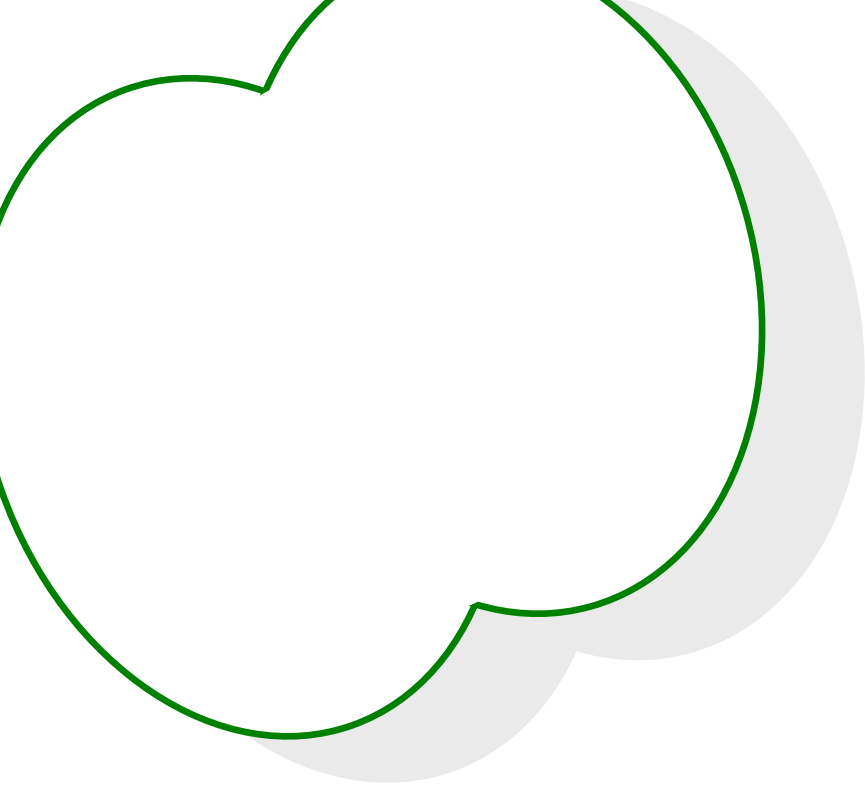




Institutional Certified Evaluation and Accreditation: Universities

Standards for Evaluation and Accreditation

2009-2010

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Foreword

The **Standards for Evaluation and Accreditation of Universities** are for the institutional certified evaluation and accreditation* of national, municipal/prefectural and private universities conducted by the National Institution for Academic Degrees and University Evaluation (NIAD-UE) pursuant to paragraph 2 of Article 109 of the School Education Law. The Standards comprise 11 aspects.

The Standards for Evaluation and Accreditation of Universities are prepared in order to evaluate the overall conditions of education, research, and other activities in universities, in particular the education of regular programs (i.e. bachelor's, master's, doctoral, and professional degree programs, diploma courses, and special courses). The 11 standards present the criteria that NIAD-UE expects universities should meet. The certified evaluation and accreditation focuses on whether or not the university as a whole meets each standard, and where appropriate, the condition at unit level is also reviewed for reference. When the university is judged to meet all the standards, it will be given the status as a qualified institution.

Below each standard, there is an **outline** explaining the reasons for establishing the standard.

Each standard is accompanied by **viewpoints*** that assist the analysis of the university in line with the standards. In principle, the university is required to comment on all viewpoints in the report. The university may create original viewpoints where necessary in the light of purpose. Judgment will be made on a comprehensive analysis of both viewpoints set by NIAD-UE and the university concerned.

Besides the certified evaluation and accreditation, NIAD-UE also conducts optional evaluation, as its main third-party evaluation activity, at the request of universities. It covers different dimensions to that of the 11 standards.

The optional evaluation items set out review points on a) the conditions of research and b) education offered to those other than full-time students which are difficult to assess adequately through the evaluation of educational activities alone. NIAD-UE focuses on the attainment of the university's goals for these two areas.

