

Evaluation Items, Perspectives, and Considerations for University Accreditation

Standard 1: Mission and Purpose

<Evaluation Item>

1. The university has set an appropriate mission and purpose as well as appropriate objectives for its undergraduate and graduate divisions based on the stated mission and purpose.

<Perspectives of Evaluation>

- Establishment and content of education and research objectives, including human resource development objectives, for each undergraduate program, department, and division and for each graduate course and division.
- Compatibility between the objectives of the undergraduate and graduate divisions and the university's mission and purpose.

<Evaluation Considerations>

- What is the content of the university's mission?
- What are the contents of the university's purpose, which guides the direction of its education and research activities, and the education and research objectives of the undergraduate and graduate divisions?
- Are the abovementioned objectives of the undergraduate and graduate divisions compatible with the institution's mission and purpose?
- Are the abovementioned objectives of the institution and the undergraduate and graduate divisions appropriate to a higher education institution, and do they reflect the university's uniqueness and characteristics?

<Evaluation Item>

2. The university's mission and purpose and the objectives of the undergraduate and graduate divisions are clearly stated in the university's regulations or other such regulations, communicated to university personnel and students, and made available to the public.

<Perspectives of Evaluation>

- Establishment of education and research objectives, including human resource development objectives, for each undergraduate program, department, and division and for each graduate course and division.
- Sharing and communication of the university's mission and purpose and the objectives of the undergraduate and graduate divisions through various media such as printed publications and websites accessible to university personnel, students, and the public.

<Evaluation Considerations>

- Are the university's mission and purpose stated in the university's regulations or other such regulations?

- How are the university's mission and purpose communicated to university personnel and students and made available to the public?
- In communicating the mission and purpose, what steps are being taken to ensure the information is readily accessible and understood (e.g. choice of communication media and forms of expression)?

<Evaluation Item>

3. The university has medium- to long-term plans and other strategies that take into consideration the institution's future prospects and aim to achieve its mission and purpose as well as the objectives of the undergraduate and graduate divisions.

<Perspectives of Evaluation>

- Establishment of medium- to long-term plans and other strategies that consider the institution's future prospects.
 - ✓ Formulation of medium- to long-term plans taking into consideration the results of certified evaluation and accreditation

<Evaluation Considerations>

- What are the contents of the medium- to long-term plans and other strategies, and how are the results of certified evaluation and accreditation reflected in these plans and strategies?
- Are the plans and strategies mentioned above concrete and realistic in achieving the stated mission and purpose (i.e. are they backed up by organizational, financial, and other necessary resources)?

Standard 2: Internal Quality Assurance

<Evaluation Item>

1. The university provides clear public statements about its institution-wide internal quality assurance policy and procedures.

<Perspectives of Evaluation>

- Establishment and publication of an institution-wide internal quality assurance policy and procedures containing the following information:
 - ✓ The university's internal quality assurance principles
 - ✓ The authority and roles of the institution-wide entity responsible for promoting internal quality assurance (the internal quality assurance entity), and the distribution of roles among that entity, the undergraduate and graduate divisions, and other offices responsible for internal quality assurance
 - ✓ Guidelines for the planning, design, implementation, verification, and improvement of teaching (e.g. PDCA cycle implementation process)

<Evaluation Considerations>

- What is the content of the institution-wide internal quality assurance policy and procedures?
- How are the internal quality assurance policy and procedures shared across the institution?

<Evaluation Item>

2. The university has in place an institution-wide system for promoting internal quality assurance.

<Perspectives of Evaluation>

- Establishment of an institution-wide internal quality assurance entity and system.
- Membership of the institution-wide internal quality assurance entity.

<Evaluation Considerations>

- How is the university's internal quality assurance system structured?
- How do the university's regulations define (a) the authority and roles of the internal quality assurance entity and other offices that play a key role in internal quality assurance, and (b) the distribution of roles and collaborative processes among the internal quality assurance offices and the undergraduate and graduate divisions?
- What kind of membership comprises the institution-wide internal quality assurance entity?

<Evaluation Item>

3. The internal quality assurance system is operating effectively in accordance with the internal quality assurance policy and procedures.

<Perspectives of Evaluation>

- Establishment of the institution's basic principles that guide the formulation of the degree award policies, curriculum design and implementation policies, and admissions policies.

- Implementation of internal quality assurance activities in accordance with the internal quality assurance policy and procedures.
- Efforts being made by the institution-wide internal quality assurance entity to ensure the PDCA cycle in teaching is functioning effectively at the undergraduate and graduate divisions and other organizations.
- Implementation of regular self-study by the undergraduate and graduate divisions and other organizations.
- Improvements being made in an organized manner by the undergraduate and graduate divisions and other organizations based on their self-study results.
- Appropriate responses to deficiencies noted by government authorities and certified evaluation and accreditation agencies (e.g. post-establishment improvement status surveys).
- Ensuring of objectivity and validity in self-study.

