

## HYOGO UNIVERSITY (兵庫大学)

### Evaluation summary

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

The mission and objectives of the HYOGO UNIVERSITY are defined based on the spirit of foundation, “harmony,” which is reflected in the mission, objectives, and educational objectives of each department and division centering on “cultivation of humanity with great individuality” and “fostering deserving human resources” and specified in simple and concrete contents in the school code of the University and the graduate school. They are also published on and off campus through the University website, a handbook for students, booklet of “Educational Policy” or graduation and enrollment ceremony, and briefing session at the beginning of the fiscal year.

The mission, objectives, and educational objectives of the University are reflected in three policies of the University (diploma policy, curriculum policy, and admission policy). They are also used in the process to define the “2010-2014 First Middle-term Plan” (hereinafter called the “First Middle-term Plan”) and the “Second Middle-term Plan: Vision 2019” (hereinafter called “Vision 2019”) to determine the direction in which the University should go. Therefore, they are an important guide to constitute an educational research organization in line with the expertise of each department, division, and research course and field of educational research.

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

Although the rates of filled acceptance limits in some divisions are unfavorable, the University accepts enrollees using various examination forms. The educational curricula of each department and division fall into a curriculum map, numbering of subjects, and clear educational contents and grade calculation in the syllabus make its educational research system easy to understand for learners.

In the learning support system, the University has tutors and Teaching Assistants (TAs) and offers education before and after the entrance and guidance of credits and daily learning. In addition, the “Learning Support Center” plays a central role in individual counseling and guidance to improve basic scholarship and the University organizes an educational system from the position of learners together with its approach to Faculty Development (FD) and Staff Development (SD). It also offers guidance to support employment and financial support.

Its characteristic centers, including the “Nursing and Caring Training Center”, play an active role as the center of student learning and life-long learning, and the University functions as a key University in the local society.

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

The Boards of Directors and the Boards of Trustees guarantee governance in cooperation with the “Gakuen Council” (consultative body positioned thereunder), the

Board of Standing Directors and its extended board which make decisions on daily duties. The University Operating Conference discusses and determines important matters related to teaching in the University and the Board of Directors makes a final decision after discussion in the Board of Standing Directors and its extended Board. The bottom-up system of education and research is properly functioning with the Faculty Council and various committees in the departments and research course committee in the graduate school.

Operational audits and accounting audits are conducted periodically by auditors and an audit report is submitted to the Board of Directors and the Board of Trustees, where an appropriate audit system exists. There are also organized systems to implement works and to improve skills, a recognized approach for risk management, and steadily-implemented detailed middle-term financial plan. It is expected that these approaches will yield results. “Standard 4. Self-Inspection and Evaluation”

Many faculty and staff are involved in Self-Inspection and Evaluation centering on the “Self-inspection Enforcement Committee” and they have prepared a “List of Improvement Status of the Evaluation Results Related to Self-Inspection and Evaluation” to clarify the improvement status of issues of the respective evaluation items. The University Operating Conference and the President play a central role in giving feedback to the Faculty Council and various committees and running the plan-do-check-action (PDCA) cycle.

The results of the Self-Inspection and Evaluation are released to society through the University website as a “Report of Self-Inspection and Evaluation.” The University also tries to publish and share “Evaluation Results of Self-Inspection and Evaluation” and the “List of Improvement Status of Evaluation Results Related to Self-Inspection and Evaluation” within the University.

In general, the University tries to disseminate its mission, objectives, and educative goals on and off campus on the occasion of formulation of “Vision 2019.” To be beloved by local society and establish a position as a qualitatively reliable University, it also tries to conduct periodical reviews of its middle-term plan and Self-Inspection and Evaluation, establish assessment, and attain its issues steadily. It is expected that the activities in the educational curriculum and local community will move further on.

Please see the general comments of the standard for “Standard A. Role of the University Which Becomes the Center of a Local Society” defined as a unique framework of the University based on its mission and goals.