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Standard 1 Purpose of the University

1-1 The purpose of the university (its basic policy on education and research, and the basic outcomes it is endeavoring to produce) is clearly established and fit for the mission all universities bear under the School Education Law.

1-2 The purpose is informed to all members of the university and are publicly disclosed.

Outline

This standard evaluates the extent to which the university clearly states its own comprehensive purpose integrating the university's role and mission, its basic policy on the conduct of education and research, and the basic outcomes it aims to produce such as the level of achievements it wishes its students to reach. The university will also be asked to articulate its education and research goals that enable to adequately demonstrate its individuality in the evaluation process.

The university should have an explicit institutional purpose based on its ethos of founding, its history, and its environment. The university should also have goals for human resource developments and for education and research for each faculty/department and academic unit/major of graduate school clearly stated in the regulations. This purpose should commonly fit for the mission of universities prescribed in the School Education Law. In addition, the university's purpose should be made known to everyone at the university and widely disclosed to the general public.

These are essential for the university to conduct and develop its education and research and to evaluate the outcomes of these activities in a proper manner.

Where the university for example emphasizes on international cooperation or contribution to the society in its education and research, these may be identified as one of the university's unique practices if such features are articulated.

Viewpoints

1-1-i The university sets a clear purpose integrating the goals of faculty/department/program levels, and it fits for the mission of all universities as prescribed in Article 83 of the School Education Law.

1-1-ii Where the university has a graduate school, it has clear goals of the school/academic

unit/major levels that fit for the mission required for graduate schools prescribed in Article 99 of the School Education Law.

1-2-i The purpose is understood to all staff and students and are widely disclosed to the public.

Standard 2 Education and Research Structure

2-1 Basic units for education and research – faculties, departments, academic units and majors of graduate schools, other organizational units, and system for liberal education* are structured appropriately and effectively in light of the university’s purpose.

2-2 The management system necessary for the conduct of educational activities is in good condition and is functioning appropriately.

Outline

This standard evaluates the conditions of the university’s basic units for education and research, its committees, and other systems necessary for the conduct of educational activities.

To achieve the university’s education and research goals, it is essential for the university to organize basic education and research units and system for liberal education in an effective and appropriate manner. Moreover, for the university as a whole and each unit to function and deliver sound programs, internal committees such as the faculty council and academic affairs committee should be maintained and functioning appropriately.

Viewpoints

2-1-i The structures of faculties and departments (or any equivalent unit*) are appropriate for achieving the goals of education and research for its undergraduate programs*.

2-1-ii The system for liberal education is maintained and functioning appropriately.

2-1-iii The structures of academic units of graduate schools and majors (or any unit equivalent*) are appropriate for achieving the goals of education and research for its graduate programs*.

2-1-iv Where the university has special courses or diploma courses, their structures are appropriate for achieving the education and research goals.

2-1-v The affiliated education/research units function appropriately for achieving the education and research goals.

2-2-i The faculty councils and other relevant committees* are operating effectively to discuss key educational issues.

2-2-ii The bodies such as the academic affairs committee, which review academic programs and methods, are effectively structured and functioning appropriately.

Standard 3 Academic Staff and Education Supporting Staff

3-1 Necessary academic staff to conduct academic programs are appropriately allocated.

3-2 Appropriate criteria for the employment and promotion of academic staff are developed and used in a proper manner.

3-3 Research is being conducted in a manner that forms a foundation for attaining educational goals.

3-4 Education supporting staff and academic assistants necessary for carrying out academic programs are appointed appropriately.

Outline

This standard evaluates whether or not the allocation of academic staff is appropriate for fulfilling the university's purpose identified at the Standard 1.

There is no doubt that academic staff organizations as well as individual academic staff play an important role in conducting university education. For the universities to achieve their educational goals, fulfilling the requirements of the Standards for the Establishment of Universities (where distance learning programs are offered, includes the Standards for the Establishment), Graduate Schools, and Professional Graduate Schools, it is essential to have academic staff organizations structured in a way that the definition of responsibilities for education and research are clear. The university should possess academic staff organizations that are adequate in both quality and quantity, for the development of its educational programs. Furthermore, as a precondition for this, a framework which appropriately evaluates and reflects the qualifications/abilities of the academic staff in forming academic staff organizations should function.

