

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

Aichi University



Basic Information of the Institution	
Ownership: Private	Location: Aichi, Japan
Accreditation Status	
Year of the Review: 2021	
Accreditation Status: accredited (Accreditation Period: April 1, 2022 – March 31, 2029)	

Certified Evaluation and Accreditation Results for Aichi University

Overview

The founding philosophy of Aichi University are “contribution to world culture and peace,” “training individuals with global knowledge and perspectives,” and “contribution to the local community.” Its purpose is defined as “providing a high level of knowledge and specialized professional training, and developing talented individuals who can contribute to the development of human society from a broad, global perspective.” In order to realize the founding philosophy and objectives of the University, the University has developed the Fourth Basic Program, starting in AY2016, which sets out a vision for the University ten years on. This consists of five points, including “a university that stands as a leader among private universities in the Chubu region and is highly regarded nationwide,” and “a university that, in accordance with its founding philosophy, develops globally-oriented individuals who can contribute to world peace, culture, and the local community.” In so doing, it is working to fulfill its founding ideals by outlining specific initiatives for regional cooperation in education and research, international education and research, and student support. From AY2021, under the Fifth Basic Program, the University is steadily working to enhance its educational and research activities.

Regarding internal quality assurance, under the Self-inspection and Internal Quality Assurance Committee, a university-wide organization for promoting internal quality assurance, three checks and reviews were conducted: “project plans/project reports,” “Self-inspection of faculties and graduate schools,” and “target management by sections and departments,” with improvement and enhancement efforts made based on the results. However, regarding the operation of the system, feedback for improvement provided by the Self-inspection and Internal Quality Assurance Committee based on the check and review results is inadequate. This should be improved.

All faculties in the undergraduate program have organized their curricula appropriately in accordance with the degree award policy (diploma policy) and curriculum design and implementation policy (curriculum policy). All faculties have established curriculum maps that show the overall structure of the curriculum and the relationship between courses, as well as course classifications, years of study, and course requirements to enable students to systematically take courses in order. The

University is aiming to implement practical education that reaches beyond classroom learning by adopting methods such as active learning, team teaching, and project-based learning, tailored to the nature and characteristics of each faculty. In addition, faculties appropriately ascertain and assess students' learning outcomes, which are clearly stated in the degree award policy, through means including a "Learning Outcomes Questionnaire."

However, there are several issues that need to be improved with regard to the Graduate School. First, there are deficiencies in the curriculum design and implementation policies of some graduate schools, and there are no specific review criteria regarding research outcomes on specific subjects. In addition, the measurement of learning outcomes described in the degree award policy is inadequate for all graduate programs. This should be improved. Improvements are also required with respect to student enrollment, because some graduate schools have low ratios of student enrollment relative to the student enrollment cap.

In addition, as of May 1, 2020, one graduate school was short of one research supervising faculty member necessary to meet the Standards for the Establishment of Graduate Schools, and another graduate school was short of one research supervising faculty member as of September 1, 2021. Although these shortages were subsequently remedied, the fact that this had been the case for two years indicates that the check and review of faculty was inadequate and that the internal quality assurance system was not functioning properly. Given that the Board of Trustees is expected to examine the check and review of the faculty, it is hoped that steps will be taken to steadily implement this going forward.

Meanwhile, outstanding initiatives include the implementation, under the student support policy, of systematic career support "from admission to graduation" led by the Career Support Center and the active promotion of volunteer activities led by such bodies as the Volunteer Center, forming a bridge to the local community. In addition, "contributing to the local community," which has been one of the founding philosophy of Aichi University since its establishment, forms a pillar of its education and research activities, with the Faculty of Regional Policy playing a central role in these efforts.

In light of the above, the University will work to promptly address recommendations for correction and issues for improvement through internal quality assurance initiatives, and the JUAA looks forward to further development based on the steady progress of many distinctive initiatives aimed at realizing the future vision of Aichi University 10 years from now set out in its Fifth Basic Program.

