methods and procedures developed by JIHEE. The evaluation process is designed to give the utmost consideration to the institution's character and qualities in the course of judging whether the overall educational and research activities of an institution, and, in particular, whether the institution as a whole satisfies evaluation standards.

JIHEE conducts evaluations that will allow institutions to sufficiently demonstrate their unique characters, qualities and special features as a private institution of higher education, all the while respecting the autonomy of these institutions so as to contribute to their enhancement and improvement. In particular, educational activities are paid close attention to from the perspective of the institution's obligation of accountability to society.

Furthermore, JIHEE considers institutional evaluation not as a passive or administrative entity called into play as a result of enforcement or obligation, but as an indispensable means for enhancing the educational and research activities of each institution and for effecting managerial reform. Therefore, in order to avoid conducting evaluations simply for the sake of conducting them, we place great importance on the reform and improvement of the evaluation process and actual utilization of the results of evaluation.

Therefore, the evaluation standards established by JIHEE purport only general and basic principles in order to allow institutions of higher education to engage in independent and positive self-evaluations in accordance with their individual philosophies behind their establishment, their fundamental principles, their missions and their objectives. Evaluation standards consist of 11 "standards" and "Points of Special Mention". The intent of each standard is summarized in sections entitled "The Objective of this Standard". Each standard consists of a "Scope" describing the extent of the standard, "Points Evaluated" and "Perspectives for Evaluation".

"Points of Special Mention" can be incorporated freely to describe unique undertakings, special activities and enterprises of your institution.

On the basis of the above, to provide support to the reform and improvement activities of institutions of higher education and to highlight for society-at-large the state of the institution-wide activities of each university, college, or other institution of higher education, the on-site investigation conducted by JIHEE shall be evaluated objectively and comprehensively to assess the Self-Study Reports prepared in accordance with the Guidelines for Application for University Faculty- Specific Certification and Evaluation, the content of which relies on each institution's publicly stated philosophies behind their establishment, fundamental principles, missions and objectives and on the provisions of the University Establishment Standards.

Institutional Evaluation Standards

Standard 1. Philosophy behind Establishment, Fundamental Principles, Mission and Objectives of the Institution

The Objective of this Standard

This standard defines the philosophy behind establishment, fundamental principles, mission and objectives of the institution. The institution is required to express, both internally and externally, the philosophy behind its establishment and its fundamental principles, as well as its mission and objectives.

Scope and Points Evaluated

Scope: Educational Philosophy, Objectives and Goals, Institutional Character, Qualities, etc.
1-1. The institution has expressed both internally and externally the philosophy behind its establishment and its fundamental principles.
1-2. The institution has clearly established its mission and objectives, and its mission and objectives are publicly known.

Perspectives for Evaluation

<Perspectives for Evaluation of 1-1>

1-1-① Has the philosophy behind establishment and the institution's fundamental principles been expressed internally and externally?

<Perspectives for Evaluation of 1-2>

1-2-① Have the institutional mission and objectives been clearly defined on the basis of the philosophy behind establishment and the institution's fundamental principles?

1-2-② Are students, faculty and staff familiar with the institution's mission and objectives?

1-2-③ Have the institution's mission and objectives been publicized externally?

Standard 2. Education and Research Organization

The Objective of this Standard

This standard defines the structure established by the Institution for education and research. The institution is required to establish the necessary organizational structure for departments, divisions, graduate school research divisions, curricula, etc. needed to achieve educational and research objectives, and to ensure that the institution is administered in accordance with its mission and objectives. In addition, in the event that the institution has established a liberal arts education structure, university-affiliated research institute, university-affiliated school, university-affiliated institutions, etc., it is important that mutual cooperation between such institutions operates smoothly.

Scope and Points Evaluated

Scope: The Educational System, Etc. of Each Department, Division, Graduate School, etc.

