

Graduate Institute for Entrepreneurial Studies (事業創造大学院大学)

Evaluation summary

Standard 1. Mission and Objectives, etc.

The Graduate Institute's mission, goals, and educational objectives are clearly prescribed, with specific human resources training goals stipulated simply in writing as being to nurture high-level professionals capable of playing leading roles in entrepreneurship/internal business creation, regional vitalization, and globalization. These have been made available and known to the public through easy-to-understand figures and uniform texts/expressions, with individuality and distinctive qualities also clearly shown. In order to anticipate and respond to future change, the Graduate Institute continually conducts discussions and makes improvements regarding the ideal form the Graduate Institute should take, centered on the Future Planning Promotion Committee. The Graduate Institute's mission and goals are made known to executives, faculty and staff on an everyday basis, and measures are taken to ensure that faculty and staff understand and support the mission and goals, such as clarifying them with new faculty and staff at the time of recruitment. The mission and goals are reflected in the Future Plan and Med-term Plan for the Next Period that the Graduate Institute prepares and which stipulates long-term basic policies in six fields. Educational targets are reflected in the Graduate Institute's three policies (diploma, curriculum, and admission policies), with the seven skills that should be nurtured in order for students to achieve these objectives being prescribed, and education realizing the fruits of students' efforts in Professional Achievement Reports is being pursued.

Good points

- The Graduate Institute can be highly evaluated for its efforts to clarify its mission and goals as well as the image of human resources and skills it aims to nurture using easy-to-understand figures and various media in terms of promoting knowledge and understanding of the mission, goals and the image of human resources and skills it aims to nurture both within and outside the Graduate Institute.
- The Graduate Institute's efforts to realize its mission and goals by establishing a Future Plan and Med-term Plan for the Next Period and priority measures based on long-term basic policies for six fields, as well as reflecting these measures in the Graduate Institute's business plans, can be highly evaluated.

Standard 2. Students

Based on the Graduate Institute's mission and goals, an admission policy has been formulated, and the Graduate Institute has been able to attract applicants from not only within the prefecture but also throughout Japan and overseas as a result of its student recruitment efforts, fulfilling its enrollment quotas. Supervisors oversee and guide students' course registration and are aware of each student's learning status, including attendance. All lectures are filmed, and the videos utilized as part of efforts

to enhance learning and class instruction support. With regard to students dropping out, taking a leave of absence, or repeating a year of their courses, student interviews are conducted and preventative measures taken. Students receive attentive employment support through counselling and advice provided mainly by the Career Support Committee and Career Support Office. In addition to class questionnaires carried out for all courses offered, the Graduate Institute also conducts a New Student Entrance Questionnaire and Completing Student Exit Questionnaire upon completion, while the Student Council conducts an annual Student Questionnaire, and new students also undergo individual counselling. Through these questionnaires and interviews, the Graduate Institute is able to gain understanding of students' opinions and requests, and used the information thus obtained to make improvements. In terms of location, the Graduate Institute can be conveniently accessed, and a suitable learning environment has been created.

Good points

- The Graduate Institute's efforts to enhance learning and class instruction support—such as creating a three-person counselling system comprising the student's supervisor, assistant supervisor, and assistant academic advisor and following up with students who are absent for a certain number of classes or longer, as well as filming all lectures and using the videos for students to review and students who were absent to view—can be highly evaluated.
- Entrepreneurship Intensity Track (EIT) and the Entre Design Tutorial are extra-curricular programs that enable students who are highly motivated to launch an enterprise or create business to further expand the knowledge they have acquired through the regular curriculum. These programs represent the Graduate Institute's originality, which are also in line with its educational principles, can be highly evaluated.
- The Graduate Institute's efforts to understand students' requests and take measures to incorporate these in order to make improvements—such as its system whereby the FD Committee reviews class questionnaires and provides feedback comments to students, and regular conducting of questionnaires, interviews, and individual counselling from students' enrollment to completion of studies can be highly evaluated.

Standard 3. Educational Curriculum

The Graduate Institute's diploma policy is formulated in accordance with the Graduate Institute's basic principles and make known, and standards for certifying completion etc. are prescribed in accordance with the diploma policy. In order to ensure that these policy and standards are strictly evaluated and implemented, performance evaluation specifications are drawn up every semester and notified to supervisors to ensure the uniformity of evaluation standards and implementation. Syllabus content is standardized; syllabus preparation is carried out based on the results of class questionnaires; and a system whereby inspections are conducted by the Academic Administration Committee has been constructed, creating a systematic educational curriculum in line with the curriculum policy. With regard to educational content, too, a practical curriculum has been prepared and is being implemented, with, for example, presentation meetings being held on campus at the end

of each semester where all students present their research results. With regard to inspection and evaluation of learning outcomes, the Graduate Institute established an assessment policy in the academic year 2018 and is implementing graduate institute-wide measures for improving internal educational quality assurance functions.

Good points

- The Graduate Institute's efforts to conduct Syllabus-writing Guidance Workshops and standardize syllabus content, carry out syllabus preparation based on the results of class questionnaires, construct a system whereby the Academic Administration Committee conducted inspections and requests revisions if insufficiencies are identified can be highly evaluated.
- The Graduate Institute's establishment of an Advisory Committee comprising mainly external members to function as an advisory organ to the President regarding measures for improving educational quality can be highly evaluated as a distinctive initiative.