In addition, each academic staff/organization should conduct whatever research necessary as the foundation for achieving educational goals, and reflect these activities and outcomes in the education which they provide.

Moreover, it is necessary that in the implementation of academic programs, not only academic staff, but also education supporting staff such as administrative and technical staff should be appointed appropriately, and academic assistants including teaching assistants (TAs)* are also utilized effectively.

Viewpoints

3-1-i The university possesses basic policy on the formation of academic staff organizations. In line with the policy, cooperation among academic staff is ensured under the clear roles. The university forms academic staff organizations in a way which clarifies the responsibilities for education and research.

3-1-ii The undergraduate programs have adequate academic staff and allocate full-time professors or associate professors to the main subjects.

3-1-iii The graduate programs (excluding professional degree programs*) have enough research supervisors* and assistant supervisors*.

3-1-iv The professional degree programs have enough full-time academic staff (including professional faculty*).

3-1-v Appropriate measures to activate academic staff organizations are being taken in accordance with the purpose of the university.

3-2-i Employment and promotion criteria are clear and appropriate. The university evaluates the teaching abilities of the staff of undergraduate programs and the teaching and research supervising abilities of the staff of graduate programs.

3-2-ii The educational activities of academic staff are evaluated on a regular basis. Appropriate actions are taken according to the findings.

3-3-i Research with close relation to the educational programs are conducted as a foundation for achieving the university's educational goals.

3-4-i The allocation of education supporting staff, such as administrative and technical staff, necessary and sufficient for the smooth implementation of the academic programs, are appropriate. The use of academic assistants such as TAs (teaching assistants) is effective.

Standard 4 Student Admission

4-1 In line with the educational goals, the university has a clear admission policy on the selection and the type of students it wishes to enroll. The policy is publicly disclosed and widely known.

4-2 Student admission is conducted appropriately and effectively under the admission policy.

4-3 An appropriate number of students is enrolled relative to the capacity of the university.

Outline

This standard evaluates the condition of the university's student acceptance.

The student admission of universities has a big impact on high school education and to the society. There is no doubt that the process needs to be fair and reasonable, and it is also important that they are conducted effectively in identifying students with qualities that suit the educational goals of the university.

It is therefore essential to set a clear and publicly disclosed admission policy that fully reflects the university's educational goals, what students it seeks in terms of ability and aptitude in light of them, and what policy it is taken in selecting students.

The selection process should be fit for this policy and therefore desirable students are successfully identified.

The university's educational system should be maintained relatively to the number of students. This means that to ensure the effectiveness of the educational provisions, the number of students actually admitted should not largely exceed or fall under the university's capacity.

Viewpoints

4-1-i In line with educational goals, the university has a clear admission policy on the selection and type of students it seeks, and should be publicly disclosed and widely known.

4-2-i The process of student admission appropriately follows the admission policy and is effective.

4-2-ii Where the admission policy covers international students, students who are in employment, and students transferring from other educational institutions, it is working appropriately.

4-2-iii Students are selected fairly through an appropriate selection process.

4-2-iv There are arrangements for verifying whether the admission process is being conducted in accordance with the policy. The findings are used to improve the selection process.

4-3-i A reasonable number of students is admitted relatively to the student capacity¹. If it is not, the university takes action to bridge this gap.

¹The 'reasonable number' is calculated by the average percentage of student enrollment per unit over the last five years. Over 130 percent or under 70 percent enrollment against its student capacity will be judged as 'unreasonable'.

Standard 5 Academic Programs

Undergraduate Programs:

5-1 Academic programs are systematically designed in light of the university's educational goals. Their contents, academic standards and the academic degrees awarded are appropriate.

5-2 Modes and methods of teaching and learning are appropriate.