<Evaluation Considerations>

- Has the university established the basic principles that guide the formulation of the three policies (degree award policy, curriculum design and implementation policy, and admissions policy) requisite for the effective functioning of the internal quality assurance system and for ensuring the education programs are designed to achieve its mission and purpose? What is the content of the basic principles?
- Are the three policies of each undergraduate and graduate division consistent with the institutional basic principles mentioned above? *
**The evaluation items of the three policies are described under Standards 4 and 5. In this section, the evaluator examines whether the three policies are consistent with the basic principles.*
- Are internal quality assurance activities carried out in accordance with the stated policy and procedures?
- How does the institution-wide internal quality assurance entity manage and assist the undergraduate and graduate divisions in carrying out their education activities and the process of reviewing and improving those activities?
- How do the undergraduate and graduate divisions and other organizations conduct self-study?
- What steps are being taken on an institution-wide basis to ensure objectivity and validity in self-study conducted by the undergraduate and graduate divisions and other organizations?
- How do the internal quality assurance activities contribute to improving teaching and learning outcomes?
- What are the systems and mechanisms in place for responding to deficiencies noted by government authorities or accreditation agencies, and how is the institution-wide internal quality assurance entity involved?

<Evaluation Item>

4. The university fulfills its accountability to society by providing clear public statements about its education and research activities, self-study results, finances, and the status of its various

activities.

<Perspectives of Evaluation>

- Publication of such information as education and research activities, self-study results, finances, and the status of various activities.
- Accuracy and reliability of the information published.
- Timely updating of the information published.

<Evaluation Considerations>

- Describe the information published to fulfill the institution's accountability to society.
- How is the information described above published?
- In providing the information described above, what steps are being taken to ensure the information is readily accessible and understood (e.g. choice of communication media and forms of expression)?

<Evaluation Item>

5. The university regularly inspects and evaluates the appropriateness of its internal quality assurance system, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Regular inspection and evaluation of the appropriateness and effectiveness of the PDCA cycle implemented across the institution.
- Use of appropriate evidence (documents and information) for the inspection and evaluation.
- Improvements made based on the inspection and evaluation results.

<Evaluation Considerations>

- How is self-study of the internal quality assurance system conducted in terms of standards, systems, methods, and processes?
- How are the self-study results used to improve the internal quality assurance system?

Standard 3: Education and Research Organizations

<Evaluation Item>

1. The university has established appropriate undergraduate and graduate divisions, affiliated research institutions and centers, and other organizations to facilitate the achievement of its mission and purpose.

<Perspectives of Evaluation>

- Compatibility between the university's mission and purpose and the composition of the undergraduate and graduate divisions (i.e. departments, programs, schools, or courses).
- Compatibility between the university's mission and purpose and its affiliated research institutions and centers and other organizations.
- Alignment of the university's education and research organizations to recent trends in academia, social needs, and the international environment surrounding the institution.

<Evaluation Considerations>

- Describe the education and research organizations (undergraduate and graduate divisions, affiliated research institutions and centers) comprising the university. Are they designed and structured to fulfill the institution's mission and purpose while taking academic trends and social needs into consideration?

<Evaluation Item>

2. The university regularly inspects and evaluates the appropriateness of its education and research organizations, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Use of appropriate evidence (documents and information) for the inspection and evaluation.
- Improvements made based on the inspection and evaluation results.

<Evaluation Considerations>

- How is self-study on the structure of the university's education and research organizations conducted in terms of standards, systems, methods, and processes?
- How are the self-study results used to improve the education and research organizations (e.g. establishment of new organizations, organizational restructuring, and launch of new projects at centers)?

Standard 4: Educational Program and Learning Outcomes

<Evaluation Item>

1. The university has established and published a degree award policy for each degree program.

<Perspectives of Evaluation>

- Establishment and publication of the degree award policies defining the learning outcomes (e.g. knowledge, skills, and attitudes) that students are expected to achieve upon completion of the program and that are appropriate for the degree awarded.
- Establishment and publication of a curriculum design and implementation policy that includes the following information for each degree awarded:
 - ✓ Curriculum structure and instruction content
 - ✓ Classification of courses in the curriculum and teaching styles
- Compatibility between the curriculum design and implementation policies and the degree award policies.

<Evaluation Considerations>

- Is there, in principle, a degree award policy for each degree awarded?
- Do the degree award policies define the learning outcomes (e.g. knowledge, skills, and attitudes) that students are expected to achieve upon completion of the program, and are they appropriate for the degree awarded?
- How are the degree award policies published?
- In publishing the policies, what steps are being taken to ensure the information is readily accessible and understood (e.g. choice of communication media and forms of expression)?

<Evaluation Item>

2. The university has established and published a curriculum design and implementation policy for each degree program.

<Perspectives of Evaluation>

- Establishment and publication of a curriculum design and implementation policy that includes the following information for each degree program:
 - ✓ Curriculum structure and instruction content
 - ✓ Classification of courses in the curriculum and teaching styles
- Compatibility between the curriculum design and implementation policies and the degree award policies.

<Evaluation Considerations>

- Is there, in principle, a curriculum design and implementation policy for each degree awarded?
- Do the curriculum design and implementation policies provide basic guidelines for teaching, such as the curriculum structure, instruction content, classification of courses in the curriculum, and teaching styles?
- Are the curriculum design and implementation policies compatible with the degree award

policies?

- How are the curriculum design and implementation policies published?
- In publishing the policies, what steps are being taken to ensure the information is readily accessible and understood (e.g. choice of communication media and forms of expression)?