- 2-1. The basic educational and research organization (department, division, research division, institution-affiliated institutions) is appropriately structured, and inter-organizational linkage is effectively maintained.
- 2-2. Institution-wide measures are being taken to offer a sufficient amount of liberal arts education for human development.
- 2-3. The institution has established a system and decision-making process for developing educational policies that functions sufficiently for handling mission and objective-related issues and the demands of the learner.

Perspectives for Evaluation

<Perspectives for Evaluation of 2-1>

- 2-1-① Are the necessary departments, divisions, research division, institution-affiliated educational and research organizations, etc. of an appropriate scale and structure?
- 2-1-② Does the basic educational and research structure (department, division, research division, institution-affiliated institutions) maintain inter-organizational linkage in the light of its objectives?

<Perspectives for Evaluation of 2-2>

- 2-2-① Are institution-wide measures being taken to provide a sufficient liberal arts education?
- 2-2-② Is a system for accountability established for providing liberal arts education?

<Perspectives for Evaluation of 2-3>

- 2-3-① Has an appropriate structure for internal institutional decision-making been established to handle education and research-related issues?
- 2-3-② Does the structure for internal institutional decision-making established to handle education and research related issues function sufficiently well to respond to the demands of the institution's mission, objectives and students?

Standard 3. Curriculum

The Objective of this Standard

This standard defines the educational curriculum. In order to achieve its educational and research goals, institutions must establish a curriculum for each department, research division and other educational entity to define the amount of learning necessary for students and to determine the methods of educational assessment. Institutions are required to establish educational curricula that are in accord with the educational objectives of each department, research divisions, etc.

Scope and Points Evaluated

Scope: Educational Objectives, Content, Amount of Learning, Educational Assessment
3-1. Educational objectives are sufficiently reflected in curriculum and educational methods
3-2. Curricula are systematic and appropriate and comply with the principles governing curricular organization.
3-3. Efforts are made to inspect and evaluate the achievement of educational objectives.

Perspectives for Evaluation

<Perspectives for Evaluation of 3-1>

3-1-① Have educational objectives and targets been set for each department, course of study or instruction and research division or special study, incorporated in school regulations and publicly announced?

3-1-② Are the principles governing curricular organization appropriate for the achievement of educational objectives?

3-1-③ Are educational objectives sufficiently reflected in educational methods, etc.?

<Perspectives for Evaluation of 3-2>

3-2-① Has the educational curriculum been systematically organized with appropriate content?

3-2-② Does course/class content reflect the organizational intent of the educational curriculum?

3-2-③ Are yearly academic activities and the term of class instruction clearly indicated and appropriately administered?

3-2-④ Are accrediting and promotion/graduation/completion requirements appropriately established and applied?

3-2-⑤ Does the institution display creativity in maintaining the substance of the accrediting system effectively including setting upper limits on the number of credits?

3-2-⑥ Does the institution display distinctive creativity in educational content and methodology?

3-2-⑦ If the institution offers distance learning for undergraduates, graduates, specialized vocational graduate level studies, etc., are appropriate methods established for implementing coursework through printed material and guidance including correction and comments from instructors, broadcast courses including corrections and comments from instructors, interview courses or courses using media?

<Perspectives for Evaluation of 3-3>

3-3-① Are efforts made to inspect and evaluate the achievement of educational objectives based on the

study status, qualification, employment situation and opinion survey of students as well as company questionnaires.

Standard 4. Students

The Objective of this Standard

This standard defines the institution's response to students. It is required that students play the central role in independent learning activities, and that the institution provide appropriate support to students in their study and school life.

Scope and Points Evaluated

Scope: Admissions Exams and Admissions, Educational Support, Student Services and Job-hunting Support, Student Grievance System, Graduation and Career Guidance, International Interaction

- 4-1. Admissions policies (admission and student selection policies) are clear and appropriately administered.
- 4-2. A support system for student learning has been established and is appropriately managed.
- 4-3. A student service system has been established and is appropriately managed.
- 4-4. Career and post-graduate guidance and support systems have been established and are appropriately managed.