5-3 Student assessment, the award of credits and graduation approval are appropriate and effective.

Graduate Programs:

5-4 Academic programs are systematically designed in light of the university's educational goals. Their contents, academic standards and the academic degrees awarded are appropriate.

5-5 Modes and methods of teaching and learning are appropriate.

5-6 Research is appropriately supervised in light of the goals of graduate education.

5-7 Student assessment, the award of credits and completion approval are appropriate and effective.

Professional Degree Programs:

5-8 Academic programs are systematically structured in light of the university's educational goals. Their contents, academic standards and the academic degrees awarded are appropriate.

5-9 Academic programs are designed consistently with the achievement level the relative vocational sector expects the graduates to have.

5-10 Modes and methods of teaching and learning are appropriate.

5-11 Student assessment, the award of credits and completion approval are appropriate and effective.

Outline

The academic programs are the fundamentals in assuring the quality of university education.

They should not only meet the standards required of all universities as set forth in the Standards for the Establishment of universities, graduate schools, and professional graduate schools, but also embody the educational goals of the university.

Academic programs should be systematically designed, reflecting educational goals, and their content, academic standards, and the academic degrees awarded by them should be appropriate. Modes and methods of teaching and learning should be appropriate for developing academic programs.

Furthermore, credits/academic degrees should be awarded to students who demonstrate the required level of knowledge and skills the university sets. The university should be able to secure the validity of the credits/academic degrees it awards. Regarding this, the university should be conducting sound student assessment, awarding of credits, graduation and completion appropriately, and ensure that students can fully benefit from their learning.

Here, separate standards are each set for undergraduate programs, graduate programs, and professional degree programs, due to their different features. Where the university provides distance learning programs, they will be evaluated in accordance with these standards, with reference to the Standards for the Establishment. Special courses are applied the standards for undergraduate programs, and diploma courses the standards for graduate programs.

Viewpoints

Undergraduate Programs:

5-1-i The distribution of subjects are well balanced and is designed systematically, in light of the educational goals and the academic degrees awarded, and the contents of subjects are fit for the purpose of program.

5-1-ii The formations of academic programs/lesson contents reflect diverse needs of students, research outcomes, trends of academic research, and public interests.

5-1-iii Programs are appropriately designed to promote credit substantialization*.

5-2-i Considering the educational goals, the combination and balance of modes of teaching i.e. lectures, seminars, experiments, and practice classes are appropriate, and the learning and teaching methods are appropriate as to the contents of subjects.

5-2-ii Syllabi* are elaborated in line with the rationale of the program and are made full use of.

5-2-iii Systematic arrangements are made for self-derived study and students who partly lack basic academic knowledge.

5-2-iv Where evening schools or evening courses are held, the lesson schedules are reasonable and appropriate for the registered students.

5-2-v Where distance learning programs are delivered, modes of teaching i.e. document-based lessons, broadcasting, interviewing, or any other media are maintained and appropriate guidance are delivered.

5-3-i Criteria for student assessment and graduation, responding to educational goals, are clearly established, well informed to students, and are followed appropriately through the process of student assessment, the awarding of credits, and graduation approval.

5-3-ii Procedures for responding to students' academic appeals and complaints are taken to secure the accuracy of student assessment.

Graduate Programs:

5-4-i The academic programs are designed systematically in light of the educational goals and the academic degrees awarded and the contents of subjects are fit for the purpose of program.

5-4-ii The formations of academic programs/lesson contents reflect diverse needs of students, research outcomes, trends of academic research, and public interests.

5-4-iii Programs are appropriately designed to promote credit substantialization.

5-5-i Considering the educational goals, the combination and balance of modes of teaching i.e. lectures, seminars, experiments, and practice classes are appropriate, and the learning and teaching methods are appropriate as to the contents of subjects.

5-5-ii Syllabi are elaborated in line with the rationale of the program and are made full use of.

5-5-iii Where special programs for teaching* are held, the lesson schedules are reasonable and appropriate for the registered students.

