

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

Aichi University



<b>Basic Information of the Institution</b>	
Ownership: Private	Location: Aichi, Japan
<b>Accreditation Status</b>	
Year of the Review: 2014	
Accreditation Status: accredited (Accreditation Period: April.01.2015 – March.31.2022)	

## Certified Evaluation and Accreditation Results for Aichi University

### Overview

Aichi University (hereafter, the University) was originally Toa-Dobunshoin (founded in 1901) and was established in 1946 in Toyohashi City, Aichi Prefecture, as the only university in Central Japan specializing in the fields of law and literature. Thereafter, the University established new departments, faculties, and graduate schools and has gone through reorganization. Currently, the University contains seven faculties: the Faculty of Letters, the Faculty of Economics, the Faculty of International Communication, the Faculty of Law, the Faculty of Business Administration, the Faculty of Modern Chinese Studies, and the Faculty of Regional Policy; six graduate departments: the Graduate Department of Law, the Graduate Department of Economics, the Graduate Department of Business Administration, the Graduate Department of Chinese Studies, the Graduate Department of Humanities, and the Graduate Department of International Communication; and two professional schools: the Law School and the Accounting School. Since 2012, the University has engaged in education and research activities on the three campuses. The Kurumamichi Campus, where the headquarters and many of the graduate departments are based, is located in Nagoya City, Aichi Prefecture. The Faculty of Letters, the Graduate Department of Humanities, and the Faculty of Regional Policy use the Toyohashi Campus, and the Nagoya Campus houses the other five faculties.

Prior to this accreditation review, the Law School had already undergone professional graduate school accreditation review by the National Institute for Academic Degrees and University Evaluation (NIAD-UE) in 2012 and was accredited, and also the Accounting School had already undergone the review by Japan University Accreditation Association (JUAA) in 2010, and was accredited. Thus, JUAA reviewed both Schools this time by examining the improvements made after that time from the standpoint of University Accreditation (institutional certified evaluation and accreditation).

After its accreditation review by JUAA in 2007, the University has made efforts to internationalize its education by enriching students' education with overseas study experiences and actively encouraging social contribution activities by providing students with volunteer opportunities in the local community. Through these activities, the University achieves its educational purpose. Another notable feature includes enrichment of career education through construction of a consistent student support system from admission to graduation. However, in addition to shortages in the number of required faculty in the graduate school and enrollment management at admission, changes that affect the quality of education are necessary in other areas as well, such as improvement of syllabi. To improve these issues, the University should review the related policies and connect them to improvement and reform. Through this process, further development of the University is expected.

### Notable Strengths

#### *Educational Content, Methods, and Outcome*

- In the Faculty of Modern Chinese Studies, all students study Chinese from the first year, and all students attend Nankai University, People's Republic of China, where they receive four months of Chinese-language class in the spring of the second year (the third semester). The intensive learning that students experience by participating in the foreign program represents educational content that fits into the doctrine and purpose of the Faculty. After completing the program in Nankai University, most of

the students pass Level IV of HSK (the Chinese proficiency test), the proficiency level necessary to pursue studies in the science fields in Chinese universities. It is commendable that this curriculum not only contributes to improving students' language skills, but also improves students' intercultural understanding and fosters their spirit of independence.

- In the Graduate Department of Chinese Studies, diverse coursework, including fieldwork in China, is offered in the curriculum and this educational content fits into the mission and purpose of the Graduate Department. During their study in China, graduate students come to know the situation of the region where they are studying directly by collecting historical materials. Furthermore, they continue to collect historical material and often visit archives in various regions even after they complete their studies in China. It is commendable that these experiences in China enrich the academic value of the graduate students' doctoral dissertations.
- In the Faculty of Law's Public Administration Course, the faculty set up a working group to review the contents of the curriculum in order to formulate a curriculum appropriate for students' career paths and began to offer courses including "Study of Local Government Officer," "Political Science Special Lecture 3" (a sponsored course), and "Basic Seminar II N." As a result, the number of students who passed the civil service examination increased by twenty percent in 2013 as compared to the previous year. It is commendable that with the addition of these courses, the Faculty achieved the purpose of developing students' capabilities to apply legal standards and political concepts to the actual situations.