Perspectives for Evaluation

<Perspectives for Evaluation of 4-1>

- 4-1-① Are admissions policies clear?
- 4-1-② Are admission and selection being administered appropriately in accordance with admission policies?
- 4-1-③ Are enrollment capacity, yearly enrollment quotas, actual student enrollment figures and the numbers of students attending the class appropriately managed to ensure the establishment of a suitable educational environment?

<Perspectives for Evaluation of 4-2>

- 4-2-① Has a system for providing educational support for students been established and is it being operated appropriately?
- 4-2-② If the institution offers distance learning for undergraduate, graduate, specialized vocational graduate level studies, etc., has an appropriate structure been established for providing learning support and academic consultation?
- 4-2-③ Has an appropriate system been established for collecting student opinions, etc. regarding educational support?

<Perspectives for Evaluation of 4-3>

- 4-3-① Is a structure in place for providing support and guidance for student services and welfare, and does this system function properly?
- 4-3-② Is appropriate financial assistance being provided to students?
- 4-3-③ Is appropriate support being provided for extra-curricular student activities?
- 4-3-④ Are appropriate services being provided to students for health consultation, spiritual support, lifestyle consultation, etc.?
- 4-3-⑤ Has an appropriate system been established for collecting student opinions, etc. regarding student

services?

<Perspectives for Evaluation of 4-4>

4-4-① Has a system been established for providing consultation and advice regarding career placement and graduate studies, and is this system appropriately managed?

4-4-② Has a support system been established for providing career-oriented education?

Standard 5. Faculty

The Objective of this Standard

This standard defines matters related to the faculty of the institution. The institution is required to employ the personnel necessary to achieve its educational and research objectives. The institution must also establish a system of support for the educational and research activities of its faculty, and make institution-wide efforts to enhance such faculty activities.

Scope and Points Evaluated

Scope: Educational and Research Activities, Teacher Recruitment Policies, Faculty Development (FD), etc.

5-1. The institution employs the number of faculty necessary to promote the educational curriculum.

5-2. Faculty appointment and promotion policies are clear and appropriately administered.

5-3. Faculty teaching load is appropriate and a system has been established for supporting faculty educational and research activities.

5-4. Efforts are made to stimulate faculty educational and research activities.

Perspectives for Evaluation

<Perspectives for Evaluation of 5-1>

5-1-① Has the number of faculty necessary to promote the educational curriculum been employed by the institution, and have faculty been appropriately appointed?

5-1-② Is the faculty structure balanced (full-time and concurrent appointment of faculty, age distribution, fields of expertise)?

<Perspectives for Evaluation of 5-2>

5-2-① Are policies related to faculty appointment and promotion clear?

5-2-② Have regulations been established and applied appropriately in accordance with policies related to faculty appointment and promotion?

<Perspectives for Evaluation of 5-3>

5-3-① Are faculty teaching loads appropriately assigned for the most effective achievement of educational and research objectives?

5-3-② Are teaching assistance (TA) and research assistance (RA) appropriately utilized to support faculty educational and research activities?

5-3-③ Are resources (research funds, etc.) appropriately distributed for achievement of educational and research objectives?

<Perspectives for Evaluation of 5-4>

5-4-① Are appropriate institution-wide efforts regarding FD being made for the enhancement of educational and research activities?

5-4-② Has an evaluation system (student evaluation of classes, etc.) been established and appropriately administered to stimulate faculty educational and research activities?

Standard 6. Staff

The Objective of this Standard

This standard defines matters related to the staff of the institution. The institution is required to employ the full-time administrative personnel necessary to achieve its educational and research objectives. The institution must also make efforts to enhance the quality and ability of its staff.

Scope and Points Evaluated

Scope: Educational and Research Support, Personnel Policies, Staff Development (SD), etc.