5-5-iv Where distance learning programs are delivered, modes of teaching i.e. document-based lessons, broadcasting, interviewing, or any other media are maintained and appropriate guidance are delivered.

5-6-i In accordance with the rationale of the academic programs, a system for supervising research and theses (or equivalent research outcomes*) is established and is managed under an appropriate plan.

5-6-ii Approaches to supervise research and theses are taken appropriately.

5-7-i Criteria for student assessment and completion, responding to educational goals, are clearly established, well informed to students, and are followed appropriately through the

process of student assessment, the awarding of credits, and completion approval.

5-7-ii Criteria for the assessment of theses are set and well known to students, and appropriate system for judgment are prepared.

5-7-iii Procedures for responding to students' academic appeals and complaints are taken to secure the accuracy of student assessment.

Professional Degree Programs:

5-8-i The academic programs are designed systematically in light of the educational goals and the academic degrees awarded and are fit for the purpose of program.

5-8-ii The formations of academic programs/lesson contents reflect diverse needs of students, research outcomes, trends of academic research, and public interests.

5-8-iii Programs are appropriately designed to promote credit substantialization.

5-9-i The quality of the academic programs is of a high standard that satisfies the level of achievement expected by the relative vocational sectors.

5-10-i Considering the educational goals, the combination and balance of modes of teaching i.e. lectures, seminars, experiments, and practice classes are appropriate, and the learning and teaching methods are appropriate as to the contents of subjects.

5-10-ii Syllabi are elaborated in line with the rationale of the educational program and are made full use of.

5-10-iii Where special programs for teaching* are held, the lesson schedules are reasonable and appropriate for the registered students.

5-10-iv Where distance learning programs are delivered, modes of teaching i.e. document-based lessons, broadcasting, interviewing, or any other media are maintained and appropriate guidance are delivered.

5-11-i Criteria for student assessment and completion, responding to educational goals, are clearly established, well informed to students, and are followed appropriately through the process of student assessment, the awarding of credits, and completion approval.

5-11-ii Procedures for responding to students' academic appeals and complaints are taken to secure the accuracy of student assessment.

Standard 6 Effectiveness of Institutional Performance

6-1 The education delivered is effective in encouraging its students to achieve the level of academic abilities, qualities and capacities they wish to nurture.

Outline

It is essential that the educational goals of the university are clear in what knowledge, skills, and etiquettes it intends its students to gain and cultivate through their educational activity. While it is important that the university's activities are successfully implemented as planned, it should be the students who primarily benefit from the outcomes. The university should therefore be able to collect appropriate data and understand accurately the educational outcomes that its students are benefitting or likely to benefit from.

Viewpoints

6-1-i Approaches are taken to investigate and evaluate the degree to which it is succeeding in its students attaining the levels of academic ability, qualities, capacities it intends to nurture.

6-1-ii The conditions of students' achievement of credits, progression, graduation/completion, and qualifications obtained, or the quality of their theses indicates positive results on the effectiveness of its education delivered, in terms of student ability, qualities and capacities.

6-1-iii Student surveys indicate positive results on the effectiveness of its education delivered.

6-1-iv Student destinations indicate that the education delivered is effective in nurturing students with the qualities it expects.

6-1-v Surveys to graduates and employers indicate positive results on the effectiveness of its education delivered.

Standard 7 Student Support

7-1 Students are given appropriate guidance on the courses to facilitate their learning. Arrangements for consultations, advice, and other learning support services are appropriately organized.

7-2 A suitable environment to support self-derived learning is established and appropriate support is provided for student activities.

7-3 Consulting and advising services on student life, career/employment, and financial aid are available.

Outline

Students may face various problems in their academic studies and student life. It is inappropriate to leave students to solve all these problems on their own, and therefore the university should be consistently ready to provide them the necessary support.

Problems of this kind may be related to the selection of courses, learning, accommodation, career/employment, and harassment. The university should arrange appropriate systems to address and support these problems.

On the other hand, it is essential for students be provided access to learning resources off-campus, facilities for self-study, and financial aid.

