

## SOJO UNIVERSITY (崇城大学)

### Evaluation summary

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

Under the slogan “practice-oriented education” according to its school philosophy, the institution clearly and concisely defined the mission and goals of the university and graduate schools with the aim of realizing “education for each individual student”. It has stated its educational objectives in the articles of endowment and the school rules in accordance with applicable laws and regulations, and reviewed them as necessary to achieve its educational philosophy. Those objectives were expressed in appropriate words, and announced internally and externally. In order to “foster technologists with a heightened sense of humanity (persons of virtue)”, the institution emphasized its features related to cultivating human resources to flexibly respond to social demands. The institution’s mission, goals and educational objectives were decided by the “Mid- and Long-term Plan Steering Committee” participated by officers and school staff, and gained their understanding and support. These mission, goals and educational objectives ensured consistency with the mid- and long-term plan, and were specifically reflected in three policies (i.e., diploma policy, curriculum policy and admission policy). The institution organized and designed educational and research structures to achieve the above mission, etc., which have worked synergistically with each other.

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

The institution has clearly defined its admission policy, which has been publicized on various occasions, including admission briefing sessions. Some departments have not fulfilled or have exceeded their student quotas, although the whole institution has secured the required number of students stably. In order to achieve educational objectives, the faculty development (FD) committee distributed a lesson implementation manual to all teachers. The institution developed its distinctive teaching methods utilizing student autonomous learning commons, “SALCs”, in order to improve autonomous learning and classroom teaching. Procedures for accreditation, promotion and graduation/completion certification, etc., were operated strictly based on the rules. Considering job placement as part of education, all faculties made efforts for career education, and actively provided placement assistance. The institution internally publicized the results of class questionnaire surveys and education and research evaluations, which were utilized to confirm educational improvements and the achievement of educational objectives. It has secured an adequate number of teachers, and has deployed them properly to provide small-group education. The school premises and buildings have obtained ISO 14001 certification (environmental management system), which means that the institution has created a desirable educational environment.

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

The institution has established articles of endowment and various other rules for administration and operation. The board of directors and the board of councilors have performed their respective

functions to run the institution so that it can fulfill its social responsibility. In compliance with laws and regulations, including the School Education Act, the institution made active efforts to improve the environment with attention to risk management, environmental arrangement and human rights, etc. It has properly publicized its educational and financial information based on the School Education Act. The board of directors was operated almost perfectly as the highest decision-making body. The administrative director doubles as the principal so as to build a structure that allows the governing body and the school organization to work together on strategic operations. In addition, a governance structure that allows the principal to exercise leadership, was established. In administrative, academic and clerical sections, shared responsibilities were clearly identified, and good communication has been ensured. Staff development (SD) activities carried out continuously and systematically have helped to improve the qualities of staff. A stable financial base has been maintained. Accounting procedures have been conducted according to the rules.

#### “Standard 4. Self-inspection and Evaluation”

Establishing the independent and autonomous “Self-inspection and Evaluation Committee” according to its mission, the institution has conducted self-inspections and evaluation continuously. It also conducted inspections and evaluations to ensure adherence to the evaluation criteria of the Japan Accreditation Board for Engineering Education (JABEE), and the Third-party Pharmaceutical Education Evaluation. In compliance with its “Self-inspection and Evaluation Regulations”, the Self-inspection and Evaluation Committee collected evidence from related divisions, and conducted self-inspections and evaluations. Since 2014, the “IR Office” has taken charge of grasping the current situation, as well as managing and analyzing data. It is expected that the content of self-inspections and evaluations will be enhanced so that a third party can understand the problem-solving process. The results of self-inspections and evaluations were reported to the board of directors, and at the same time, information on such results has been provided to operation divisions to convey the improvement policy from the board of directors, etc. Thus, it has established a school-wide PDCA cycle, which has functioned effectively.

To sum up, holding on to its school philosophy, the institution has established its educational and research structures, as well as management and operation toward achievement of its mission and objectives. Its faculty and departmental organizations, and school staff organizations, have promoted organic collaboration, and been operated properly in accordance with applicable laws and regulations. As a strategy based on its mid- and long- term plan, it has provided education beyond the bounds of faculties and departments, and created an educational environment and student support system, emphasizing keywords like “educational power”, “ability to research”, “collaboration with local communities”, and “university environment”. It has made continued efforts for qualitative progress and improvement in education.

For details of “Standard A. Social Contribution through Collaboration with Local Communities” and “Standard B. Social Contribution through Research Activities”, which are set forth as the institution’s unique initiative based on its mission and objectives, please refer to the general remarks on the standard.