

AICHI INSTITUTE OF TECHNOLOGY (愛知工業大学)

Evaluation summary

Standard 1. Mission and Objectives, etc.

The Institute succinctly states in writing that its missions and goals are, according to its founding principles of “Freedom, Love and Justice,” the fostering of members of society equipped with a high level of scholarship and abundant humanity. With the keynote educational motto of “Creation and Humanity” individuality and distinctive quality are specifically expressed in the three policies (diploma, curriculum and admission policies). Under the founding principles, educational motto and principles of practical learning, education targets are reviewed on a timely basis in order to educate and foster students so that they will be able to acquire the capability to adapt to social change. Institute Regulations etc. are revised with the consent of the Institute Council and Board of Directors, and support is gained by the distribution to faculty and staff of a collection of regulations etc. The Institute’s educational targets are contained in the AICHI INSTITUTE OF TECHNOLOGY Guidebook distributed to all faculty and staff, and are publicized internally and externally through its website. Since 2019 the Institute’s mid- and long-term plan has contained measures towards reaching the achievement of the missions and goals of “being an institute that fosters creativity and humanity.” With undergraduate programs and graduate schools established to meet the educational targets and the various committees’ collaboration, the educational and research organization is operated with the consistency to provide the quality assurance of education.

Standard 2. Students

The admission policy is clearly stipulated and appropriately published in the institute guides and over the website. The methods for selecting entrants have been diversified, and the number of students is stringently managed in line with the student quota. Towards the attainment of the educational targets all the faculty and staff attempt to improve the quality of education with the sharing of information and management through mutual collaboration and cooperation. With regard to the use of TAs (teaching assistants), a publication entitled Duties of the AICHI INSTITUTE OF TECHNOLOGY Teaching Assistants (for Students) has been created, training is conducted, and attempts made to raise the quality of TAs and improve learning and class instruction support. The Employment Committee formulates project plans for career education, and is appropriately managed with career education and employment activity seminars being held. An organization for school life support that plays the role of improving extra-curricular activities, and student services such as student consultation and scholarships has been created and appropriately functions.

The campus, buildings, facilities and equipment that compromise the learning environment are all appropriately equipped in line with laws and regulations. A cross-institute class feedback questionnaire is implemented regarding the opinions and requests of students, and based on the results about class content, environment and the faculty’s attitude, the faculty create their own self-inspection class reports, and the results of these are announced within the Institute and reflected in

educational improvements.

Standard 3. Educational Curriculum

According to the educational targets a diploma policy for each faculty and department is stipulated and publicized in student handbooks and over the website. The acquisition of ability in line with the diploma policy is based on the Policy on Certifying Graduation and Awarding Diplomas, and standards for awarding credits, promotion to the next school year, certifying graduation are stipulated and stringently applied during the Adjudication Committee meetings at the end of the semester. The curriculum policy maintains consistency with the diploma policy and is stipulated and made known. The educational curriculum, in line with the curriculum policy, is systematically organized with, for example, classes including the method for evaluating performance and active learning and the setting of an upper limit of course credits for registration according to the characteristics of departments. In order to implement effective education improvements efforts are made centering on the FR Committee, and class evaluations by students, self-inspection and evaluation by faculty members, and class observations conducted. As a liberal arts education organization, the Institute has a Center for General Education. An assessment policy has been stipulated, and a system established for the measuring and evaluation of learning outcomes according to the three policies. Learning outcomes in each department are regularly verified, the composition of the educational curriculum and learning and class instruction support reviewed, and feedback that will link in with improvements is provided to the faculty.

Good point

- One of the initiatives of the FD Committee is the implementation of class observations in which faculty members can watch classes in departments other than their own, and the way that the Institute is attempting class improvements through the sharing of information between observers and faculty member in charge of the class in the form of reports to improve classes is worthy of evaluation.

Standard 4. Faculty and Staff

The Institute's Management Regulation states the exercising of leadership by the President, and a system to assist the President has been established. An Education Improvement Council has been established with the objective of quality assurance of education in order to attain mission and goals, and education and learning management created in order to promote smooth decision-making. Faculty and staff have been appropriately posted to each committee, and the roles in collaboration between faculty and staff are clear. The appointment and promotion of faculty is conducted in line with regulations, and with the policy of securing faculty quality in terms of education and research ability and so on. Furthermore, in line with the personnel plan, faculty are appropriately assigned with the strict observance of laws and regulations. The FD Committee is in place, and class improvements aimed at educational improvement are systematically implemented with class evaluations by students, self-inspection and evaluation by faculty members and class observations.

