

Nagoya University of Economics (名古屋経済大学)

Evaluation summary

“Standard 1. Mission and Objectives, etc.”

The development of human resources based on the school philosophy, “First personality, second skills,” is the institution’s mission and goal. The educational objectives of each faculty, department, and graduate school department based on the school philosophy, are shown in Article 3 of the university rules and Article 4 of the graduate school rules.

The Principles and Goals of Nagoya University of Economics and Junior College were determined to respond to the new age and society, and a mid-term goal and a mid-term plan were formulated under the mission, goal, and educational objectives.

The mission, goal, and educational objectives earn understanding and support from officers, teachers and staff, and they are publicized to students, caretakers, graduates, and society.

In the educational reform started in the 2012 academic year, the institution added new specialized common subjects to three faculties of social sciences in order to facilitate students’ transfer among the three faculties. In this way, the institution promotes consistency between educational objectives and educational organizations.

“Standard 2. Learning and Teaching”

Each faculty and each graduate school department has their admission policy and publicizes it. There is a tendency to make improvements in departments with a low replenishment rate of student capacity.

In the 2013 academic year, education based on a new curriculum started, and the curriculum policy is disclosed on the website, etc.

The institution is engaged in improving class instruction and support for student life by, for example, conducting class evaluation questionnaires and student life questionnaires to learn students’ opinions. Feedback from the class evaluation questionnaires is given to students and teachers.

There is a good system for career development through regular curricula and various career development support projects.

However, for the teachers’ organization, the number of full-time teachers required by the Standards for Establishment of Universities is not met. It is necessary that this be improved immediately.

“Standard 3. Management, Administration and Finance”

The articles of endowment and other school rules were developed based on laws and regulations, and discipline and integrity of management are maintained. The laws and regulations related to the establishment and management of universities are generally obeyed, except for the shortage of teachers in some parts.

There is a system in which the board of directors carries out strategic decision-making, and the board of university councilors presided by the President decides important matters about university

management. The President demonstrates his/her appropriate leadership.

Auditors fulfill their duties appropriately. The meetings of the board of councilors are held appropriately, and the function of governance by mutual inspection between the administration and operation organizations of the incorporated entity and the university is secured.

Partly because the replenishment rate of student quotas is low, for imputed income and expenditure, expenditure has exceeded income for more than five academic years in a row. However, as a result of reduction and curtailment of expenditures including labor cost, the income and expenditure difference has improved over the past two years.

Accounts are processed appropriately based on the Accounting Standards of School Corporations. For accounts auditing, auditing as to the legality of financial statements is carried out by auditors, and auditing is also undertaken by an incorporated auditor.

“Standard 4. Self-inspection and Evaluation”

Concerning the university’s voluntary self-inspection and evaluation, one-year cycle self-inspection, evaluation, and improvement activities have been carried out since the 2014 academic year. These activities are implemented by the self-inspection and evaluation committee, and collected under the Issues for this Academic Year, the Results, Inspection and Evaluation, the Issues for the Next Academic Year, and Records of Meetings, etc.

Self-inspection and evaluation are highly transparent based on evidence, by collecting and analyzing necessary data, including data on class evaluation questionnaires and student life research from the perspectives of each standard item. The results are shared in the university and disclosed to society.

The results of self-inspection and evaluation are subject to the PDCA cycle, and the progress status of actions on issues is reported and discussed by the self-inspection and evaluation committee and shared with teachers and staff.

To sum up, to respond to the new age and society, the institution is making great efforts to maintain and improve educational and research functions and stabilize management based on the mission and goal, and this is having a positive effect. However, it is a major problem that there is a shortage in the number of full-time teachers required by the Standards for Establishment of Universities. To further improve the learning environment, it is essential for the entire incorporated entity to make efforts to improve this immediately.

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