Public Provision of Information by Higher Education Institutions

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- **Universities obliged to proactively provide information on status of university education and research (1999)**

  (On the corresponding Japanese slide page, Article 2-2 of the Standards for Establishment of Universities as of the time of the emendateio in 1999 is quoted)

- **Obligation to provide status of education and research activities was legislated (2007)**

  (On the corresponding Japanese slide page, Article 113 of the School Education Act as of the time of the emendateio in 2007 is quoted.)

- **Information that a university shall provide specified and successively increased (2011, 2016, 2017, 2019)**

  (On the corresponding Japanese slide page, Article 172-2 of the Regulation for Enforcement of the School Education Act as of 2023, which consists of 5 clauses. The first paragraph defines the 9 types of information to be provided for all kinds of higher education programs, with further requirements for specific kinds thereof. Some annotations are supplied to indicate the time of augmented requirements.)

- **The condition of public information provision subject to evaluation in Certified Evaluation and Accreditation (2011)**

  (On the corresponding Japanese slide page, paragraphs 1 and 2 of Article 1 of the Ministerial Ordinance Providing Details Required to Apply Standards Provided in Paragraph 2 of Article 110 of the School Education Act are quoted)

Overview of Policy for Management of Teaching and Learning

We must shift to learner-oriented education in order to raise independent learners who can thrive in an era of unpredictability. Thus, universities must emphasize the concept of management of teaching and learning (MTL) as educational institutions.

What is MTL?

- Critical management operations are carried out by universities in to achieve educational objectives and are closely tied to the establishment of internal quality assurance.
- Such quality assurance places special emphasis upon on-campus resources (personnel, facilities, etc.) and time that students commit to educational activities, which are limited, and more of "learner perspective" than "supplier perspective" to establish student-oriented learning.

Policy for MTL

- Demonstrate university management (= established as a system of MTL) that fulfills accountability to society while improving teaching to achieve learner-oriented education.
- This policy is not an "instruction" since each university should establish MTL based on its autonomy.
- The main aim is to help promote initiatives for which full implementation has been deemed necessary from the viewpoint of quality assurance to universities and other institutions whose educational improvement initiatives have not been fully successful.
- It is strongly desired that university presidents, vice-presidents and deans refer to this policy. In addition, this policy has been made not only for academic and administrative staff directly involved in education, but also for current and prospective students, and those who pay tuition, as well as relevant parties connected to universities, such as local communities and industries, to understand MTL.

The establishment of MTL for each academic program under the leadership of the president is sought. *"University-wide" level*

The Three Policies ("Diploma policy (DP)", "Curriculum policy (CP)", "Admission policy (AP)")

Vitally important in the establishment of MTL / Deemed as the starting point for improving the quality of learner-oriented education

"Academic program" level

"Subjects" level

IV Foundation of supporting management of teaching and learning (FD/SD, Teaching and Learning IR)

I Specify learning objectives through "The Three Policies"

II Develop and implement subjects and curriculum

Addendum: Implement university entrance examinations based on "Admission policy"