<Evaluation Item>

3. The university offers a coherently organized curriculum with courses appropriate for each degree program in accordance with the curriculum design and implementation policy.

<Perspectives of Evaluation>

- Measures to ensure the curriculums are organized appropriately and consistency of the curriculum design and implementation policies and the curriculums.
 - ✓ Designing of curriculums with consideration given to a sequential and orderly learning process
 - ✓ Assigning of credits in line with the purpose of the credit-hour scheme
 - ✓ Content and methods of each course
 - ✓ Course type classifications (e.g. compulsory subjects and electives)
 - ✓ Instruction content appropriate to the degree program
 - ✓ Consideration of first-year student onboarding and the connection between high school and university education (undergraduate, professional undergraduate)
 - ✓ Appropriate structuring of general education requirements and specialized education requirements (undergraduate)
 - ✓ Consideration given to (a) developing practical skills, the ability to apply knowledge, and professional ethics; (b) the conditions surrounding specialized professions; and (c) appropriate sequencing of general education courses, foundational courses, and vocational courses (e.g. basic courses (regular/basic), vocational courses, applied courses, and integrated courses) (professional undergraduate)
 - ✓ Consideration of an appropriate combination of coursework and research work in programs (master's and doctorate)
 - ✓ Appropriate structuring of theory courses and practicums (professional graduate)
 - ✓ Involvement of the institution-wide internal quality assurance entity and other offices in the curriculum design process
- Provision of appropriate training for students to develop the abilities necessary to achieve social and professional independence.

<Evaluation Considerations>

- On the whole, how are the undergraduate and graduate curriculums designed?

Note: Check the conditions or status of the following aspects as the bases of evaluation:

- ✓ Do the curriculums conform to the curriculum design and implementation policies?
- ✓ Are the courses offered clearly aligned with the undergraduate or graduate division's stated education and research goals? Is there a clear correlation between the courses and the learning outcomes achieved upon program completion?
- ✓ Do the curriculums consider sequential continuity and progression of the academic

discipline?

- ✓ Are the curriculums designed to develop the practical skills, ability to apply knowledge, and professional ethics required for specialized professions by providing appropriate types of courses (e.g. basic courses (regular/basic), vocational courses, applied courses, and integrated courses) and practical training opportunities?
- ✓ Are the curriculums of professional universities and professional undergraduate programs responsive to the needs of a diverse range of new students (e.g. first-year student onboarding and consideration of the connection between high school and university education)?
- ✓ Is consideration given to ensuring an orderly learning process in determining the courses offered in each academic year and semester?
- How do university-wide organizations such as the internal quality assurance entity manage and assist the undergraduate and graduate divisions in designing curriculums and ensuring the appropriateness of this process?

<Evaluation Item>

4. The university implements various measures to facilitate vigorous learning and effective teaching.

<Perspectives of Evaluation>

- Measures implemented by the undergraduate and graduate divisions to facilitate effective teaching and vigorous learning in and out of the classroom.
 - ✓ Measures to substantiate the credit-hour system with consideration for the degree program's characteristics (e.g. caps on the number of credit hours a student can take per academic year or semester)
 - ✓ Syllabus content (clear descriptions of course objectives, attainment goals, learning achievement indicators, course content and teaching methods, course plans, preparation instructions, assessment methods and criteria, and other pertinent information) and implementation (ensuring the course materials are consistent with the syllabus)
 - ✓ Class formats, course content, and instruction methods that encourage active student participation
 - ✓ Appropriate course selection guidance
 - ✓ Provision of on-site practical training opportunities and other training arrangements as necessary (professional undergraduate)
 - ✓ Class size per session appropriate for the instruction format used (undergraduate, professional undergraduate) [Establishment and enforcement of the 40- student-limit per session (professional undergraduate)]
 - ✓ Provision and implementation of research instruction plans containing research instruction contents, methods, and schedules for the year (master's and doctorate)
 - ✓ Teaching methods and study guidance that aim to enhance practical skills (professional graduate)
 - ✓ Involvement of the institution-wide internal quality assurance entity and other organizations in teaching

<Evaluation Considerations>

- What measures are being taken across the university to facilitate vigorous learning and effective education?

Note: Check the conditions or status of the following aspects as the bases of evaluation:

- ✓ Do the teaching methods align with the curriculum design and implementation policy?
- ✓ Are the class formats and teaching methods appropriate to achieve the undergraduate or graduate division's stated education and research goals and the desired learning outcomes upon completion of the program?
- ✓ Are on-site practical training opportunities and other training arrangements provided as necessary (professional undergraduate)?
- ✓ Is there an appropriate class size limit, and is the limit enforced (undergraduate, professional undergraduate)? [Establishment and enforcement of the 40-student-limit per class (professional undergraduate)]
- ✓ Are measures in place to substantiate the credit-hour system (i.e. measures to ensure the credit awards reflect the level and amount of student learning)?
- ✓ Are the syllabuses prepared and used effectively?
- ✓ Is course selection guidance provided?
- How do university-wide organizations such as the internal quality assurance entity manage and assist the undergraduate and graduate divisions in the introduction of various teaching methods and the implementation of education activities, and ensure the appropriateness of such methods and activities?

