

## Nagoya Sangyo University (名古屋産業大学)

### Evaluation summary

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

The institution created the “Nagoya Sangyo University Charter” simply summarizing its school philosophy, goals and educational objectives, which were publicized internally and externally. It established faculties and graduate schools featuring cultivation of human resources who can be active in an industrial society with a focus on growth areas in modern business, such as eco-business and information business. It developed a mid-term plan reflecting its mission and objectives, etc., in 2008, and a new mid-term plan containing three policies (i.e., diploma policy, curriculum policy and admission policy) in 2013, which were publicized. Based on the self-inspection and evaluation results summarized by the Self-inspection and Evaluation Committee, as well as the results of deliberations on educational reform by related committees, it has checked the new mid-term plan, and has reviewed its educational curricula, and education and research structure.

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

In terms of accepting entrants, the institution made efforts to fulfill its student quotas, for example by adopting diverse forms of entrance examination such as the autumn admission, by review of educational curricula, and by improving its approach to public relations for entrance examinations. In 2012, it introduced a new curriculum focused on practice-based education through strengthened industry-academia alliance, and community-based cooperation. Under such a curriculum, it devised ways of developing students’ basic skills as members of society, for example by enhancing career education, including internship programs. It is expected that these efforts will produce good results in the future. In addition, the institution provided finely-tuned financial support through its unique programs, including the honor student program, tuition exemption program, educational loan assistance scholarship program, and housing cost finance program for students commuting to school from dwellings other than their own home. Teachers underwent assessment from various aspects, including education, university operations, social activities and research, and research funds were allocated preferentially to those who had received high commendation.

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

The institution characterized the board of directors as the highest decision-making body, which handled important issues. To enable the board of directors to make a final decision, the institution established the standing board committee that holds a thorough discussion in advance, and helps the board of directors to reach the best strategic decision. The administrative director hosted a meeting to facilitate communication between the governing body and the principal as a representative of its subordinate organization. The institution built a structure that allows a principal's aide to assist the principal with deans of the faculties and graduate school, and the principal has exercised adequate leadership within such a structure. Receiving ISO14001

certification, the institution has taken active measures for environmental conservation, and has achieved certain results inside and outside the country. Due to failure to fulfill its student quotas, expenditure has continued to exceed income in the imputed income and expenditure balance since 2012. Therefore, the institution formulated the “Fundamental Plan for School Reform” and the “Nagoya Sangyo University Management Improvement Plan”, and has strived to improve the income and expenditure balance according to those plans with the aim of establishing a financial base.

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

The institution made provisions for self-inspection and evaluation in the school rules, and established the Self-inspection and Evaluation Committee with the aim of conducting independent and autonomous self-inspections and evaluations. Internally, it created a folder for self-inspection and evaluation on the internal network to share information. Externally, it publicized information on self-inspection and evaluation via the website. It has compiled a self-inspection and evaluation report which can be broken down into three categories (fact, evaluation, and improvement), and encouraged teachers, related committees and the administrative office to develop strategies to solve problems. Thus, a PDCA cycle has worked well.

To sum up, the institution has provided education aiming at achieving its school philosophy, “cultivation of human resources who can be active in society through career education” by strengthening the industry-academia alliance and community-based cooperation, and by introducing business-school-style curricula focusing on practice-based education. In terms of environmental conservation, it has been actively engaged in contribution activities at home and abroad, and has achieved certain results. To establish a financial base, it has strived to steadily carry out the mid-term plan and the management improvement plan to improve excess expenditure in the imputed income and expenditure balance, due to failure to fulfill its student quotas.

For details of “Standard A. Enhancement of Employability” and “Standard B. Social Collaboration and Responsibility”, 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.