

Tohoku University of Art and Design (東北芸術工科大学)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

The institution's school philosophy is to “shape a new perspective of artistic creativity and science technology used for the benefit of mankind”. According to the above philosophy, the institution has succinctly defined its mission, goals, and four educational objectives in accordance with applicable laws and regulations, including the School Education Act. It has also defined its three educational goals according to its philosophy to emphasize its originality and features, and show an image of the human resources whom it aims to cultivate. The philosophy, mission and objectives have been familiar to officers, school staff and students, and publicized via the website. The declaration of the university establishment has been posted at the front entrance. For educational reform, the institution formulated a three-year plan in 2013 and a five-year plan in the following year. The mission, goals and educational objectives according to the school philosophy were reflected in three policies (i.e., diploma policy, curriculum policy and admission policy). A basic education and research structure has been organized in proportion to its size. Under such a structure, the principal's panel meeting and the representative faculty meeting were organized, and cooperation between the governing body and the academic organization has been maintained. The institution has contributed to local communities through activities of affiliated research institutes, including the Tohoku Culture Research Center, the Institute for Conservation of Cultural Property, the Creativity Development Research Center, and the Communal Creation Design Laboratory.

“Standard 2. Learning and Teaching”

The institution publicized its admission policy through the student recruitment guide and the website, and has offered different forms of entrance examinations from which individual applicants can choose. It has adequately maintained its replenishment rate of student quotas. It designed educational curricula that suit its educational philosophy, objectives and the image of human resources whom it aims to cultivate, and devised teaching methods by implementing faculty development (FD) activities that reflect the results of class evaluation questionnaire surveys. It also created a structure that allows teachers and other school staff to cooperate in providing support for students, for example by developing a precollege program, setting office hours, and appointing teaching assistants (TAs). Procedures for accreditation, promotion, and graduation/completion certification were performed properly, by stating the criteria that apply to them in the school rules etc., setting the upper limit of credits that can be registered in conjunction with the grade point average (GPA), and disclosing their results on the learning portal site “NETBUS”. To help students accomplish social and vocational independence, the Career Center provided career guidance and support. To check the achievement status of educational objectives, the institution analyzed job-placement results, including the employment rate, and learning and school life questionnaire surveys, and disclosed the results. It has provided support for a stable school life, including scholarship programs and counseling. It has also appointed a sufficient number of teachers to meet

the Standards for Establishment of Universities. Procedures for recruitment and promotion of full-time teachers were strictly implemented in accordance with teacher selection criteria. School facilities, including school premises and buildings, library and gym facilities, have met the Standards for Establishment of Universities.

“Standard 3. Management, Administration and Finance”

The articles of endowment have mentioned management discipline and integrity, and the institution has been operated properly. The Board of Directors Task Delegation Regulations stipulate items to be decided by the board of directors, and the institution has made continuous efforts to achieve its mission and objectives. It has developed various rules for environmental conservation, such as energy-saving, human rights and safety, and these have been observed meticulously. It publicized financial and educational information via the website. By establishing the board of directors and the standing board committee in accordance with the articles of endowment and other rules, the institution has exercised agile management. The principal's panel was established as a deliberative organ for the decision-making body, and made decisions on academic affairs under the leadership of the principal. The institution allowed teachers and other school staff to attend each meeting to ensure functional governance, and maintain mutual checks between the governing body and school organization. Staff development (SD) was promoted through the employee portfolio system. Prudent financial management has been ensured based on the mid- and long-term plan. The auditor-secretary has conducted audits on the financial and accounting conditions of the school corporation, and has made a report to the board of directors and the board of councilors. Appropriate accounting procedures were performed.

“Standard 4. Self-inspection and Evaluation”

In accordance with the school philosophy and rules, the self-inspection and evaluation committee was established under control of the principal to conduct inspections and evaluations, and to publicize the results. Evaluation results were summarized in the form of a written report every year. With the aim of making improvements and enhancements in education on a daily basis, the FD Committee promoted FD activities of teachers, and questionnaires on class evaluation, learning, and school life have been conducted. Comprehensive evaluations of school staff were properly performed using the portfolios of each teacher and other school staff. Inspections and evaluations took place twice a year based on the “G-PDCA” cycle. These inspections were conducted based on evidence to show the implementation status of each project, and the degree of achievement. Each division performed an institutional research (IR) function, and field staff collected and analyzed data related to operational improvement. The results of class evaluations were made known to the relevant teachers, as well as students and the general public. Evaluation data on personnel affairs and classes, which are subject to self-inspections, were verified based on a PDCA cycle.

To sum up, the institution has established the school philosophy and four educational objectives as the first publicly-financed private art university in the Tohoku region. It has demonstrated features and educational originality based on contribution to artistically-oriented human resources in the Tohoku region, and in research-related systems and operations. It is expected that it will ensure further development.

For details of “Standard A. Collaboration with Society—Advancement as an Intellectual Base in Local Communities”, 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.