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| 6-1. Basic aspects of staff organization and policies for appointment, promotion and re-assignment are clear and appropriately administered. |
| 6-2. Efforts are made to enhance the quality and ability of staff through an SD program, etc. |
| 6-3. An administrative structure has been developed for supporting the educational and research activities of the institution. |

Perspectives for Evaluation

<Perspectives for Evaluation of 6-1>

- 6-1-① Have the staff necessary to achieve the goals of the institution been employed and appropriately assigned ?
- 6-1-② Are policies related to staff appointment, promotion and reassignment clear?
- 6-1-③ Have regulations been established and applied appropriately in accordance with policies related to staff appointment, promotion and reassignment?

<Perspectives for Evaluation of 6-2>

- 6-2-① Are appropriate efforts being made to enhance the quality and ability of staff through training (SD, etc.)?

<Perspectives for Evaluation of 6-3>

- 6-3-① Has an administrative structure been established and is it functioning appropriately to support educational and research activities?

Standard 7. Administration

The Objective of this Standard

This standard defines matters related to the administration of the institution and the educational corporation that founded the institution. The institution is required to establish the administrative system necessary to achieve its educational and research objectives. To this end, the policies regarding administration and management systems established by the educational corporation that founded the institution must be clear.

Scope and Points Evaluated

Scope: The Administrative System of the Institution and its Relation to the Founder and the Administrative System of the Founder, etc.
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7-1. The institution and its founder have established administrative systems that function appropriately to achieve the objectives of the institution.
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7-2. The administrative and educational affairs departments coordinate appropriately.

7-3. A permanent mechanism is set up to incorporate the results of self-inspection and evaluation with the objectives of improving and advancing institutional administration including research activities.
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Perspectives for Evaluation

<Perspectives for Evaluation of 7-1>

7-1-① Is an administrative system established in the institution and in the educational corporation that founded the institution for the achievement of the objectives of the institution?

7-1-② Are regulations related to selection and appointment of administrative executives clear?

<Perspectives for Evaluation of 7-2>

7-2-① Does appropriate coordination exist between the administrative and academic affairs departments?

<Perspectives for Evaluation of 7-3>

7-3-① Is an administrative system established on a permanent basis to conduct self-inspection and evaluation for the improvement and enhancement of institutional administration including educational and research activities?

7-3-② Is a mechanism set up in order to effectively incorporate the results of self-inspection and evaluation with the objectives of improving and advancing institutional administration including educational and research activities?

7-3-③ Are the results of self-inspection and evaluation announced publicly in an appropriate manner within and outside the institution?

Standard 8. Finance

The Objective of this Standard

This standard defines matters related to the financial management of the institution. The institution is required to manage and maintain an appropriate financial state for achieving its educational and research objectives. In addition, in accordance with law, the institution is expected to appropriately disclose its financial information and to make efforts to obtain external funds.

Scope and Points Evaluated

Scope: Budget, Settlement of Accounts, Disclosure of Financial Information, etc.

8-1. The institution shall have the financial base necessary to achieve its educational and research objectives, be mindful of maintaining balance between income and expenditure in its administrative activities and implement appropriate accounting practices.

8-2. The institution shall disclose its financial information in an appropriate manner.

8-3. The institution shall make efforts to attain external funds for the enrichment of its education and research.

Perspectives for Evaluation

<Perspectives for Evaluation of 8-1>

8-1-① Has the institution attained the necessary finances for achieving its educational and research objectives and been mindful of maintaining a balance between income and expenditure in its administrative practices?

8-1-② Does the institution employ appropriate accounting practices?

8-1-③ Have financial audits been conducted properly?

<Perspectives for Evaluation of 8-2>

8-2-① Has financial information been disclosed in an appropriate manner?

<Perspectives for Evaluation of 8-3>

8-3-① Has the institution made efforts to integrate external funds including donations, undertaking projects sponsored by external parties, scientific research subsidies and various GP (good practice) programs as well as promoting profitable enterprises and asset management?

