

AICHI SANGYO UNIVERSITY (愛知産業大学)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

In keeping with the new school philosophy to mark the 60th anniversary of our foundation, the mission and goal of the institution is to “contribute to the development of industry and culture”. The originality and features of the institution, which are derived from its location in Aichi Prefecture which is a manufacturing center in Japan, are reflected in the school rules.

According to its mid- and long-term plans, the institution has started to build a curriculum which responds to the demands of the times and is needed by society, and to review the educational objectives of the relevant faculties and departments.

The institution’s school philosophy, mission and goal, and educational objectives have been published internally and externally through various booklets, such as the university brochure, and its website.

It has two faculties, the Faculty of Design and Architecture and the Faculty of Business Administration which reflect its mission and goal, as well as the “Center for Cooperative Education and Research” which aims to enhance its originality and characteristics.

“Standard 2. Learning and Teaching”

The institution has clearly defined its admission policy, which was explicitly stated in the examination literature, university brochure, etc., and has published it through the website and other channels. Its replenishment rate of student quotas increased due to the effects of entrance examination reform and other improvement measures. Based on its unique educational system “ASU Kyoiku 2014”, it contrived and improved ways of providing finely-tuned lessons. It also clearly defined its assessment policy, which specifies the assessment of academic achievement from two aspects: “learning process” and “learning outcomes”.

Support for learning and school life is given to all students based on a supervisory teacher system in which a full-time teacher supervises a group of students. Under this system, supervisory teachers can use the educational and learning portal site “Ai-san UNIPA” for learning support and class instruction, and should report to the principal through that portal site. For career education, students are required to take the “career design” course in their first to third years of university so they can determine their aptitude and choose their career. There is a “principal office hour” when students can convey their requests and opinions directly to the principal. Teachers have engaged in training as part of university development (UD) activities which combine faculty development (FD) and staff development (SD). The UD Committee which performs the above activities consists of teachers and staff who are given the same level of authority.

“Standard 3. Management, Administration and Finance”

The institution expressly incorporated discipline and integrity in its articles of endowment, school philosophy and working regulations, and has been managed properly. For example, a board of directors and a board of councilors have been established, and meetings have been held in

accordance with the articles of endowment. In line with the revision of the School Education Act, the faculty meeting is clearly characterized as an advisory panel to the principal. The main purpose of establishing the principal's office is to support the principal, who exercises his leadership as a chair of various meeting bodies. The governing body and the school organization established a management council consisting of the principal, department chairs, and other school personnel, as well as the chairperson of the board of directors and the secretary-general of the secretariat of the governing body, in order to ensure communication and sharing of recognition among them.

The institution implemented its financial management based on the mid- and long-term plan prepared in 2010, and the numerical targets set in the plan have shown improvement. In FY 2015, the student quota for some departments was replenished, and the replenishment rate of student quota for other departments was increased. This means the replenishment rate of the student quota which had been considered an issue has improved. In addition, the institution has been making efforts to obtain external funding, including national subsidies and donations.

The institution has done accounting processing properly in accordance with the Accounting Standards for School Corporations, etc., and has properly conducted audits by auditors and certified accountants, as well as internal audits.

“Standard 4. Self-Inspection and Evaluation”

Article 1 of the school rules stipulates that “for the purpose of improving education and research standards, and achieving its school goal and social mission, the institution shall voluntarily conduct inspections and evaluations on the state of education and research activities, etc., and shall announce the results to the public.” According to the provisions stated above, the institution established the Self-inspection and Evaluation Committee Regulations, and conducted self-inspections and evaluations.

Since 2006, the institution has periodically conducted self-inspections and evaluations in compliance with the institution evaluation standards set forth by the JIHEE, and published the results internally and externally. The institution established the Institutional Research (IR) Committee, which has been engaged in collecting and analyzing data necessary for self-inspections and evaluations.

The institution seeks to prepare a project plan based on the results of self-inspections and evaluations (Plan), and to implement the plan steadily with the strength of the whole school after deliberations of the Board of Councillors (Do). It also seeks to allow the Future Planning Committee to conduct self-inspections and evaluations on the project plan (Check), and to reflect the results in the project plan for the next year (Action). This means that the institution has established a PDCA cycle mechanism.

To sum up, the institution has properly established an education and learning system to achieve its mission and goals, and the organizational structure to operate it, and has managed them well. In terms of education, it made efforts to steadily implement “ASU Kyoiku 2014” based on its mid- and long-term plan. In terms of financial management, although it seems that the numerical targets set forth in the mid- and long-term plan have improved, it is expected that more effort will be needed for the replenishment rate of student quotas.

For details about “Standard A. Collaboration with Local Communities”, which is set forth as the institution’s unique initiative based on its mission and goals, please refer to the general remarks on the standard.