In addition, appropriate support should be provided to the students with special support requirements.

To ensure the effectiveness of its support, the university should have clear goals established for student support, allocate and manage appropriate staff and facilities of both enough quality and quantity. The problems faced by students and their learning-oriented needs are becoming diverse. Therefore, the university should be positive in seeking the needs of both general students and students with special support requirements.

Viewpoints

7-1-i Guidance is appropriately provided to students when selecting lectures or majors.

7-1-ii The students' needs in learning are properly identified, and sufficient opportunities are provided to seek advice and support.

7-1-iii Where distance learning programs are offered, there are arrangements for learning support and counseling to the students who study away from the university.

7-1-iv A framework is managed to provide appropriate learning support to students with special support requirements whenever needed.

7-2-i Students are equipped with necessary facilities for self-study and are making effective use of them.

7-2-ii Appropriate support is provided to enable students to smoothly conduct extra-curriculum activities* such as those in student unions.

7-3-i The needs on student life support* are identified, and advising and counseling services on health, student life, career/employment, and harassment are established and effective.

7-3-ii Appropriate student life support is available for students with special support requirements.

7-3-iii Financial aid is provided to students appropriately.

Standard 8 Facilities

8-1 The university has adequate facilities in place for the management of its education and research structure and academic programs.

8-2 The university possesses a library effectively managed according to education and research structure, and academic programs. The library resources are collected and classified orderly to provide the necessary information.

Outline

This standard evaluates whether the university equips its students and staff with necessary facilities required for the effective operation of education and research structure and the implementation of the academic programs.

Lecture rooms, laboratories, and IT infrastructure are adequate in capacity and are equipped with the functions necessary to the discipline. In addition, a library should be managed and maintained, and its resources should be systematically collected, organized, and made available for practical use.

Viewpoints

8-1-i The university has adequate facilities to effectively operate its education and research structures, and they are made full use of. The university endeavors to improve their accessibility.

8-1-ii The university provides and maintains an effective ICT* environment needed to implement academic programs, and it is made full use of.

8-1-iii The management policy of facilities is clearly stipulated and are known to all staff and students.

8-2-i The library is well managed. Library resources i.e. books, academic journals, audiovisual materials, and other materials needed for education and research are collected, classified and organized systematically, and are used effectively.

Standard 9 Internal Quality Assurance System

9-1 The university has in place effective arrangements for monitoring/reviewing the condition of its education, and is making improvements based on the findings.

9-2 Training programs and other appropriate approaches are taken to improve the quality of teaching/instruction.

Outline

Continuous quality improvement is essential for the achievement of educational goals. This can be fulfilled by the monitoring/review of its educational condition, through the establishment and management of effective internal quality assurance systems. This is necessary irrespective of whether the university currently needs to improvement in its education or not; it is a means to respond to unexpected changes in external factors, by the use of internal and external reviewers.

This standard evaluates whether the university, in fulfilling its purpose as stated in Standard 1, has adequate and effective systems in place or not to continuously maintain and enhance the quality of its education. For example, the focuses would be on the appropriate conduction of research and development of teaching materials and methods, FD (faculty development)*, training programs and workshops to improve the teaching quality of education supporting staff and academic assistants.

Viewpoints

9-1-i Data and material on the condition of education are appropriately collected and accumulated.

9-1-ii Interviews of students and staff are conducted, and their opinions are reflected concretely and continuously to improve the quality of education.

9-1-iii The opinions of stakeholders are reflected definitely and continuously to improve the quality of its education.

9-1-iv These feedback are used by individual academic staff in improving the quality of their teaching skills and methods.

9-2-i FD (Faculty development) is effectively being carried out and is leading to improvements of the quality of education.

9-2-ii Initiatives such as training programs are taken to improve the teaching quality of education supporting staff and academic assistants.

Standard 10 Finance

10-1 The university has a robust financial basis that enables the stable operation of education and research at present and in the future, in order to fulfill its purpose.

10-2 Appropriate financial planning that forms the base of the university's activities is formulated and executed.