Notable Strengths

Student Support

- As part of Career Integrated Systems for Aichi University introduced in AY2011, the Career Support Center plays a central role in providing systematic career support that interconnects undergraduate education, student life and extracurricular activities, career design, and support for job hunting activities. In particular, Career Field, a career design program for junior students conducted alongside companies and local governments, offers project-based learning to solve problems faced by society, with many students participating. This includes Learning+, a career development program based on industry-government-university collaboration, lectures, and interviews with alumni. These initiatives, which are in line with the University's founding philosophy of "contributing to the local community" and the policy of student support "from admission to graduation," are highly commendable, leading to improved self-analysis and career awareness among students.
- In addition, by providing for support for volunteering in accordance with the student support policy, the University is making efforts to encourage students' own independent activities. Particularly on the Nagoya campus, the Volunteer Center plays a central role in offering support by providing a variety of information through the Volunteer Bank System, coordinating with volunteer sites, and offering overseas volunteer programs, etc. Moreover, in a joint activity with the Toyohashi Campus, students have been sent to China on an ongoing basis to participate in overseas volunteer activities aimed at desert afforestation. In this way, the University as a whole is active in promoting volunteer activities, which is expected to lead to students' growth and independence in society, as stated in the policy. These volunteer activities are well regarded and much appreciated by the local community, and as such, they are highly commendable as a bridge to the community grounded in the University's founding philosophy.

Social Cooperation and Contribution

- "Contributing to the local community" has been one of the pillars of the University's education and research since its establishment. Accordingly, it is engaged in a variety of community service activities, including cooperative projects with local governments and organizations. In particular, in recent years,

students from the Faculty of Regional Policy, the Faculty of Letters, and the Junior College have been taking part in a collaborative project to promote the sale of “Disaster Prevention Crackers” in cooperation with Aichi Prefecture’s Higashimikawa Prefectural Office and a local long-established Japanese confectionery store. In addition, Hida-takayama Research Center of Regional Revitalization conducts commissioned research, makes policy proposals for Yatomi City’s comprehensive plan, participates in public relations activities for Chiryu City, and conducts a variety of other community collaboration activities that draw on students’ perspectives. These are commendable efforts that embody the University’s founding philosophy.

Suggestions for Improvement

Internal Quality Assurance

- Three self-studies are conducted under the Self-inspection and Internal Quality Assurance Committee: “project plans/project reports,” “Self-inspection by faculties and graduate schools,” and “target management by sections and departments,” with improvement and enhancement efforts made based on the results. However, feedback for improvement provided by the Self-Study and Internal Quality Assurance Committee on the basis of the check and review results is inadequate. This should be improved.

Educational Program and Learning Outcomes

- There is no indication in the curriculum design and implementation policy of the basic approach to curriculum implementation in the Master’s Program of the Graduate School of Economics and the Doctoral Program of the Department of Local Community Systems in the Graduate School of Letters. This should be improved.
- In master’s, doctoral, and professional graduate programs, the measurement of learning outcomes indicated in each graduate school’s degree award policy is insufficient. This should be improved.

Student Enrollment

- In terms of the ratio of student enrollment to the student enrollment cap, there are no enrollment in the Doctoral course in the Graduate Department of Law, Master’s and Doctoral courses in the Graduate Department of Economics, and

the Doctoral course in the Graduate Department of Business Administration. Meanwhile, the said ratio is 0.47 for the Master's course in the Graduate Department of Business Administration, 0.07 for the Master's course in the Graduate Department of Humanities, 0.22 for the Doctoral course in the Graduate Department of Humanities, 0.23 for the Master's course in the Graduate Department of International Communication, and 0.47 for the Professional degree course in the Graduate School of Law (Law School), which are low. This should be improved to ensure proper graduate student quota management.

Recommendation

Educational Program and Learning Outcomes

- In the Master's course in the Graduate Department of International Communication, although the graduate school regulations stipulate that research achievements on a specific subject may be substituted for an examination of a master's dissertation, no specific examination criteria have been established. This should be corrected.