Standard 4. Faculty and Staff

With the aim of strengthening the President's leadership, a General Affairs Committee whose membership also includes managers of the Graduate Institute's incorporated entity has been established and undertakes graduate institute-wide control, management, and inspection activities related to important matters of Graduate Institute operation, assisting the President. Virtually all staff participate in committees as members, and the system of collaboration between faculty and staff is functioning sufficiently. Recruitment and promotion of faculty is carried out in line with educational objectives and curricula, with balance maintained between professional faculty and research faculty. Furthermore, clear standards have been prescribed for the recruitment and promotion of faculty. Faculty performance evaluations are carried out based on standards such as work performance, expertise, and acquisition of external funding; these evaluations are confirmed through interview evaluations conducted personally by the President, and this system is proving effective in further developing faculty's capabilities. SD/FD Committee functions appropriately, and training is implemented systematically. The Graduate Institute has also established a system for evaluating staff, and efforts are being made to improve staff quality and abilities. A suitable research environment has been created, and appropriate operational and management systems have been established.

Good points

- The Graduate Institute can be highly evaluated for its efforts to employ a large number of professional faculty and invite numerous visiting professors with practical experience, which have been helpful in supporting practical educational activities aimed at "Nurturing entrepreneurs to lead the next generation", which is the Graduate Institute's goal.
- The Graduate Institute can be highly evaluated for the excellent personnel training system established among the three universities operated by the Graduate Institute's incorporated entity (including SD training for administrative staff) and its efforts to promote the enhancement of staff skills through such measures as training for new appointees, personnel evaluation training, second

career training, training for the newly promoted staff, and tier-based training.

Standard 5. Management, Administration and Finance

Board of Directors meetings are held regularly to deliberate over important matters as well as formulate, advance, and manage the Graduate Institute's incorporated entity's mid- and long-term plans for the future and single-academic-year business plans, making continuous efforts to realize the Graduate Institute's mission and goals. Campus Liaison Council meetings attended by the Chair of the Board of Directors are held regularly and close cooperation is maintained between the Graduate Institute and its incorporated entity, enabling smooth decision-making. Appropriate mechanisms have been put in place for soliciting and adopting suggestions from faculty and staff.

The incorporated entity's business plan incorporates a mid-term profit-and-loss plan interlinked with its med-term management plan, and financial operations are carried out appropriately. With regard to the Graduate Institute's independent financial situation, although overspending continues, improvements in fulfilling enrollment quotas has led to an increase in income, and fiscal balance is improving. Regarding the incorporated entity's overall financial base, although the debt ratio is high, a stable situation is being established.

Standard 6. Internal Quality Assurance

The Self-Inspection and Evaluation Committee plays a central role in promoting internal quality assurance and maintains its effectiveness as an organ under the direct jurisdiction of the President, thereby establishing a responsibility system. As part of the Graduate Institute's internal quality assurance activities, measures are being undertaken to improve classes utilizing the results of class observations and lecture questionnaires conducted by the SD/FD Committee, and results are being achieved in improving class quality. The IR Office has been established as an organ specializing in IR (Institutional Research) and carries out data collection and analysis in order to gain understanding of the current situation. The assessment policy is specific, and this evaluation and analysis is bringing about improvements. Evaluation results are published in the form of Self-Inspection and Evaluation Reports, and are also posted on the Graduate Institute website. A system has been created for promoting graduate institute reforms and improvements and the enhancement of educational quality through the collaboration of the following three initiatives: (1) the graduate institute-wide PDCA activity for internal quality assurance; (2) self-inspection and evaluation conducted by each committee involved in the graduate institute operations; and (3) PDCA activities of three committees including the Academic Administration Committee.

Good points

- The Graduate Institute can be highly evaluated for implementing a graduate institute-wide PDCA cycle through a Self-Inspection and Evaluation Committee comprising the chairs of all of the Graduate Institute's committees, as a system for promoting internal quality assurance under the direct jurisdiction of the President.
- The Graduate Institute's efforts to achieve self-evaluation and self-improvement through the

formulation of evaluation guidelines by the Self-Inspection and Evaluation Committee and independent formulation of Self-inspection and Evaluation Mechanisms by all of the Graduate Institute's committees based on these guidelines have been effective in improving quality across-the-board and can be highly evaluated.

- Unified activities by the Self-Inspection and Evaluation Committee and Future Planning Promotion Committee providing mechanisms for evaluation results to be reflected in improvement policies, and internal quality assurance mechanisms and measures provided through the unified activities of the Academic Administration Committee, Practical Exercises Committee, and SD/FD Committee, are advanced, and can be highly evaluated.

In summary, the Graduate Institute has formulated a clear Future Plan and Med-term Plan for the Next Period for achieving its mission and goals, and concrete plans for implementing these are also clearly prescribed. The Graduate Institute's educational targets are reflected in its three policies (diploma, curriculum, and admission policies); seven skills that students should acquire in order to become the entrepreneurs the Graduate Institute aims to nurture have been prescribed, and educational activities aimed at achieving these targets are being carried out. The Graduate Institute has created an internal quality assurance system for enhancing education through such measures as evaluating results based on the assessment policy, and efforts are being made to improve quality.

Note that with regard to the Graduate Institute's unique standards, the general comments on "Standard A. Local community contribution" should be referred to. It should be noted that the Graduate Institute has cited the following remarks.

1. Establishment of unique entre design education methodology
2. Support for entrepreneurship/business creation through the Niigata Region Activation Institute
3. Establishment of doctoral courses