

## Aichi University of Technology (愛知工科大学)

### Evaluation summary

#### “Standard 1. Mission and Objectives, etc.”

Aichi University of Technology (AUT) displays its clear mission “to challenge one’s dream to create the future and contribute to society by finding a shape of the dream” based on the spirit of foundation of the incorporated school, Denpa Gakuen. Under its educational objectives of “independence and fulfilment of dreams,” the University has continuously reformed its education to improve the three elements of “motivation,” “humanity,” and “skill” in a balanced manner since 2013 and the President has shown strong leadership to achieve this reform. The University also developed organization control to implement the reform centering on the Educational Reform Awareness Meetings and instituted three policies (diploma policy, curriculum policy, and admission policy) for each division in February 2016. The features and educational objectives of “AUT education” are well-known both on and off campus through its website and leaflets.

#### “Standard 2. Learning and Teaching”

The University conducts a wide variety of entrance examinations and has clear admission policies in place for each division. It also set up “motivating subjects” on the first-grade education based on its curriculum policy, introducing “flying-geese education” to arrange classes using willingness and basic scholastic ability as indexes, and using problem-solving learning based on the Project Based Learning (PBL). In addition, it specifies necessary credits outside classes on the opening of its syllabus, and works to build a home learning environment by way of a distribution system of video recordings of lectures.

The General Education Center takes on learning support and makes efforts to reduce drop-out (e.g. a homeroom teacher talks personally with a withdrawing/absent student and makes a report of the background). In career education and support, tours and trainings in local companies during the induction course, short internships during the summer vacation in the first or second year, and longer internships during the summer vacation in the third year have been institutionalized.

The University also sends out questionnaires of lecture evaluation, campus life, and more periodically to its students and former students to support improvement of its classes. Furthermore, it implements Faculty Development (FD) under the supervision of its FD meetings.

#### “Standard 3. Management, Admission and Finance”

The University has medium-range goals and plans as a basic policy of university management and makes continuous effort to attain its mission and goals. It publishes educational and financial information on its website and elsewhere. It also has clear donation regulations in place. The school and its Board of Directors/trustees were established on the ground of donations and is operated fairly. In the faculty council and general planning and policy meeting, the President exercises adequate leadership as the chairperson. The President also attends the Board of Directors as a member of the board to share information with the corporate business and university and enhance cooperation.

The corporate business has a solid base in its financial situation in general. The University itself

remains a long way from an excellent situation; however, it makes efforts to stabilize its management including securement of students. The accounting procedures precisely follow the accounting rules for educational corporations. Operational and accounting audits are periodically and properly conducted.

“Standard 4. Self-Inspection and Evaluation”

The University conducts highly transparent self-inspections and evaluations based on the “Self-Inspection and Evaluation Rules of Aichi University of Technology” and publishes reports of these self-inspections and evaluations as well as the results of external valuations on its website. The “Institutional Research (IR) Room for University Evaluation and Planning” consolidates and assembles information and data on the business of each department and provides this information as reference materials to various meetings and to improve education of the divisions. The IR Room reflects the result of Self-Inspection and Evaluation to the medium-range goals and plans and maintains a collaborative system among departments, meetings, centers, etc. of the school to establish plan-do-check-action (PDCA) cycles of action, evaluation, and improvement.

In general, the whole university is working on steady implementation of the “AUT education” to master the four powers of “collective strength,” “execution,” “design,” and “production” under the leadership of the President. Organization control for education reform and a cooperative system with corporate business have now been well established. Ratings for its educational contents by local businesses is improving, and therefore the University is expected to improve its admission and student slot occupancy rates and establish stable financial ground as an independent university.

Please see the general comment on the standard for “Standard A. Cooperative Education” defined as a unique framework of the University based on its mission and goals.