<Evaluation Item>

5. The university assesses student academic achievement and awards degrees in an appropriate manner.

<Perspectives of Evaluation>

- Measures to ensure appropriate assessment of academic achievement and credit recognition.
 - ✓ Credit recognition in alignment with the purpose of the credit-hour system
 - ✓ Appropriate recognition of previously earned credits and credits for already acquired practical skills (professional undergraduate)
 - ✓ Measures to ensure objectivity and strictness in the assessment of academic achievement
 - ✓ Clear statements about graduation and program completion requirements
 - ✓ Institutional rules on the assessment of academic achievement and credit recognition, and the involvement of the institution-wide internal quality assurance entity in these practices
- Measures to ensure appropriate degree awards.
 - ✓ Establishment and publication of thesis evaluation criteria (if applicable)
 - ✓ Measures to ensure objectivity and strictness of the degree assessment and program completion approval processes

- ✓ Clear statements about the allocation of responsibility and the procedures for awarding degrees
- ✓ Appropriate degree awards
- ✓ Institutional rules on awarding degrees and the involvement of the internal quality assurance entity in the process

<Evaluation Considerations>

- How do the undergraduate and graduate divisions as a whole assess academic achievement and award credits and degrees?

Note: Check the conditions or status of the following aspects as the bases of evaluation:

- ✓ Are learning outcomes assessment and credit recognition conducted in a strict and appropriate manner?
- ✓ Are previously earned credits recognized where appropriate?
- ✓ Are credits awarded for already acquired practical skills (if applicable) (professional undergraduate)?
- ✓ Are the degree award systems and procedures clearly defined?
- How do university-wide organizations such as the internal quality assurance entity manage and assist the undergraduate and graduate divisions in assessing academic achievement and awarding credits and degrees, and ensure the appropriateness of these processes?

<Evaluation Item>

6. The university appropriately tracks and assesses the student learning outcomes stated in the degree award policy.

<Perspectives of Evaluation>

- Setting of indicators to measure learning outcomes appropriate for the discipline of each degree program (for curriculums aligned with a specific profession, indicators that effectively measure student acquisition of the skills required for such profession).
- Development of instruments to track and assess the student learning outcomes stated in the degree award policy.

«Examples of learning outcomes assessment methods»

- ✓ Assessment tests
- ✓ Assessment using a rubric
- ✓ Student, alumni, and alumni's employer surveys designed to measure student learning outcomes
- Involvement of the institution-wide internal quality assurance entity in tracking and assessing learning outcomes.

<Evaluation Considerations>

- What methods are used across the university to assess the student learning outcomes stated in the degree award policy?

Note: Check the conditions or status of the following aspects as the bases of evaluation:

- ✓ Are the tracking and assessment methods and indicators in place tailored to the characteristics of the respective academic fields and to the expected learning

outcomes?

- ✓ Does the university track student acquisition of the skills required for the profession for which the program is preparing its students (especially in the case of curriculums that are closely aligned with a specific profession)?
- How do university-wide organizations such as the internal quality assurance entity manage and assist the assessment of learning outcomes?

<Evaluation Item>

7. The university regularly inspects and evaluates the appropriateness of the curriculums, their content, and implementation, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Regular inspection and evaluation of curriculums based on appropriate evidence (materials and information).
 - ✓ Effective use of the learning outcomes assessment results
- Improvements made based on the inspection and evaluation results.

<Evaluation Considerations>

- How is self-study of the curriculum, its content, and implementation conducted in terms of standards, systems, methods, and processes?
- How are the self-study results used to improve the curriculum, its content, and implementation?
- How are the learning outcomes assessment results used to improve the curriculum, its content, and the method of delivery?

<Evaluation Item>

8. The university has established a collaboration council for educational program that operates effectively (undergraduate programs of professional universities and professional departments/professional graduate degree programs).

<Perspectives of Evaluation>

- Appropriateness of the membership of the collaboration council for educational program (professional undergraduate, professional graduate).
- Effective use of the council's opinions in curriculum design and improvement (professional undergraduate, professional graduate).

<Evaluation Considerations>

- What kind of membership comprises the collaboration council for educational program (professional undergraduate, professional graduate)?
- How does the university use the council's opinions in curriculum design and improvement (professional undergraduate, professional graduate)?

Standard 5: Student Enrollment

<Evaluation Item>

1. The university has established and published its admissions policies.

<Perspectives of Evaluation>

- Establishment and publication of admissions policies reflective of the degree award policies and the curriculum design and implementation policies.
- Admissions policies that provide the following information:
 - ✓ Characteristics of the students the university seeks to serve, including their academic history prior to entering the university, scholastic aptitudes, and skills
 - ✓ Applicant screening process

<Evaluation Considerations>

- Does each degree program (undergraduate, master's, doctorate, professional) have its own admissions policy?
- Do the admissions policies define (a) the characteristics of the students the university seeks to serve, including their academic history prior to entering the university, scholastic aptitudes, and skills, and (b) the applicant screening process?
- Do the admissions policies conform with the degree award policies and the curriculum design and implementation policies?
- How are the admissions policies disclosed to the public?
- In publishing the admissions policies, what steps are being taken to ensure the information is readily accessible and understood (e.g. choice of communication media and forms of expression)?