III Ascertain and visualize learning and education outcomes

Ensuring overall consistency

Assessing the outcomes of education

Proactive accountability

V Public information provision

Trust and support from society

Public information provision under the Certified Evaluation and Accreditation

In the "Ministerial Ordinance Providing Details Required to Apply Standards Provided in Paragraph 2 of Article 110 of the School Education Act", Standards for Evaluation and Accreditation of Universities are regulated as one of the requirements for evaluation and accreditation organizations to be certified by the Minister of Education, Culture, Sports, Science and Technology. This includes "public information provision pertaining to the condition of education and research activities".
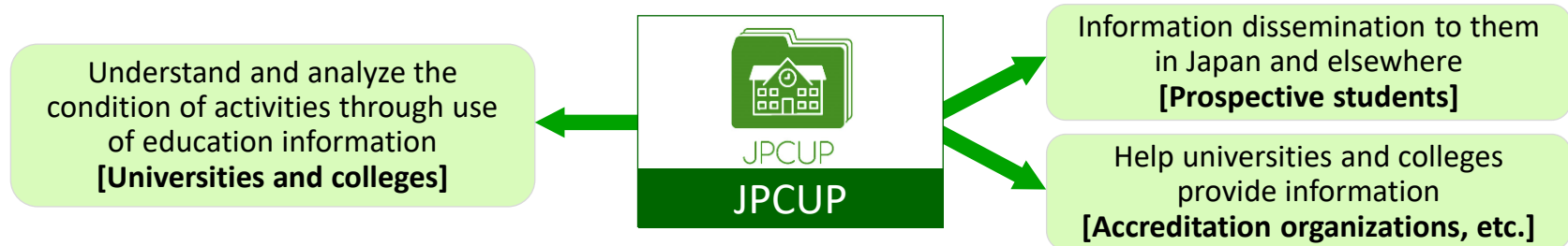
Name of certified evaluation and accreditation organizations	Evaluation standards	Examples of confirmed legal compliance status
Japan University Accreditation Association (JUAA)	Standard 2: Internal Quality Assurance [Evaluation items] 4. The university fulfills its accountability to society by providing clear public statements about its education and research activities, self-study results, finances, and the status of its various activities.	○ Article 172-2, Regulation for Enforcement of the School Education Act ● Article 63-2, Private Schools Act ● Article 22-6 Regulation for Enforcement of the Education Personnel Certification Act ● Paragraph 3 of Article 38, Act on General Rules for Incorporated Administrative Agencies (application, mutatis mutandis) ● Paragraph 3 of Article 34, Act on Local Incorporated Administrative Agencies ● Paragraph 2 of Article 47, Private Schools Act
National Institution for Academic Degrees and Quality Enhancement of Higher Education (NIAD-QE)	Standard 3-6: The university publicizes information on its education and research activities appropriately.	
Japan Institution for Higher Education Evaluation (JIHEE)	Standard 5． Management, Administration and Finance Scope: Management Discipline, Board of Directors, Administration, Financial Base and Fiscal Balance, Accounting Point Evaluated 5-1. (Management discipline and integrity)	
Japan Association for College Accreditation (JACA)	Standard IV. Leadership and Governance > Theme C. Governance 3 Universities have a high degree of public and social responsibility, actively providing and disclosing information to uphold accountability.	
Japan Association for Quality of University Education (JAQUE)	Standard 1. Basic evaluation: Assurance of conformity of regulation (g) Matters concerning public information provision pertaining to the condition of education and research activities.	NOTE: Whether ● is subject to evaluation depends on the type of establishment and curriculum.

Japanese College and University Portraits (JPCUP)

Overview/Purpose

Construct a common mechanism for utilizing and providing university and college education information employing a database.

- **Communicating the condition of the various education activities** of universities and colleges in a manner easily understood by diverse parties, both foreign and domestic.
- Enabling universities and colleges **to utilize education information** to better understand and analyze the condition of their own activities.
- Establishing a common mechanism for the provision of fundamental information, and **help** universities and collages respond to **various surveys**.

Understand and analyze the condition of activities through use of education information
[Universities and colleges]

JPCUP
JPCUP

Information dissemination to them in Japan and elsewhere
[Prospective students]

Help universities and colleges provide information
[Accreditation organizations, etc.]

Main information provided by JPCUP

Started providing information on national, public and private universities and junior colleges through JPCUP in March 2015.
(https://portraits.niad.ac.jp/)

[Institutional level]
- Basic information on the university
- Education and research objectives, etc.
- Characteristics of the university, etc.
- Basic organization for education and research
- Campus
- Evaluation results
- Student support (learning support, career and academic advancement option support, etc.)
- Extracurricular activities

[Faculty/graduate school-level]
- Education and research objectives and the Three Policies
- Characteristics of the faculty/graduate school, etc.
- Curriculum (available academic degrees, academic fields, assessments of learning outcomes, etc.)
- Qualifications
- Entrance examinations (enrollment numbers, exam method, etc.)
- Academic staff (staff organization, number of staff, their academic degrees and achievements)
- Students (capacity, number of students)
- Campus
- Expenses and financial support (tuition, scholarships, tuition exemptions, etc.)
- Advancement (number of students graduating/completing programs, number of students pursuing further education or employment)