The SD Promotion Committee has been established for SD (Staff Development), and it conducts the planning and consideration of tier-based staff training. In term of the research environment, paying attention to avoiding any obstruction to education and research plans are made annually and appropriately operated and managed. With regard to research ethics all faculty, staff and students are obliged to undergo research ethics lectures, and the Institute makes efforts to obey compliance. There is an extensive in-institute assistance system for the allotment of funds for research activities aimed at graduate students and young faculty members.

Standard 5. Management, Administration and Finance

The Institute's incorporated entity and the Institute have prepared the regulations requisite for management that enables them to perform its social responsibilities, and they are operated with maintained management discipline and integrity. In order to achieve its mission and goals, the mission and vision of the incorporated entity have been formulated, and continuous efforts are made to adapt to social conditions. With regard to environmental conservation, human rights and security, regulations have been stipulated on harassment and crisis management, and the Institute pays consideration to protection and conservation. The Board of Directors has in place a system for decision-making to attain missions and goals in line with the articles of endowment, and functions appropriately towards the realization of its business plan. The decision-making of the incorporated entity's and the Institute's administrative organizations is smoothly managed through discussion of issues and so on by the Nagoya Electrical Educational Foundation Council and the Institute Council, both of which are chaired by the Chair of the Board of Directors. In conjunction, a mutual check system is in place within the administrative organizations, and is functioning. The appointment of auditors and the members of the Board of Councilors is in line with the articles of endowment, and the auditors create an audit report that is submitted to the Board of Directors. The Institute maintains a healthy fiscal balance through appropriate financial operations according to the business plan. Accounting procedures are appropriate and conducted in strict accordance to the various regulations and the Accounting Standards for Incorporated Educational Institutions. Accounting audits are strictly implemented with the sharing and exchange of information between the audit firm, auditors and the Audit Office.

Standard 6. Internal Quality Assurance

Regulations are stipulated to attain internal quality assurance and mission and goals, and following the lead of the Self-Inspection and Evaluation Committee, self-inspection and evaluation are periodically conducted. In addition, a permanent organizational system is in place for conducting inspection and evaluation at any time at which the President deems it necessary. The Education Improvement Council has been established and conducts inspections and evaluations in collaboration with the various committees, and a responsibility system for internal quality assurance is established to check the state of attainment of improvements. With regard to the achievement of mission and goals, the Institute has established its own attainment targets and attainment levels, independent and autonomous self-inspection and evaluation is conducted, and a system is in place that enables the

sharing of information on the state of progress from the emergence of issues through to measures to redress them. In order to inspect education and research activities, an IR Committee and IR Promotion Group have been established to collect and analyze information on the present state and provide information, and a system is in place for the regular collection and analysis of data aimed at qualitative educational improvement. With regard to matters pertaining to education and research aimed at internal quality assurance, committees including the Academic Administration Committee conduct planning, implementation, verification and improvement, and there is a system in place in which committees and councils collaborate to reflect these results in reviews of the three policies and internal quality assurance, and a PDCA cycle mechanism is established and functioning.

In summary, in line with its founding principles and towards the realization of its mission and goals, the Institute has created a PDCA cycle mechanism to ascertain the current state and verify improvements from the perspective of educational quality assurance, strengthening student support and institute governance, and this mechanism is operated in strict observance of the laws and regulations. Furthermore, aiming to achieve the education and research activities and fostering of human resources according to the special features of the Institute's founding principles, "Freedom, Love and Justice" and its educational motto of "Creation and Humanity," improvements to the education support system and environment for internal quality assurance are constantly underway.

Note that with regard to the Institute's unique standards, the general comments on "Standard A. Fostering of human resources useful to society" should be referred to.

It should be noted that the Institute has cited the following remarks.

1. Student Challenge Project
2. Nagoya Electrical Educational Foundation, Aimei Kai
3. Institute Revitalization Promotion Project