

Osaka University of Comprehensive Children Education (大阪総合保育大学)

Evaluation summary

Standard 1. Mission and Objectives, etc.

The University's founding principles are autonomy and independence (maintaining a responsibility for one's own ambitions and moving forwards with an awareness of them), calmness and dignity (treating others with a sense of respect according to the providence of nature), and revering heaven and loving people (the nurturing of a feeling of sensitivity towards beauty). The University and Graduate School Regulations specifically regulate their educational objectives (goals of human resources development), and clearly show their ideal of childcare workers and educators as a training institution. The faculty and staff, including executives, who sit on the Future Concept Committee, University Management Council and the University's and Graduate School's faculty councils formulate and check mission and goals and carry out inspections, based on which the three policies of diploma policy, curriculum policy and admission policy as well as the medium-term plan are formulated. They also make decisions regarding the restructuring of the long-term educational and research organization, and the educational curriculum.

Standard 2. Learning and Teaching

The admissions policy is clearly stipulated in line with the University's founding principles and the educational objectives stated in Article 1 of the University Regulations, and a system is in place to carry out entrance examinations in a fair and appropriate manner. There is collaboration between classroom learning and internship-based practical training, an education curriculum that seeks to foster a rich quality among childcare workers and teachers has been arranged, and the University is pursuing initiatives in distinctive education. Centering on the Teaching Staff Support Office (which aims to support the employment of students as teaching staff) and the Career Support Office, a consultation and support system for job placement and further education is in place, and all the students seeking job placements are finding employment. In order to ascertain the students' circumstances, individual records on them are kept and their information is administered on a combined basis, with guidance provided on a continuous basis all the way through to graduation. The survey into student satisfaction that is conducted at the end of each academic year asks them about school life in general and solicits their opinions and wishes. Through the student questionnaire evaluating tuition, mutual inspections of tuition and teaching staff study groups, educational and research activities are being vitalized. Furthermore, facilities and equipment have been appropriately prepared and tuition is carried out in classes of reasonable sizes.

Standard 3. Management, Administration and Finance

The Osaka University of Comprehensive Children Education Management Council, which is convened every month under the auspices of the Chair of the Board of Directors, deliberates important matters related to university management. The standing directors appointed by the Chair of the Board of Directors execute the day-to-day operations of the University, and the University and Board of Directors are collaborating properly. The President presides over important councils such as the Faculty Council, a system is in place in which the President is assisted by the Undergraduate and Graduate Deans, and the President is exercising leadership. The Faculty Council is participated in by the President, the head of the University's incorporated entity, and those responsible for administration including the Secretary General. Through the exchanges of opinions between the afore-mentioned leadership and balanced bottom-up management of the incorporated entity and the University are being achieved. The statement of revenue and expenses ratios and balance sheet ratios show the University's financial state are extremely healthy.

Standard 4. Self-Inspection and Evaluation

The Self-Inspection and Evaluation Committee collaborate with the University and its incorporated entity under which faculty and staff share results and issues in order to pursue the operation of the University, and organizational initiatives are being conducted. The creation of the Self-Inspection and

Evaluation Report involves almost the entire faculty and staff, making it a self-inspection and evaluation activity in which there is a shared awareness among all those who play a part in it. With regard to self-inspection and evaluation as well as questionnaire results, the faculty and staff share information between each other at the Faculty Council and Department Councils, and deliberations are underway concerning analysis of information and improvements. By including in the Self-Inspection and Evaluation Committee the organizational heads, and those responsible for the University's incorporated entity, its Secretariat and the division of duties for university operations direct feedback is provided to each division, and a system for deliberating over improvements is in place.

In summary the University functions as a training facility which fosters childcare workers and educators who acquire a sophisticated level of expertise regarding childcare and education, and steady and practical instruction, and also contribute to society in line with its founding principles. Making the most of the advantages of a small university, the students and the faculty and staff enjoy an extremely close relationship, with education that takes care of every single student conducted, and displays excellent mentorship. The University has also earned a reputation for the excellent level of students finding job placement, and it is hope that these strengths will be boosted still further in the future.

Note that with regard to the University's unique initiatives regarding its mission and goals, the general comments on "Standard A. The 1,700 hours with children project" and "Standard B. General childcare research institutions" should be referred to.