10-3 Financial audits are regularly conducted.

Outline

A university cannot function without sufficient financial resources. To facilitate and conduct its education and research activities effectively over a long term, the university should have a stable financial basis. If the university's income largely depends on tuition fees, it should have certain and concrete measures to secure a stable student enrolment. In addition, the university should preserve adequate capital assets to be able to respond appropriately to unexpected changes in external factors or emergencies.

Universities earn revenue from various sources. Therefore, the university should have, and should be implementing, clear plans and policies in order to manage, allocate its income in a way that reflects their purpose. Financial status should be audited to confirm its sound management and disclosed.

Viewpoints

10-1-i The university possesses sufficient assets to stably conduct its education and research in a manner that fulfills its purpose. Debts are within the prospects to be able to cover.

10-1-ii The university has sufficient regular income that enables it to stably conduct its education and research in line with its purpose.

10-2-i The university has developed, and is implementing, appropriate budget plans as a financial foundation for their activities. The plans are presented to the stakeholders.

10-2-ii The university demonstrates a sound financial position that incomes and expenditures are within budget.

10-2-iii The university allocates its financial resources under a clear policy to its education and research, including budgets for the maintenance/management of facilities.

10-3-i Financial statements of the university corporation are made public in an appropriate form.

10-3-ii Audits of the university's finance are regularly conducted.

Standard 11 Management

11-1 The university has necessary management systems in place to fulfill its purpose.

11-2 The university has a clear management policy, and rules based on this policy, which explicitly defines the powers and responsibilities of each staff.

11-3 To enable it to fulfill its purpose, the university conducts self-assessment on the overall status of its activities and publishes the results.

Outline

For the university to work toward fulfilling its purpose at institutional level, its management organization and administration should function well and facilitate its education, research, and other activities. It is essential that universities have systems in place such as crisis/risk management to respond to unexpected changes in external factors and staff development including researcher ethics and compliance to the law. Each staff's powers and responsibilities should be clearly defined so that the management is smooth and effective.

There should be an effective organizational decision-making process in considering the needs of people both internal and external to the university.

Under the School Education Law, universities are required to conduct self-assessment. Whereas Standard 9 evaluates the arrangements for improving the quality of education, this standard focuses on the institutional-level implementation of self-assessment on the university's activities and outcomes, the development of a monitoring system for making continuous improvements, and the public disclosure of the self-assessment results.

The university is also responsible for providing the information on the condition and outcomes of education and research to the public, to facilitate the use of their outcomes.

Viewpoints

11-1-i The university's management and administration are appropriate in size and function to work toward the fulfillment of its purpose. It also has systems for crisis/risk management.

11-1-ii The university's decision-making system is organized under the leadership of the president in an effective way to fulfill its purpose.

- 11-1-iii The needs of students, staff and other stakeholders are well considered and reflected in the management.
- 11-1-iv Where the university has internal auditors, they are performing an appropriate role.
- 11-1-v Arrangements, such as training programs, for staff development are in place to enable the management and administrative structures to fulfill its responsibilities.
- 11-2-i The university has a clear management policy and internal rules based on this policy. Criteria on the selection and appointment of the executive staff and management committee members, and the powers and responsibilities of each staff are clearly stated in writing.
- 11-2-ii The university appropriately collects, stores, and organizes data and information on the conditions of its activities in a way that is easily accessible to its staff.
- 11-3-i The university conducts comprehensive self-assessment on the overall conditions of its activities with reference to relevant documents and data. The results are widely disclosed.
- 11-3-ii Self-assessment results are independently verified by external experts.
- 11-3-iii The university effectively reflects self-assessment results in their arrangements for the quality of improvement.
- 11-3-iv The conditions and outcomes of the university's education and research are informed to the society in an easily accessible and understandable way.

Glossary

(terms appearing in the text marked with an asterisk)

Institutional Certified Evaluation and Accreditation (Foreword)

A certified evaluation and accreditation of an institution as a whole. Subject institutions must undergo the evaluation at least once in every seven years. NIAD-UE currently conducts this evaluation of universities, junior colleges and colleges of technology.