<Evaluation Item>

2. The university has established appropriate student recruiting and applicant screening processes and procedures, and conducts fair and equitable admissions practices in accordance with its admissions policies.

<Perspectives of Evaluation>

- Establishment of an appropriate student recruiting and applicant screening process in accordance with its admissions policies.
- Provision of information on tuition, fees, and financial aid.
- Establishment of a body responsible for the applicant screening process (e.g. admissions committee).
- Fair admissions practices.
- Equitable admissions practices that reasonably consider the applicant's individual circumstances.

<Evaluation Considerations>

- How is applicant screening established as a systematic process in accordance with the admissions policy?
- How does the university provide tuition, fees, financial aid, and other such information?

- Describe the organizational structure in place for the applicant screening process.
- Is the applicant screening process implemented under the organizational structure described above characterized by fairness?
- Are the admissions decisions consistent with the admissions policy?

<Evaluation Item>

3. The university admits students within an appropriate capacity and manages student enrollment in line with the stated capacity levels.

<Perspectives of Evaluation>

- The university sets appropriate limits on student admissions and enrollment, and manages the number of students enrolled.
 - ✓ Ratio of new student admissions to admissions cap (undergraduate, professional undergraduate)
 - ✓ Ratio of transfer student admissions to the transfer student admissions cap (undergraduate, professional undergraduate)
 - ✓ Ratio of student enrollment to the student enrollment cap
 - ✓ Actions taken when enrollment levels exceed or fall below the set enrollment capacity

<Evaluation Considerations>

- Are student admissions at an appropriate level relative to the stated admissions capacity for the undergraduate program as a whole and for each faculty and department as well as for each graduate course and program?
- Is student enrollment at an appropriate level relative to the stated student enrollment capacity for the undergraduate program as a whole and for each faculty and department as well as for each graduate course and program?
- What actions are considered or taken when student enrollment greatly exceeds the enrollment capacity?
- What actions are considered or taken when student enrollment falls short of the enrollment capacity?

<Evaluation Item>

4. The university regularly inspects and evaluates the appropriateness of its admissions practices, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Regular inspection and evaluation of admissions practices based on appropriate evidence (materials and information).
- Improvements based on the inspection and evaluation results.

<Evaluation Considerations>

- How is self-study of the admissions practices conducted in terms of standards, systems, methods, and processes?
- How are the self-study results used to improve its admissions practices?

Standard 6: Faculty and Faculty Organization

<Evaluation Item>

1. The university provides clear statements about the qualities and qualifications required of its faculty and has formulated a policy on the structure of faculty organizations such as the undergraduate and graduate divisions.

<Perspectives of Evaluation>

- Identification of the qualities and qualifications expected of faculty.
 - ✓ Specialized skills for the degree program, attitudes toward teaching, etc.
- Formulation of a policy on the structure of faculty organizations such as the undergraduate and graduate divisions, with information on the representation of academic fields, the role of each faculty member, rules for working together, and a clear allocation of responsibilities in education and research.

<Evaluation Considerations>

- What is the content of each undergraduate and graduate division's policy on faculty organization structure?
- What are the qualities and qualifications the university requires of its faculty?
- How does the university ensure the policy and the qualities and qualifications required of its faculty described above are shared and understood throughout the institution?

<Evaluation Item>

2. The university's faculty organizations are appropriately staffed and organized to carry out education and research activities based on the policy on faculty organization structure.

<Perspectives of Evaluation>

- Number of full-time faculty members per undergraduate and graduate divisions and for the whole institution.
- Measures to ensure faculty organizations are appropriately staffed.
 - ✓ Consistency between the faculty organization structure and the policy on faculty organization structure
 - ✓ Faculty appointments in line with the goals of the degree program
 - ✓ International representation and gender ratio
 - ✓ Appropriate appointment of practitioner instructors (professional undergraduate and professional graduate) [Appropriate appointment of practitioner instructors with research capabilities (professional undergraduate)]
 - ✓ Consideration of a balanced age distribution of faculty members
 - ✓ Appointment of full-time faculty members (professors or assistant professors) to courses deemed essential from an educational viewpoint
 - ✓ Identification of the qualifications required of graduate-level faculty members and appropriate placement of such teachers
 - ✓ Reasonable consideration of the faculty's teaching workload
- Staffing and resources in place for the delivery of general education programs.

<Evaluation Considerations>

- How are the faculty organizations structured in accordance with the policy on faculty organization structure?
- Does the number of faculty meet the requirements of the relevant university establishment standards, and are the faculty organizations adequate in scale to meet the university's education and research needs?
- Does the university appoint practitioner instructors appropriately (professional undergraduate and professional graduate)? [Is there an appropriate number of teachers with research capabilities among the practitioner faculty (professional undergraduate)]?
- Are the faculty organizations reasonably balanced in terms of age?
- Are the faculty organizations adequately staffed to meet the university's education and research needs and achieve the desired outcomes?

<Evaluation Item>

3. The university adopts appropriate practices in faculty recruitment, hiring, and promotion.

<Perspectives of Evaluation>

- Standards, procedures, and regulations in place for faculty recruitment, hiring, and promotion for each position (e.g. professor, assistant professor, and associate professor).
- Recruitment, hiring, and promotion practices in accordance with the regulations.

