

University Accreditation Results
(Results for Certified Evaluation and Accreditation for university)

Shibaura Institute of Technology



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| Basic Information of the Institution | |
| Ownership: Private | Location: Tokyo, Japan |
| Accreditation Status | |
| Year of the Review: 2018 | |
| Accreditation Status: accredited (Accreditation Period: April.01.2019 – March.31.2026) | |

Certified Evaluation and Accreditation Results for Shibaura Institute of Technology

Overview

Shibaura Institute of Technology (hereafter, the University) was established based on the founding philosophy of “nurturing engineers who learn from society and contribute to society.” The University defines its mission and purpose as “cultivating outstanding engineers by conducting in-depth engineering research as a core academic discipline to contribute to world cultures, while providing well-rounded education ranging from general education to specialized engineering education to help students develop character, master theoretical knowledge, and improve their physical fitness.” In fiscal 2015 the University formulated “Centennial SIT Action” as medium- and long-term plans to specify such measures as specific indicators for joining the top ten engineering universities in Asia, and strives today to advance its educational and research activities under the president’s leadership.

As for the University’s educational approaches, all faculties and graduate schools, excluding some academic units of the graduate school, appropriately organize the curricula based on their degree award and curriculum design and implementation policies. All faculties use curriculum maps and course models to display the entire curriculum structure and interconnected subjects to enable students to take courses systematically and sequentially. The University has also increased the percentage of active learning subjects to shift its educational focus from passive lecture classes to active learning, and pursues educational reforms by adopting outside perspectives through active involvement in the “Acceleration Program for University Education Rebuilding (AP)” of the Ministry of Education, Culture, Sports, Science and Technology. It is commendable that “I-Co-B (Innovative Collaboration Bench)” was established as an active learning space to create a global educational and research environment with the aim of realizing the University’s mission and purpose.

In the “Centennial SIT Action” strategy, the University declares its commitment to becoming a global university in science and technology while participating in community contribution activities as a “Center of Excellence for global and regional researches,” and plays an active role in social cooperation and contribution in partnerships with regional companies and public organizations. It is commendable that the University has developed an academic and administrative staff collaboration system led by the Headquarters for Promotion of Multi-Phase Industry-Academia Collaboration to

strengthen its cooperation with the communities in each campus area and continuously work on regional problem solving through its educational activities.

There are several issues the University needs to address, however. In regard to educational programs, some academic units in the master's and doctor's programs of the graduate school do not state the intended learning outcomes appropriate to the degrees, including the knowledge, skills, and abilities to be acquired upon completion, in their degree award policies. Furthermore, all academic units of the graduate school fail to define the screening criteria for theses and dissertations and to formulate research guidance plans specifying research guidance methods and schedules. These items need to be included in the graduate school's basic guidelines. The undergraduate program lacks in efforts to ensure credit validity, and appropriate measures need to be addressed in light of the purpose of the credit system, including credits for teaching qualification courses.

Since many of these issues are attributed to differences in initiatives between the faculties or between the academic units of the graduate school, a university-wide perspective should be adopted to handle the issues.

To make improvements, the University positioned the Faculty and Graduate School Deans' Meeting as an organization responsible for promoting internal quality assurance in fiscal 2017, and developed an internal quality assurance system that connects the existing self-study with an examination of the achievement status of the action agenda stated in "Centennial SIT Action." This system is expected to be used effectively for improvement and development.

The University's internal quality assurance system was actually reorganized after reviewing the roles of the organizations concerned with internal quality assurance in 2017, and the related regulations were revised in 2018 before the above system was articulated. With these initiatives representing only the first step, the University is expected to verify the effectiveness of its internal quality assurance system, deepen the understanding of the system within the University, and expand the system throughout the university, thereby making further improvements with the new system.

Notable Strengths

Education and Research Environment

- The University's "Centennial SIT Action" strategy sets the objective of becoming a model school for global science and technology education and promotes students' active learning while improving the educational environment to provide global

education and research. To that end, “I-Co-B (Innovative Collaboration Bench)” was established as an active learning space on Omiya Campus in 2013. Following this concept, “Global Learning Commons” were opened on the Omiya and Toyosu campuses in 2016 as facilities where students can independently hold language learning workshops and provide consultation services for study abroad. In accordance with this long-term vision, the University is creating a better environment to interact with international students through facilities that include an international student dormitory and equipment. It is commendable that these efforts are helping to encourage study abroad and accept more international students.

Social Cooperation and Contribution

- In line with its social cooperation and contribution policy, the University collaborates with the local community in various fields, including education, culture, industry, and community development, and is actively involved in solving regional challenges by aligning its educational activities with manufacturing. To promote these initiatives, the Headquarters for Promotion of Multi-Phase Industry-Academia Collaboration was established to continue the University’s regional contribution activities for industrial development. Specifically, “Industry-Academia PBL Collaboration” is linked to seminar courses, where students participate in supporting community development projects, technological innovation, and new product development for small and medium-sized firms. These achievements, shared with society through the “Regional Co-creation Symposium” and other events, are commendable as the University’s distinctive regional contribution activities.

Suggestions for Improvement

Educational Program and Outcome

- The Global Course of Engineering and Science (master’s program) and the Program Functional Control Systems (doctor’s program) of the Graduate School of Engineering and Science do not state the intended learning outcomes appropriate to the degrees, including the knowledge, skills, and abilities to be acquired upon completion, in their degree award policies. This issue should be improved. In addition, the degree award and curriculum design and implementation policies are not established for the degrees conferred in the doctor’s programs of the Graduate School

of Engineering and Science. This issue should also be improved.

- All faculty departments cap the number of credits students can register for in one year as a measure to ensure credit validity, but they accept credits that exceed the maximum for subjects related to teaching qualification courses, with no measures taken to ensure credit validity for such students. This issue should be improved with the system reviewed to monitor and manage those students registering credits exceeding the one-year credit maximum in light of the purpose of the credit system.
- None of the graduate schools, excluding the professional graduate school, define the screening criteria for theses and dissertations in each course. This issue should be improved.

Recommendations

Educational Program and Outcome

- None of the graduate schools, excluding the professional graduate school, specify the research guidance methods and schedules as research guidance plans for each school. This situation must be corrected with these items defined and clarified to students beforehand.