Viewpoints (Foreword)

Reference points and example data listed under each evaluation standard for subject institutions to refer to when implementing self-assessment. NIAD-UE refers to these viewpoints when judging whether an institution's performance meets the Standards or not. Institutions may also create their own viewpoints to reflect their particular characteristics.

Liberal Education (p. 4)

Education designed to nurture students' appreciation of the richness of humanity, giving them broader perspectives, abilities to judge appropriately and self-actively, and to consider their own knowledge and lifestyles in society by providing knowledge and skills commonly required beyond the limits of each subject, unlike more narrowly focused education that offers knowledge in vertically divided fields.

Undergraduate Program (p. 4)

A four-year curriculum (six years for medicine, veterinary medicine, dentistry and certain parts in pharmacy) in a faculty. Graduates are awarded a Bachelor's Degree.

Basic Units Equivalent to Faculties and Departments (p. 4)

Organizational units other than faculties and departments, which may be set up in a university, for the pursuit of education and research. Examples are "cluster", "college", "department for researchers" and "school teacher training program".

Graduate Program (p. 4)

The term refers to master's, doctoral, and professional degree programs, according to the Standards for the Establishment of the Graduate Schools. However, NIAD-UE separates the standards for evaluation and accreditation for professional degree programs from the other graduate programs in recognition of the distinction between them.

Basic Units Equivalent to Academic Units and Majors of Graduate School (p. 4)

Organizational units other than academic units and majors, which may be set up in a graduate school, for the pursuit of education and research. Examples are “graduate school” as an education unit and “graduate faculty” as a research unit.

University Councils (p. 5)

This term includes faculty councils, and the education and research councils of national university corporations and municipal/prefectural university corporations.

Professional Degree Program (p. 7)

A program offered by professional graduate schools.

Research Supervisor (p. 7)

Appointed full-time staff in graduate schools with excellent research careers, wide knowledge and experience who supervise and advise on students’ research.

Assistant Supervisor (p. 7)

Academic staff with the ability to help supervise research.

Professional Faculty (p. 7)

Academic staff of a professional graduate school who have advanced practical skills with more than five years of career in the field they teach in.

Credit Substantialization (p. 11)

The approach to promoting students’ self-directed studies through systematic instructions and limiting the number of subjects.

Syllabus (p. 11)

A detailed plan of each subject for students’ reference when selecting subjects and preparing for classes. In general, it contains specifics on how, where, when and by whom each class will be held, objectives, topics that will be covered, grading policies, instructions for preparation, etc. It may also be used for adjustment of subject contents by academic staff or evaluation of teaching.

Special Programs for Teaching (p. 12)

Exceptional measures that allow graduate programs to be conducted in evenings or other specific times for students who are in employment and find it difficult to attend daytime classes.

Equivalent Research Outcomes (p.12)

An outcome, prescribed in Article 16 of the Standards for the Establishment of Graduate Schools, that can be an alternative to a master's thesis, such as a research paper or a piece of art work.

Extra-Curriculum Activities (p. 16)

Student activities on campus, other than academic programs, which contribute to the nurture of rich humanity and widen knowledge. They include club activities, activities in student unions and students' research societies.

Student Life Support (p. 16)

Various supporting systems that enable students to fully concentrate on their studies and have a meaningful campus life. They include career/employment advice, life guidance and accident compensation systems.

ICT (p. 17)

Information and Communication Technology (ICT) is a general term for referring to technologies for the communication of information. This term is becoming to be used replacing 'information technology (IT)'.

FD (Faculty Development) (p. 18)

The term is used for the systematic approach by academic staff to improve and develop the university's educational functions. It includes various approaches such as mutual class observations between academic staff, holding workshops on teaching methods, and giving training opportunities for newly employed staff.

Institutional Certified Evaluation and Accreditation: Universities

Standards for Evaluation and Accreditation 2009-2010

National Institution for Academic Degrees and University Evaluation
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