<Evaluation Considerations>

- What systematic efforts are being made to improve the faculty's teaching skills, facilitate curriculum development, and enhance classroom instruction?
- What efforts are being made to promote the faculty's research, social contribution, and other activities as well as improve their professional competence?
- How is the faculty performance evaluation positioned and implemented to help promote education and research activities?

<Evaluation Item>

4. The university systematically implements multidimensional faculty development activities to improve their professional competence and strengthen the faculty organizations.

<Perspectives of Evaluation>

- Systematic implementation of faculty development activities.
- Evaluation of the faculty's education, research, and social activities, and use of the evaluation results for improvement.

<Evaluation Considerations>

- What systematic efforts are being made to improve the faculty's teaching skills, facilitate curriculum development, and enhance classroom instructions?
- What efforts are being made to promote the faculty's research, social contribution, and other activities as well as improve their professional competence?
- How is the faculty performance evaluation positioned and implemented to help promote

education and research activities?

<Evaluation Item>

5. The university regularly inspects and evaluates the appropriateness of its faculty organizations, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Regular inspection and evaluation of faculty organizations based on appropriate evidence (materials and information).
- Improvements made based on the inspection and evaluation results.

<Evaluation Considerations>

- How is self-study of faculty organizations conducted in terms of standards, systems, methods, and processes?
- How are the self-study results used to improve the faculty organizations?

Standard 7: Student Support

1. The university has formulated a student support policy designed to help students focus on their studies and have a secure and comfortable student life.

<Perspectives of Evaluation>

- Formulation of a student support policy compatible with the institution's mission and purpose and that considers the characteristics of recent new students.

<Evaluation Considerations>

- What is the content of the university's student support policy?
- How is the student support policy shared within the institution?

<Evaluation Item>

2. The university has a student support system in place and provides appropriate student support in accordance with its student support policy.

<Perspectives of Evaluation>

- Establishment of an effective student support system.
- Provision of appropriate learning support.
 - ✓ Supplementary tutoring programs and make-up sessions tailored to students' learning needs
 - ✓ Extra-curricular activities
 - ✓ Support for various types of students (e.g. exchange students)
 - ✓ Support for students with a disability
 - ✓ Monitoring and intervention for underperforming students
 - ✓ Monitoring and managing students who repeat a year or are on leave
 - ✓ Monitoring and managing students who wish to dropout
 - ✓ Establishment of scholarships and other financial aid programs
 - ✓ Provision of tuition, fees, and financial aid information
- Provision of appropriate campus life support services.
 - ✓ Provision of guidance and counseling services
 - ✓ Academic, sexual, moral, and other harassment prevention measures in place
 - ✓ Programs in place to support students' mental and physical health, hygiene, and safety
- Provision of appropriate career support services.
 - ✓ Implementation of career education
 - ✓ Provision of career support resources (e.g. career center)
 - ✓ Provision of career path counseling and guidance services
 - ✓ Opportunities for students to develop the skills necessary to acquire knowledge in a doctorate program, or information on such opportunities
- Support for extracurricular activities (e.g. club activities).
- Appropriate support in response to student needs and demands other than those listed above.

<Evaluation Considerations>

- What systems and arrangements are in place in accordance with the university's policy to provide learning support, campus life support, career support, and other support services?
- Are learning support, campus life support, career support, and other support services provided in line with the university's student support policy?

Describe the following programs and services provided:

[Learning support]

- ✓ Supplementary tutoring programs and make-up sessions tailored to students' learning needs.
- ✓ Support to promote self-directed studying.
- ✓ Support for students with a disability or exchange students.
- ✓ Intervention for students facing difficulties in continuing their education (e.g. students repeating a year or who wish to drop out).
- ✓ Financial support (e.g. tuition reduction or waiver and institution or outside scholarships).
- ✓ Provision of information on tuition, fees, and financial aid.

[Campus life support]

- ✓ Guidance and counseling on mental and physical health and hygiene.
- ✓ Measures to protect the human rights of students (e.g. harassment prevention).

[Career support]

- ✓ Education programs to help students achieve social and professional independence (career education).
- ✓ Career path selection guidance and career development support.
- ✓ Opportunities for students to develop the skills necessary to acquire knowledge in a doctorate program and provision of information on such opportunities.

[Other support]

- ✓ Student support other than those listed above (e.g. support programs for clubs, volunteering, and other extracurricular activities).

<Evaluation Item>

3. The university regularly inspects and evaluates the appropriateness of its student support, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Regular inspection and evaluation of student support based on appropriate evidence (materials and information).
- Improvements made based on the inspection and evaluation results.

<Evaluation Considerations>

- How is self-study of the student support programs conducted in terms of standards, systems, methods, and processes?
- How does the university use the self-study results to improve its support for students?

Standard 8: Education and Research Environment

1. The university has formulated a policy for creating an environment and conditions conducive for study and research by students and faculty.

<Perspectives of Evaluation>

- Formulation of a policy for creating an education and research environment that facilitates the achievement of the institution's mission and purpose and the goals and objectives of the undergraduate and graduate divisions.

<Evaluation Considerations>

- What is the content of the university's education and research environment policy?
- How is the education and research environment policy shared across the institution?