#### *Student Support*

- To establish an enrollment management, various organizations within the University concerned with education, from admission to graduation and student support, worked together to form the Career Formation Examination Committee. This committee examines various issues related to undergraduate education by asking graduating students to review their learning experience throughout the entire University. The committee uses the survey results to specifically analyze the learning outcomes and the correlations of GPA to the entrance examination system and employment. It is commendable that this information is used to provide detailed study guidance and support to students.
- The Student Affairs Division took the initiative of installing a volunteer center and establishing a volunteer bank system in order to promote and support of volunteer activities as a policy. As a result, many students participate in volunteer activities and make contributions to the local community. For example, the Nagoya Campus has seven volunteer teams, and the Student Local Contribution Project of the Toyohashi Campus also performs volunteer activities. Moreover, the University developed a peer support system that helps students learn from each other. It is commendable that these are systematic efforts to cultivate independence and self-propelling power in students, and demonstrate the founding spirit of contributions to the local community.

#### **Suggestions for Improvement**

##### *Faculty and Faculty Organization*

- While the criteria for hiring and promotion of the faculty are defined generally in the university-wide regulation: "Regulation for Hiring and Promotion of the Faculty

and Staff of Aichi University,” in the Faculty of Letters, the Faculty of Economics, the Faculty of Law, and Faculty of Regional Policy, specific criteria for each of the Faculties have not been clearly defined. This should be improved.

#### *Educational Content, Methods, and Outcome*

- The curriculum of the doctoral programs in the Graduate Department of Humanities and the Graduate Department of Business Administration do not include appropriate coursework. Considering the purpose of the course-based graduate school system, the doctoral programs should offer appropriate coursework.
- The category of assessment criteria is missing in the syllabus of all faculties and graduate departments, and the assessment criteria of each class are not stated clearly. The descriptions of class content and class schedule in the syllabus vary. The descriptions in the syllabus should be improved, and constant review of class progression is expected so as to deliver education based on the syllabus.
- In each of the graduate departments except the professional schools, the Graduate Department Faculty Development Committee is supposed to take the initiative to carry out faculty development activities, but the committee is inactive. To respond to the particular educational issues of the graduate department, the committee should function well and engage in faculty development activities.

#### *Enrollment*

- In the admission policies of the Department of English Studies and the Department of Comparative Culture in the Faculty of International Communication, and in the Graduate Department of Economics, images of desirable students are not presented clearly. This should be improved.
- In the master’s program in the Graduate Department of Chinese Studies, the required language skills for the specialty field in the department are not clearly stated. This should be indicated in the admission policy, and the department should be expected to admit students according to the policy. In addition, in the dual-degree option implemented in the Graduate Department of Chinese Studies as a part of the doctoral program, the admission policy and the policy for research instruction should be developed.
- The ratio of enrolled students to the student enrollment cap is high at 1.25 in the Faculty of Law, at 1.27 in the Faculty of Modern Chinese Studies, and at 1.27 in the Department of English Studies in the Faculty of International Communication. In regards to the insufficiency in enrollment quota, the ratio of enrolled students to the student enrollment cap is low at 0.10 in the master’s program and at 0.33 in the doctoral program in the Graduate Department of Humanities, at 0.08 in the master’s program and at 0.00 in the doctoral program in the Graduate Department of Economics, at 0.20 in the master’s program in the Graduate School of Business Administration, at 0.00 in the doctoral program in the Graduate Department of Law, and at 0.33 in the master’s program in the Graduate Department of International Communication. These numbers should be improved.

#### *Administration and Finance*

- The University reconsidered its financial plan and postponed a new construction plan because most of its debt-related ratios are higher than the averages of private

universities with the faculty of literature and other faculties. Given that fact, it is necessary to consider formulation of a fiscal plan that includes the period after the end of the current investment in facilities (in 2018), and effective use of the campuses including Toyohashi and Kurumamichi. The University should formulate a financial plan that enables future investment in facilities without causing problems in education and research activities.

### **Area of Serious Concern**

#### *Faculty and Faculty Organization*

- For the doctoral program of the Business Administration major in the Graduate Department of Business Administration, the University must hire two more full-time faculties who have research supervisor status in order to satisfy the legal requirements. It is urgent that this be corrected immediately.

#### *Enrollment*

- The ratio of enrolled students to the student enrollment cap is high at 1.30 in the Department of Business Administration in the Faculty of Business Administration, and at 1.27 in the entire Faculty of Business Administration. These numbers must be rectified.