Standard 9. The Educational and Research Environment

The Objective of this Standard

This standard defines matters related to the educational and research environment of the institution. The institution is required to establish and efficiently manage the educational and research environment necessary for achieving its educational and research objectives.

Scope and Points Evaluated

Scope: Facilities and Furnishings, Library, Information Services, IT Environment, etc.
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| 9-1. The institution shall establish and appropriately maintain and manage the campus (school grounds, athletic field(s), campus, etc. facilities) necessary for achieving its educational and research objectives. |
| 9-2. The institution shall ensure safe facilities and furnishings. |
| 9-3. The institution shall provide an educational environment taking amenities into consideration. |

Perspectives for Evaluation

<Perspectives for Evaluation of 9-1>

9-1-① Have facilities and furnishings been established and used effectively to achieve the objectives of the school grounds, athletic field(s), library, athletic facilities, information service facilities, institution-affiliated facilities, etc. and education and research?

9-1-② Are facilities and furnishings, etc. being maintained and managed appropriately to achieve the objectives of educational and research activities?

<Perspectives for Evaluation of 9-2>

9-2-① Are facilities and furnishings safe (with earthquake-proof and barrier-free structure)?

<Perspectives for Evaluation of 9-3>

9-3-① Has an educational and research environment been established taking amenities into consideration, and used effectively to achieve educational and research objectives?

Standard 10. Social Interaction

The Objective of this Standard

This standard defines matters related to the activities for social interaction provided by the institution. In order to play its role within the society and region in which it is established, the institution is required to make efforts to promote activities for social interaction.

Scope and Points Evaluated

Scope: Interaction between Educational and Research Resources, Business and Local Society, etc.

10-1. The institution shall make efforts to offer its physical and human resources to the society.
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10-2. The institution shall build appropriate relations with businesses and other universities and colleges to promote its education and research.
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10-2. The institution has developed a relationship of cooperation with the local community.

Perspectives for Evaluation

<Perspectives for Evaluation of 10-1>

10-1-① Are efforts being made to offer the physical and human resources of the institution to the society by opening institutional facilities to the public, providing open lectures and courses for continued learning, etc.?

<Perspectives for Evaluation of 10-2>

10-2-① Has the institution built appropriate relations with businesses and other universities and colleges to promote its education and research?

<Perspectives for Evaluation of 10-3>

10-3-① Has the institution developed a relationship of cooperation with the local community?

Standard 11. Social Accountability

The Objective of this Standard

This standard defines matters related to the social accountability of the institution. In order for a highly public institution such as a college or university to play its role within society, the institution is required to execute its legal responsibilities activities in good faith toward society. To this end, the institution must have organizational ethics and conduct businesses appropriately to make efforts to maintain and enhance the trust of society.

Scope and Points Evaluated

Scope: Organizational Ethics, Crisis Management, Promotional Activities, etc.

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| 11-1. The institution shall establish and appropriately promote a system of management based on organizational ethics as a social agency. |
| 11-2. The institution has established a crisis management system for handling internal and external issues and the system is functioning correctly. |
| 11-2. The institution has developed a structure for promotional activities for internally and externally publicizing its educational and research achievements equitably and appropriately. |

Perspectives for Evaluation

<Perspectives for Evaluation of 11-1>

- 11-1-① Have regulations been developed regarding the necessary social ethics of the institution as a social organization ?
- 11-1-② Is the institution being correctly managed in accordance with regulations regarding organizational ethics?

<Perspectives for Evaluation of 11-2>

- 11-2-① Has the institution established a crisis management system for handling internal and external issues that is functioning appropriately?

<Perspectives for Evaluation of 11-3>

- 11-3-① Has the institution developed a structure for promotional activities to internally and externally publicize its educational and research achievements equitably and appropriately?

Points of Special Mention

In this section, the institution may freely describe any unique projects, distinctive activities and enterprises, etc. not related to these evaluation standards. Depending on their content, these descriptions may be evaluated in reference to the related standard items.