<Evaluation Item>

2. In accordance with its education and research environment policy, the university has secured adequate school site(s), buildings, and facilities (e.g. athletic fields) to serve its education and research needs.

<Perspectives of Evaluation>

- Construction and maintenance of facilities and equipment.
 - ✓ Building of computer network systems and the procurement of information and communication technology devices and equipment
 - ✓ Maintenance, management, and safety and sanitation measures with respect to facilities and equipment
 - ✓ Creation of a barrier free, user-friendly campus environment
 - ✓ Creation of a learning environment that promotes self-directed learning
- Efforts to educate faculty and students on information ethics.

<Evaluation Considerations>

- How is the education and research environment organized in accordance with the institution's policy on education and research environment?
- Do all ground and floor areas of the university's school site(s) and buildings comply with the requirements set forth in the Standards for Establishment of Universities?
- Describe the facilities and equipment provided to support the learning needs of students and the education and research needs of faculty?
- How does the university ensure the safety and hygiene of its facilities and equipment?
- Describe the computer network systems and information and communication devices available and the efforts being made to promote their use?
- What efforts are being made to educate students and faculty on information ethics?
- How does the university ensure the comfort of student life in creating and shaping its campus environment?

<Evaluation Item>

3. The university has a library and other academic information resources that operate

effectively.

<Perspectives of Evaluation>

- Library holdings, user experience, and accessibility.
 - ✓ Collection of books, periodicals, digital information, and other academic information resources
 - ✓ Interlibrary networks that provide access to academic content offered by the National Institute of Informatics and other libraries
 - ✓ Services to provide access to academic information
 - ✓ Library operation that accommodates students' study (e.g. in terms of the number of seating and hours of operation)
- Appointment of qualified staff with expert knowledge in library services and academic information.

<Evaluation Considerations>

- How is the library's collection of books and other academic information meeting the study needs of students and the education and research needs of faculty?
- How is the library staffed to support student and faculty needs?
- How does the library's physical and service environment, including the factors mentioned above, encourage facility use?

<Evaluation Item>

4. The university promotes education and research activities by creating an environment and conditions that support such activities.

<Perspectives of Evaluation>

- Conditions that promote research activities
 - ✓ Formulation of the institution's basic policy on research
 - ✓ Appropriate distribution of research funds
 - ✓ Assistance in obtaining external funding
 - ✓ Provision of laboratories, sufficient research time, and guaranteed research time
 - ✓ Resource arrangements to support education and research activities (e.g. TAs and RAs)

<Evaluation Considerations>

- What is the content of the university's basic policy on research?
- Does the university distribute research funds, provide laboratories, and ensure sufficient research time for faculty in a manner that supports their education and research needs?

<Evaluation Item>

5. The university has put in place and enforces measures to ensure compliance with research ethics standards.

<Perspectives of Evaluation>

- Efforts to foster research ethics and prevent research misconduct.

- ✓ Establishment of rules and regulations
- ✓ Opportunities for students and faculty to develop ethical attitudes and behaviors (e.g. regular compliance and research ethics training)
- ✓ Establishment of an internal ethical review board

<Evaluation Considerations>

- Describe the rules and regulations in place on research ethics and research misconduct prevention.
- What efforts are being made to promote ethically responsible research by both faculty and students?

<Evaluation Item>

6. The university regularly inspects and evaluates the appropriateness of its education and research environment, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Regular inspection and evaluation of the education and research environment based on appropriate evidence (materials and information).
- Improvements made based on the inspection and evaluation results.

<Evaluation Considerations>

- How is self-study of the education and research environment conducted in terms of standards, systems, methods, and processes?
- How are the self-study results used to improve the education and research environment?

Standard 9: Social Cooperation and Contribution

<Evaluation Item>

1. The university has formulated a policy on social cooperation and contribution activities designed to return the fruits of its education and research to society.

<Perspectives of Evaluation>

- Formulation of a policy on social cooperation and contribution activities that are in line with the university's mission and purpose and the objectives of the undergraduate and graduate divisions.

<Evaluation Considerations>

- What is the content of the policy on social cooperation and contribution activities?
- How is the policy on social cooperation and contribution activities shared across the institution?

<Evaluation Item>

2. The university undertakes social cooperation and contribution activities in accordance with its policy on social cooperation and contribution activities, and returns the fruits of its education and research to society in an appropriate manner.

<Perspectives of Evaluation>

- Appropriate collaboration arrangements with external organizations.
- Promotion of education and research through social cooperation and contribution activities.
- Participation in community exchange and international exchange projects.

<Evaluation Considerations>

- What collaborative projects with external organizations and local communities are being undertaken in line with the policy on social cooperation and contribution activities? What efforts are being made to return the knowledge and technologies generated by the institution to society?
- How are the needs of local communities or the larger society reflected in the social cooperation and contribution activities?

<Evaluation Item>

3. The university regularly inspects and evaluates the appropriateness of its social cooperation and contribution activities, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Regular inspection and evaluation of social cooperation and contribution activities based on appropriate evidence (materials and information).
- Improvements made based on the inspection and evaluation results.

<Evaluation Considerations>

- How is self-study of the social cooperation and contribution activities conducted in terms of standards, systems, methods, and processes?
- How are the self-study results used to improve the social cooperation and contribution activities?

Standard 10: University Management and Finance: [1] University Management

<Evaluation Item>

1. The university has formulated a university management policy for the achievement of its medium- to long-term plans that reflect its mission and purpose and consider its future prospects.

<Perspectives of Evaluation>

- Formulation of a university management policy designed to achieve its medium- to long-term plans that reflect its mission and purpose and consider its future prospects.
- Sharing and communication of the university management policy with the university community.

<Evaluation Considerations>

- What is the content of the university management policy?
- How is the university management policy shared across the institution?

<Evaluation Item>

2. In accordance with its policy, the university has established and clearly defined the roles and responsibilities of its leadership positions (e.g. president) and offices (e.g. faculty council), and is effectively managed by them.

<Perspectives of Evaluation>

- Establishment of an appropriate organizational structure for university management.
 - ✓ Definition of the selection process and authority of the president
 - ✓ Definition of the selection process and authority of officials
 - ✓ Establishment of the president's decision-making authority and implementation process
 - ✓ Definition of the roles and responsibilities of the faculty council
 - ✓ Definition of the relationship between the president's decision-making authority and the roles and responsibilities of the faculty council
 - ✓ Definition of the authority and responsibilities of the academic organization (university) and the corporate organization (e.g. board of trustees)
 - ✓ Responses to the opinions of students and university personnel
- Implementation of appropriate crisis management measures.

<Evaluation Considerations>

- How are the administrative offices involved in university management organized in accordance with the university management policy?
- How do the regulations define the roles and authority of administrative officials (e.g. president) and offices (e.g. faculty council)?
- Are management decisions made and authority enforced in compliance with the relevant laws and regulations?

<Evaluation Item>

3. The university sets and executes the budget appropriately.

<Perspectives of Evaluation>

- Clarity and transparency of the budget execution process.
 - ✓ Internal control.
 - ✓ Establishment of a mechanism to analyze and evaluate the effectiveness of the budget executed.

<Evaluation Considerations>

- How is the budget set?
- How is the budget executed?
- How is transparency ensured in budget execution?

<Evaluation Item>

4. The university has established and ensures the effective functioning of the administrative offices responsible for university management duties, including running the corporation and the university and providing support to facilitate education and research.

<Perspectives of Evaluation>

- Appropriate organizational structure and staff placement for university management.
 - ✓ Establishment and appropriate implementation of regulations on staff hiring and promotion
 - ✓ Staff allocation responsive to increasingly diverse and specialized duties and the partnership between academic staff and administrative staff in university management (e.g. academic and administrative staff collaboration)
 - ✓ Appropriate staff evaluation and rewarding based on the personnel evaluation policy

<Evaluation Considerations>

- Is the administrative structure set up in such a way to facilitate smooth and effective execution of university management duties?
- How are personnel actions (e.g. hiring and promotion) handled?
- Describe the staff training and placement strategies adopted for staff with specialized knowledge and skills in order to respond to increasingly diverse and specialized challenges.
- How do academic staff and administrative staff work together in university management?
- Describe the staff evaluation and rewarding practices in place.

<Evaluation Item>

5. The university adopts strategies to motivate and upskill its academic and administrative staff in order to ensure appropriate and effective university management.

<Perspectives of Evaluation>

- Systematic implementation of the professional development programs necessary for university management.

<Evaluation Considerations>

- What professional development activities are systematically offered to academic and administrative staff in order to enhance their university management skills?

<Evaluation Item>

6. The university regularly inspects and evaluates the appropriateness of its university management, and uses the self-study results for improvement.

<Perspectives of Evaluation>

- Regular inspection and evaluation of the university management based on appropriate evidence (materials and information).
- Appropriateness of the audit process.
- Improvements made based on the inspection and evaluation results.

<Evaluation Considerations>

- Are the audit process and content appropriate?
- How is self-study of the university management, including the set-up of the administrative structure, conducted in terms of standards, systems, methods, and processes?
- How are the self-study results used to improve university management?

Standard 10: University Management and Finance: [2] Finance

<Evaluation Item>

1. The university has established appropriate medium- to long-term financial plans to support the continuity of education and research.

<Perspectives of Evaluation>

- Establishment of medium- to long-term financial plans consistent with the medium-to long-term plans that take into consideration the university's future prospects.

<Private universities>

- Establishment of a financial ratio index or target.

<Evaluation Considerations>

- What are the contents of the medium- to long-term financial plans?
- Are the financial plans specific and viable?
- How is the financial ratio index or target established?

<Evaluation Item>

2. The university has established an adequate and sufficient financial foundation to support the continuity of its education and research activities.

<Perspectives of Evaluation>

- Financial foundation (or budget allocations) sufficient to achieve the institution's mission and purpose, and financial plans developed based on the mission and purpose.
- Mechanism for implementing education and research activities while achieving financial security.
- Sourcing and asset management of external funding (e.g. MEXT's Grant-in-Aid for Scientific Research, donations, costs of funded research, and joint research funds).

<Evaluation Considerations>

- Does the university have a sound financial foundation sufficient to maintain and improve the level of its education and research?
- Describe the programs in place to acquire external funding as a means to avoid excessive reliance on tuition revenue, and the amounts secured through such programs.